



No Limits  
To Learning!

**Topic Title:** Rags to Riches

**Year Group:** 1

**Academic Year:** 2021-2022(Spring 1)

**Science Intent:**

The children will learn to compare and group together a variety of everyday materials on the basis of their simple physical properties.

<b>Prior Scientific Learning/Linked Topics:</b> Seasons Weather	<b>Literacy Links (including texts/media used):</b> Toys from the past, The Toymaker, The Runaway Pancake		<b>Maths Links:</b>	
<b>Scientific Knowledge</b>	<b>Working Scientifically</b>			
	<b>Observing and Measuring over time</b>	<b>Identifying, classifying and grouping</b>	<b>Comparative and fair testing (controlled investigations)</b>	<b>Research</b>
Ask simple questions about the world around us	Use simple observations and ideas to suggest answers to questions. To observe simple changes over time and, with guidance, begin to notice patterns and relationships. Observe changes across the 4 seasons	Identify and classify with some support. To begin to observe and identify, compare and describe. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Begin to record and communicate their findings in a range of ways. Observe changes across the 4 seasons	To begin to use simple secondary sources to find answers. To begin to find information to help me from books and computers with help.

**Content:**

**Seasons/Weather**

- Continuation of seasons and weather- a big focus on Spring, as the season has changed from Winter to Spring.
- As a lesson, we would discuss the weather associated with Winter and compare the similarities and differences to Spring.
- After discussing Spring, we would go on a Spring Walk and identify/discuss what they have spotted- new shoots, blossoms, change in the colour of leaves. We would discuss the key features of Spring and link to baby animals being born with links to Easter.

**Materials: The whole sequence of lessons - compare and group together a variety of everyday materials on the basis of their simple physical properties.**

**Lesson 1 Identify and name a variety of everyday materials (wood, plastic, glass, metal, water and rock)**

**Distinguish between an object and material from which it is made**

The children will choose different objects and toys and discussing what they are made from. Through discussion make observations of what the children say.



Look at objects that can be made from more than one material e.g. plates are made from plastic and china.

**Approach: Identify, grouping and classify**

**Skill: Asking Questions**

Activity: Children to find and sort objects and toys- sort the objects using a venn diagram.

Questioning about toys and what they're made from.

**Lesson 2 & 3: Describe the simple physical properties of a variety of everyday materials**

**Approach: Identify, grouping and classify**

**Skill: Asking Questions**

Introduce new vocabulary (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent). Children work to investigate a number of objects and sort according to their properties.

As a class, children will agree on what properties to use on the word mat. A list will be given of all the properties.

Activity (Lesson 2): Children to investigate the materials and their properties in groups (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent) **Approach: Pattern Seeking Skill: Asking Questions Skill: Making Predictions Skill: Observing and Measuring**

**Observing and Measuring**

Activity (Lesson 3): Children to create own feely word mat using the objects that are the best example of the physical properties. **Approach: Problem Solving**

**Skill: Asking Questions Skill: Setting up Tests Skill: Recording Data**

**Lesson 4: Review and Evaluate feely mats**

Children to review and evaluate their feely mats. **Skill: Interpreting and Communicating Results Skill: Evaluating**

**Lesson 5: Recap - What do we know about Winter?**

Use a cartoon concept to get their understanding of what they know about Winter. **Approach: Observation over time**

**Key Vocabulary:**

Season, weather, spring, winter

Similarities, differences

Identify, discuss, explore

Everyday materials

Properties (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent