

The Sultan's School Year 1 Medium Term Curriculum plan for Science 2017- 18 - Information for parents

Block	Unit	Key Targets and Learning Objectives	Key Activities	Key vocabulary
1	The Five Senses	<ul style="list-style-type: none"> ➤ To learn that the five senses are to see, hear, smell, touch and taste. ➤ To learn about parts of the eye. ➤ To explore what different sounds are in our environment. ➤ To understand that food and drink have different tastes. ➤ To understand that materials feel different. ➤ To understand that different materials and food products have different smells. 	<ul style="list-style-type: none"> ➤ Singing songs about the five senses. ➤ Drawing and labelling the parts of the eye. ➤ Tasting, feeling and smelling different foods, drinks and materials while using simple scientific vocabulary to describe them. ➤ Listening to different animals noises and trying to identify which animals are making them. ➤ Going on a sound and sight walk around the school and describing the noises and things that they can hear and see in their local environment. <p>Going Green Link: Can they use their senses to help them to pick up litter/rubbish at home or out in a park/beach.</p>	See, touch, taste, hear, smell, eye, ear, mouth, nose, hands, feet, smooth, spiky, rough, silky, slimy, bitter, sweet, sour, salty, sugary, loud, quiet, squeaky, deep, low, high, soft, hard
2	Forces – Pushing and Pulling	<ul style="list-style-type: none"> ➤ Understand that a force makes things move. ➤ Understand that forces can make things speed up and change direction. ➤ Understand that forces can make things slow down. ➤ Understand that it is important to talk about what might happen when we carry out an investigation. ➤ Understand that forces help us in many ways. ➤ Understand that there are natural forces that shape the world around us. 	<ul style="list-style-type: none"> ➤ Sorting activities that test knowledge of push and pull forces. ➤ Car races on different surfaces to test the difference in the force friction. ➤ Ball investigation that explores how forces effect speed. ➤ Bubble investigation that explores why bubbles are always round and what happens if we use different shaped and sized bubble blowers. <p>Going Green Link: Can they use recycled paper to create paper boats to see the push/pull effects of tidal force at home in the bath.</p>	Forces, friction, push, pull, gravity, tidal, wind, sea, water, blowing, surfaces, direction, natural

3	Lifecycles	<ul style="list-style-type: none"> ➤ Understand that animals have a life cycle. ➤ Understand that insects have a life cycle. ➤ Understand that plants have a life cycle. ➤ Understand that the babies of some animals go through different stages. 	<ul style="list-style-type: none"> ➤ Class activity- each table will paint a different stage of the butterfly life cycle. ➤ Life cycle of a plant- class planting of their own plant and watching it grow- draw a life cycle in their books. ➤ Life cycle of an animal- human – photos of themselves through the different stage of their life so far. ➤ Show the life cycle of a frog. ➤ Show the life cycle of a ladybird. <p>Going Green Link: Can they grow a vegetable plant in their garden or in a pot and use it to eat from- rather than keep buying it in the super market.</p>	Life cycle, butterfly, caterpillar, pupa, chrysalis, leaf, frog, egg, tadpole, minibeast, frogspawn, froglet, pond, seedling, flower
4	Moving and Growing	<ul style="list-style-type: none"> ➤ Name the main parts of the body. ➤ Understand there are differences between living and non-living things. ➤ Understand that animals, including humans are living. ➤ Understand that we can group living things in different ways. ➤ Understand that animals grow and have babies. ➤ Understand that plants, humans and other animals need food to grow. 	<ul style="list-style-type: none"> ➤ Drawing around a friend and labelling parts of the body. ➤ Identifying living and non-living things around school. ➤ Matching animals to their babies through games. ➤ Making a flower and labelling its parts. <p>Going Green Link: Can they be 'green' by using their bodies to play and move rather using electricity to entertain themselves.</p>	living, non-living, compare, describe, leg, arm, head, foot, hand, stomach, elbow, nose, knee, fingers, shoulder, chest
5	Sound and Light	<ul style="list-style-type: none"> ➤ Know that there are many different kinds of sounds ➤ Understand sounds get quieter further away from the source. ➤ Understand that objects can produce and reflect light. ➤ To understand why we have night and day 	<ul style="list-style-type: none"> ➤ To identify different sounds and know where they come from. ➤ Sound walk around school to discuss how sound becomes quieter the further away they are. ➤ To identify different objects that create or reflect light. 	quiet, loud, distance, noise, reflect, shadow, sun, moon, light, torch, earth, opaque, see through, shadow

		<p>time.</p> <ul style="list-style-type: none">➤ To understand what a shadow is and how to create one.➤ Show findings from investigations in simple ways.	<ul style="list-style-type: none">➤ Observe the Earth spinning about the sun and how that creates day and night.➤ Identify objects that are solid, see through and opaque.➤ Light experiment where the children have to predict which objects will cast a shadow. <p>Going Green Link: Can they turn all their lights off and have a 'black out' night- where they enjoy playing games with their family and make a shadow show.</p>	
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