

## MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: Year 1		SCIENCE Everyday Materials	
WEEK 1 DATE:	WEEK 2 DATE:	WEEK 3 DATE:	WEEK 4 DATE:	WEEK 5 DATE:	WEEK 6 DATE:
<p><b>LO:</b> To identify everyday materials. Working scientifically: To sort objects into groups based on the materials they are made from. <b>Success Criteria:</b> I can name everyday materials. I can identify the materials different objects are made from. Working scientifically: I can sort objects into groups. <b>Main Event:</b> Children to complete sorting materials activity (one each). Ask the children to cut out the objects at the bottom of the activity and stick them in the correct group to show which material each object is made from. <b>Support:</b> Could complete a practical sorting task with only two labelled hoops (e.g. wood and plastic), allowing them to observe and feel a smaller selection of objects before sorting them; could be given the Resource: Knowledge organiser – Everyday materials to refer to when completing task one. <b>Challenge:</b> Could draw and label one additional object in each group (e.g. a wooden spoon, a toothbrush, a pair of glasses, a pound coin etc.) during task one; could draw and label an additional object in a space outside of the hoops (e.g. water, scarf, paper etc.) during task one; could describe the objects during the practical sorting task (e.g. heavy, smooth, colourful, light, fragile etc.) during task two.</p>	<p><b>LO:</b> To recognise the difference between objects and materials. <b>Success Criteria:</b> I can name objects. I can identify the material an object is made from. I can explain the difference between objects and materials. <b>Main Event:</b> Ask each child to choose an object to hold. Call out words (materials, describing words and object names) and ask the children to hold up their object if they think it fits the criteria. Hand out the Activity: Paulo's garden (one each) and ask the children to: Activity- Children labelling object/what is it made from. <b>Support:</b> Could be given pre-written sticky notes (two objects and two materials) to stick in an indoor/outdoor space (e.g. window, handle, smooth or bendy) for the continuous provision task; could use a device to take photographs of themselves next to their sticky notes. <b>Challenge:</b> Should add additional labels for objects made from more than one material (e.g. swing: wood, metal and plastic) for the continuous provision task.</p>	<p><b>LO:</b> To describe the properties of materials. <b>Success Criteria:</b> I can recall that property refers to how a material can be described. I can describe the properties of everyday materials. I can recognise that objects are made from materials which suit their purpose. <b>Main Event:</b> Children to complete the activity: Properties of materials (one each). Ask the children to use the word bank to complete the sentences by writing a property in the spaces. Additional activity: Design a feely squish toy (one each) explaining that they will design a feely toy with different textures on the ears and tummy for a baby to touch. Children to cut and stick three different materials to match the shapes of the stripy, grey sections on their activity sheets. Children to label the properties of the three materials. <b>Support:</b> Should have the five objects cut out from the Activity: Properties of materials and be given five-word cards labelled wood, plastic, glass, metal and fabric to match to the pictures in the adult-led task. <b>Challenge:</b> Explain why each object is made from a particular material (e.g. the swing's seat is made of plastic so it will swing easily.</p>	<p><b>LO:</b> To group materials based on their properties (absorbency). <b>Working scientifically: To make observations and record data.</b> <b>Main Event:</b> Complete the property sorting activity as a whole class. Children to complete activity 'Which materials are absorbent?' Arrange the children in pairs and allow them to label two hoops with property labels and choose ten objects from the materials box to sort. Ask the pairs to take a photo of their completed work. <b>Support:</b> Could record findings for task one on a whiteboard by ticking or crossing to indicate if the material was absorbent; should use simple property labels (e.g. hard and soft) and six carefully chosen objects which are easily classified for task two. <b>Challenge:</b> Could draw on their own experiences to guess whether the materials will be absorbent before testing in task one; could rank the six materials from most absorbent to least absorbent; could choose some additional materials to test; could be encouraged to use the challenge word cards of the resource: Property labels for task two.</p>	<p><b>LO:</b> To group materials based on their properties (waterproofness). <b>Working scientifically:</b> To plan a test and suggest what might happen. I can recognise when my prediction does not match the results. <b>Success Criteria:</b> I can suggest ways to test the properties of materials. I can make a prediction. <b>Main Event:</b> Children to predict which materials are waterproof. Lead the children performing a fair test. Children to complete the activity: Choose the best fabric (one each) and ask the children to follow the steps for the lollipop person and the gymnast. <b>Support:</b> Could be given sorting hoops with pre-written labels to sort clothing into two groups (e.g. stretchy and non-stretchy, thick and thin or smooth and rough) for task two; could draw clothes and label the fabrics with properties for task two. <b>Challenge:</b> Could give reasons for their fabric choices in task two (e.g. it is bright and reflective so cars will see them; it is tight and stretchy so the gymnast can move easily).</p>	<p><b>LO:</b> To group materials based on their properties (toughness). <b>Working scientifically:</b> To answer questions based on results. <b>Success Criteria:</b> I can describe how materials respond to pulling and tearing. Working scientifically: I can use my observations to answer questions. <b>Working scientifically:</b> I can recognise if a test is fair. <b>Main Event:</b> Test the materials as a whole class. Children to complete the results table by referring to the completed sorting hoops on the board to help them list the materials and describe what happened when tested. The pupils should write 'yes' or 'no' in the final column to indicate whether they believe the material is tough or not. <b>Support:</b> Could be given two sorting hoops labelled 'tough' and 'not tough' and their own set of materials to test and sort; could draw two circles (groups) on plain paper, labelling them tough and not tough and draw the materials in the correct hoops based on their observations. <b>Challenge:</b> Could record their predictions on a whiteboard and explain their reasoning based on experience; could compare the results to their predictions and where they do not match, using new knowledge and vocabulary to explain why.</p>

