

## CURRICULUM SUMMARY – November to December 2018

SUBJECT: Science: Everyday materials

YEAR GROUP:1

TEACHER: Ms Beata Kruk-Zabawa

Week	Dates	Learning objectives	Activities (in brief)
	29-2 November	Mid-Term Break	Mid-Term Break
9	5-9 November	To identify and name a variety of everyday materials including wood, plastic, glass by matching a material to its name	<p><b>Naming materials</b> Name and identify different materials, go on a material hunt around the classroom and school Match labels to pictures and examples of different materials, discuss what they can be used for and where we can find them. Label the picture. Each group to describe their material with 3 adjectives</p>
10	12-16 November	To distinguish between an object and the material from which it is made	<p><b>Objects and materials</b> Play games to practise the difference between items/objects and materials. Describe pictures: What objects can you see? What materials can you see? What do these objects have in common? – play matching and sorting games. Draw 3 pictures of different items, label them and write a sentence describing the materials they are made from.</p>
11	19-23 November	To distinguish between an object and the	<b>Properties</b>

		material from which it is made by looking at and touching different materials	Children explore a range of materials and objects made from different materials. They describe what materials look like and how they feel. Children match a card from the Everyday Materials Vocabulary Cards material or an object which has that property. Children explain their thinking. Children create a poster describing a chosen material.
12	26-30 November	To describe the simple physical properties of a variety of everyday materials by testing different objects	<b>Testing properties</b> Children talk to a partner and think of as many properties of materials as they can. Read through the information about properties and discuss how some properties are easier to identify than others (e.g. it's easy to see if something is shiny or dull just by looking at it). Model how to test to see if something is waterproof, transparent or opaque or absorbent. Children use the differentiated Property Testing Activity Sheets to test each material and record their findings.
13	3-7 December	To perform simple tests to find out which material would be suitable to make an umbrella from To use observations and ideas to suggest answers to questions	<b>Umbrella investigation</b> Children are introduced to Ted and his problem. Discuss how children could help Ted. We could make an umbrella but we're not sure which material would be best to use. Children are presented with four different materials they will be testing. Children talk to a partner to discuss and answer the questions on the Lesson Presentation. Children complete the investigation as a group. Discuss which material children think would be best for Ted's umbrella and

			why. Are children able to use their results to make a sensible decision? Then discuss why it wouldn't be suitable to make an umbrella out of other materials.
14	10-14 December	To compare and group together a variety of everyday materials on the basis of their simple physical properties	<p><b>Sorting</b> Children work with a partner to sort each set of pictures on the Lesson Presentation into two groups. Sitting in a circle, children look at the different objects and pass them around. How could their properties be described? Play games to sort different objects, group them together and label with properties cards.</p> <p>Use venn diagrams to sort objects with both of the labelled properties. Children have 4 hoops and label them rough and smooth and dull and shiny. They find objects from around the classroom to put into each hoop. Look for areas that overlap.</p>
15	17-21 December	Date to be decided: <b>Trip to the Glass Factory to find out how glass is made and how it can be shaped and take part in a glass painting workshop.</b>	