

**Lent 1**  
**Science Year 1: Everyday Materials (Physics)**

**Scripture Link: 1 Corinthians 3:12-13**

**National Curriculum Objective**

**Enquiry Question: How can I identify and describe different materials?**

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	To know what the term 'waterproof' means and that some materials are waterproof, and some are not	To know which materials to use to create a waterproof shelter with a roof and legs.	To know what floating and sinking are: testing some everyday materials to see which float/sink.
<b>Recall and Retrieval</b>	what opaque means  what transparent means	what waterproof means the names of the 4 seasons (when you might need a waterproof shelter!)	From EYFS: carry out a comparative test. name a variety of everyday materials including wood, plastic, glass, metal, water and rock. group different materials using criteria of my choice
<b>Sequence of substantive knowledge throughout the lesson</b>	I know what waterproof means  I can name some waterproof materials.	I know what is meant by a shelter.  I know how to select a waterproof fabric  I know how to test for waterproof properties.	I know what floating means  I know what sinking means  I can name some objects that float and some that sink.  I can carry out a fair test.
<b>Key Skills/disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• Performing simple tests</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• Performing simple tests</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• Performing simple tests</li> <li>• gathering and recording data to help in answering questions.</li> </ul>
<b>Key Vocabulary</b>	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, waterproof, absorbent,	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, waterproof, absorbent,	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears,
<b>Main teaching activity</b>			

<b><i>If the school has another short term planning format, this does not need to be included.</i></b>			
<b>Scaffolding</b>	Teacher to model completing the sheet.	Teacher to model then allow children to have a go.  Teacher to model drawing and labelling the shelter with materials they will use.	Children to practice making boat shapes to make their shape float
<b>Challenge</b>	Children to work in small groups to complete their test.	Talk about the evaluation as a class and model before children complete theirs.	
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			
<b>Wider links</b>			

**Lent 1**  
**Science Year 1: Everyday Materials (Physics)**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	To know how to apply their learning to make a sailboat that holds a Lego character	To know what a magnet is and does; exploring how magnets react with a range of everyday materials.	To know how to play 'The Materials Game'.
<b>Recall and Retrieval</b>	what waterproof means what floating means what sinking means	identify a variety of everyday materials including wood, plastic, glass, metal, water and rock. group different materials using criteria of my choice.	Know what opaque means Know what transparent means can describe what a magnet is
<b>Sequence of substantive knowledge throughout the lesson</b>	I can carry out a fair test based on my observations.	I can describe what a magnet is  I can give some examples of how a magnet works  I can carry out a fair test  I can record my observations	I can carry out a fair test  I can record my observations
<b>Key Skills/disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• Performing simple tests</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• Performing simple tests</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• Performing simple tests</li> <li>• gathering and recording data to help in answering questions.</li> </ul>
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<b>Main teaching activity</b> <i>If the school has another short term planning format, this does</i>			

<b><i>not need to be included.</i></b>			
<b>Scaffolding</b>	Children to make their own boat using the materials of their choice.	Children can complete individually, in pairs or as a class.	
<b>Challenge</b>	Teacher to model first, children to write explanation on worksheet provided		
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			
<b>Wider curriculum links</b>			