






BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Everyday Materials	1	Autumn 2	12 hours
 <p data-bbox="195 816 382 846">Library service</p>	 <p data-bbox="583 816 770 846">Library service</p>	 <p data-bbox="976 816 1163 846">Library service</p>	 <p data-bbox="1358 816 1545 846">Library service</p>	 <p data-bbox="1703 800 1938 829">KS1 picture books</p>
<p data-bbox="111 878 441 967">End of Key Stage 1 Outcomes</p>	<p data-bbox="495 878 1969 1170">Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying Using their observations and ideas to suggest answers to questions. ? Gathering and recording data to help in answering questions.</p>			
<p data-bbox="111 1206 306 1295">End of Unit Outcomes</p>	<p data-bbox="495 1206 1934 1430">I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials.</p>			

	I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
Vocabulary	Materials, wood, plastic, glass, metal, water, rock, properties, hard, soft, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, brick, paper, fabrics, elastic, foil.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1 What material is it?	2 hour	<p>WALT: understand materials.</p> <p>WILF: I can identify objects made out of wood, metal and plastic. I can sort objects into wooden, metal and plastic groups. I can use pictures to record my sorting.</p>	<p>Working Scientifically: Identifying and classifying.</p> <p>Shared images, what are these things made out of? Wood, metal, plastic.</p> <p>Discuss things in the classroom which are made out of these materials. How do we know? Do they all look the same? Are they the same colour?</p> <p>Practically sort objects into wood, metal and plastic.</p>	<p>Things made out of wood, metal and plastic.</p> <p>Images of a variety of different materials things around the world.</p> <p>Collins Connect Snappy science resource sheet 1</p>

<p>Lesson 2 What material is it? Pt 2</p>	<p>2 hour</p>	<p>WALT: investigate materials. WILF: I can identify objects made out of glass, rock and brick. I can identify water found in different places. I can sort objects into glass, rock and brick groups. I can use a magnifier correctly</p>	<p>Working Scientifically: Observing closely using simple equipment.</p> <p>Shared image of a glass. What is this made out of? What can we use glass for? Explore around the classroom as well as thinking about their homes.</p> <p>Share an image of water. What is this? What does it look like? Think about its 'properties'. What do we use water for? Do they look the same? Are they the same? Can they be used for the same thing?</p> <p>Share image of a house brick. What is it? Have you seen one before? Where would you find it? What is it made from?</p> <p>Share images of stones. What are they? Where would I find them? What 'properties' do they have?</p> <p>Are they the same? Why not? Discuss natural and manmade. What does that mean?</p> <p>Discuss colour and shape.</p> <p>Sort glass and water, bricks and stones.</p>	<p>Glass Water Bricks Stones Images to sort. Resource 1 and 2 Slideshow 1 Video 1</p>
<p>Lesson 3 Is all paper the same?</p>	<p>2 hour</p>	<p>WALT: investigate materials. WILF: I can identify different types of paper.</p>	<p>Working Scientifically: Performing simple tests.</p> <p>In our classroom we use a lot of paper. Can you see where we have used paper? What do we use paper for? Is it just our work?</p>	<p>Variety of different paper</p>

		<p>I can test different types of paper for painting on, writing on and for mopping up juice.</p> <p>I can say why different papers are best for writing, painting and mopping up.</p>	<p>Share different types of paper. Tissue paper, wrapping paper ect.</p> <p>Can they all be used for the same things? Why? Why not?</p> <p>Can we write on them the same?</p> <p>Explore different types of pens, pencils and crayons.</p> <p>Make verbal predictions. Which do you think will be good to write on? Which pen will be the best?</p> <p>Carry our tests with different paper and different pens.</p>	<p>Different paper</p>
<p>Lesson 4</p> <p>Can an object be made of different materials?</p>	<p>2 hour</p>	<p>WALT: investigate materials.</p> <p>WILF:</p> <p>I can recognise that an object like a spoon can be made from different materials.</p> <p>I can suggest reasons why those different materials might be used.</p> <p>I can explain that some materials are better for making some things than others.</p>	<p>Working Scientifically: Gathering and recording data to help in answering questions.</p> <p>Share with the children a number of different spoons. What are they? Are they all the same? Use different materials wooden, metal, plastic.</p> <p>Do they all do the same job? Are they used for the same things? When might we use a wooden spoon? Why wouldn't we use a plastic spoon to stir hot soup?</p> <p>Display a cup, what is it made of? Discuss the different types of materials used for a cup. Why do we use different types of materials?</p> <p>Think of the materials we have looked at in previous lessons. Could we use those? Brick, plastic, glass?</p> <p>Children to decide which they could use for each item.</p> <p>Moving learning on:</p>	<p>A variety of different spoons</p> <p>A variety of different cups.</p> <p>Resource sheet 2</p> <p>Moving learning on questions.</p>

		I can complete a table as a record of what I have done.	Why would you not use... Which is the best material for....and why?	
Lesson 5 Does it bend or stretch?	2 hour	WALT: investigate materials. WILF: I can identify which materials bend and stretch. I can test how materials bend and stretch.	Working Scientifically: Gathering and recording data to help in answering questions. Share the question does it bend or does it stretch. What does it mean to bend? What does it mean to stretch? Can they name some things that bend or stretch? Share images of a variety of objects. Can these be bent or stretched? Children to go and explore materials on their table practically. Task to look at fabrics. Using a variety of different fabrics children to investigate bending and stretching the fabrics. Which stretched the....? Do they all bend?	Objects to test Bending and stretching. A range of different fabrics. Extension questions
Lesson 6 How wet can it get?	2 hour	WALT: investigate materials. WILF: I can decide which material to use for soaking up water. I can decide which material does not let water through.	Working Scientifically: Performing simple tests Today we are going to be working with fabric and paper. What do we know about them so far? Have a range of different fabric and paper	Variety of fabric waterproof and not Variety of paper.

		<p>I can carry out simple tests.</p>	<p>Knock over a cup of water, accidentally. Oh no what has happened? What can I use to mop it up? Could we use some of the paper or fabric? Which do you think will be the best?</p> <p>Discuss ideas.</p> <p>Children to work in groups to test the different paper and fabric.</p> <p>Which is the worst? How do you know it hasn't worked well?</p>	<p>Water, containers</p>
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