

Science - Year 1

Objective	What it looks like
K - Distinguish between an object and the material from which it is made	Children are given a box of toys to explore. They play a guessing game and take it in turns to describe a chosen toys look and feel. Children sort each toy into two categories – one where the material is known and one where it is unknown. Photos or drawings of the groupings are kept for future reference and children play a memory game to consolidate their learning.
K- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	In pairs, children are given a toy and they identify which material it is made from and try to find other toys or objects made from the same material. They go on a hunt around the school and grounds to find something made from each of the different materials in the toy box. They share their findings as a class and look at their results. Children think about how they can learn about materials using their other senses.
K - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Children are given samples of different liquids which they sort into two groups using their own criteria. Children then pair the liquids according to how runny they are and learn that some liquids sit in layers when added together. They make predictions on which liquids will mix together and then test their predictions. The mixtures are left to be observed as the unit progresses.
WS - Observing closely, using simple equipment	Children explore the texture, weight and feel of various materials and play a matching game. They look at some objects made from unsuitable materials and think about materials which are more suitable. In pairs, children draw an object in the middle of a piece of paper and list the materials it should be made from on one side and those it shouldn't be made from on the other.
WS - Identifying and classifying	Children look at a mysterious parcel that has arrived from a chocolate manufacturer in the post with hollow chocolates inside – one of which is broken. In groups, children think about the protective materials that could be used. They identify different materials and choose three that they think would be the best. Children carry out a test to find the best material to protect the chocolates and record the results, discussing the findings with the class.
WS - Performing simple tests	Children explore three different powdered solids. They mix a small amount of the powders with water to see how they behave differently. Children do the same test using magic sand and think about how it is different from normal sand. The drawings of the toy box materials from Lesson 1 are reviewed.
WS - Asking simple questions and recognising that they can be answered in different ways	
WS - Using their observations and ideas to suggest answers to questions	
WS - Gathering and recording data to help in answering questions.	

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