

<p>Sc1/1.4 identifying and classifying</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions.</p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.</p> <p>They should ask people questions and use simple secondary sources to find answers.</p> <p>They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>look very different!</p> <p>Consider the questions: How do we change as we get older? Do we only get older on our birthdays? Observe changes over time by comparing baby photos with current ones.</p> <p>Look carefully at our bodies and collect data about head size, hand and foot size, hair and eye colour.</p> <p>Consider the question: If someone has big feet, do they also need larger gloves? Look for patterns in the measurements collected.</p> <p>Listen for sounds all around us - what can we hear with our ears? Can we hear the playtime bell? Consider simple factors affecting how well we hear the whistle and explore what happens when we change just one thing at a time.</p> <p>Explore different foods using different senses and classify into groups. Set out a Senses Market Stall in the classroom and then eat the produce! Discover that our tongues are used for sensing taste differences.</p> <p>Place different items (noisy, textured, and smelly) in a feely bag and talk about how we know</p>	<p>plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Play 'I-Spy the Material' game in the classroom, before discussing why different materials have been used. Sort items according to their properties and consider what it would be like if the tables were made of jelly or the chairs were chocolate! Think carefully about the different materials and their properties, and play games in pairs with items from the classroom. Write songs based on the properties in materials and sing together at the end of the session!</p> <p>Play with magnets and explore their properties. Discover what's attracted to them and why. Create games using the magnets</p>	<p>Think about what we already know about weather and look at how weather forecasters tell us what weather to expect. Make forecasts about the weather at school, using weather symbols and notes made 'on location' in the playground.</p> <p>Go outside and observe the weather, drawing what you see and describing what you hear and feel. Then go back inside to create a seasons collage for the classroom. Go outside and have fun with shadows. Make them jump, chase each other and play shadow tag. Draw round them to see if they change during the day. Look at weather in the playground, at the rain falling and what it sounds like. Design a weather station to help collect data about the weather at school. Make a rainfall gauge and record the results.</p> <p>Look at the wind in the playground and wonder if there is a link between wind direction and rainfall. Does the wind change direction during the day? Make a wind-sock to measure the</p>	<p>Can explore objects using different senses</p> <p>Can use first-hand close observations to make detailed drawings</p> <p>Can name body parts correctly when talking about measurements and comparisons</p> <p>'My arm is x straws long.'</p> <p>'My arm is x straws long and my leg is y straws long. My leg is longer than my arm.'</p> <p>'We both have hands, but his are bigger than mine.'</p> <p>'These people have brown eyes and these have blue.'</p> <p>Can talk about their findings from investigations using appropriate vocabulary</p> <p>'My fingers are much better at feeling than my toes'</p> <p>'We found that the crisps all taste the same.'</p> <p>Can name a range of animals which includes animals from each of the vertebrate groups</p> <p>Can describe the key features of these named animals</p> <p>Can label key features on a picture/diagram</p> <p>Can write descriptively about an animal</p> <p>Can write a What am I? riddle about an animal</p>
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<p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>		<p>what those items are. What senses are we using? List the five senses together and go outside to explore the environment. Discuss what we know about all five senses. Accept a challenge to make a sensory board and bottles for a local community group. Gather together safe but stimulating things to engage the different senses. Classify these together into the five sensory groups.</p> <p><u>Animals Including Humans</u> Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Go on an exploration around the school grounds, looking at animals' behaviours and habitats. Talk about the behaviour patterns you can</p>	<p>and metal objects in the classroom. Play 'Odd One Out' by carefully considering the properties of some objects. Sort objects in the classroom and then have fun imagining a world where nothing was rigid! Listen to the story of the three little pigs and, in small groups, recreate using straw, twigs and bricks. Make predictions and a video. Using alternative building materials, recreate the story of the three little pigs and predict what will happen to their houses! Everyday Materials Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of</p>	<p>direction of the wind in the playground. Measure the temperature inside the classroom and outside and wonder how different that would be in different seasons. Make a thermometer box to house a thermometer and use it outside in the playground.</p> <p><u>Plants</u> Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Explore the outdoor area of school and look at plants that are growing. Talk about what they are and what they will look like when they are fully grown. Map out the school garden area and decorate with sketches, facts and labels. Look at different potatoes and potato products. Working in teams, prepare tubs for growing, and plant a chitted potato. As a team, how will you keep your potato plant healthy?</p>	<p>Can describe what a range of animals eat Can sort and group animals using similarities and differences Can use simple charts etc. to identify unknown animals Can create a drawing of an imaginary animal labelling its key features Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zoo keepers etc.</p> <p><u>Spring:</u> <u>Everyday Materials</u> Can say if an object in the classroom is made from wood, plastic, glass, metal, water or rock Can sort/group different objects depending on what it is made from Can name some materials Can identify or say which will be the best material for different things e.g. making a house, chair etc. Can sort/group different objects based on their physical properties e.g. rigid, bendy etc. Can describe what happens when ice melts Can make suggestions on how to slow/speed up the process of ice melting</p>
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