

• similarities / differences / patterns. - ~~3-5-10-15~~ ^{E4FS} ~~5-10-15~~ ⁵⁻¹⁰⁻¹⁵

↳ Fallen leaves ^(type) anymore onsite.

Sim. → same ^{tree} ... Is it the same? How do you know? Shapes.

obs. diff. ... Colours, decay, missing bits position etc....

Patterns → veins, changes in colour
↓
put in order.

observing → making predictions.
→ make deductions

ELG → The Natural World.

Birth to 5 - The World Range 6

Year 1.

- Identify and name a variety of common materials
- Identify and classify materials.

Assessment focus-

Children can recognise and name diff. materials. Can recognise the objects are made out of diff. materials.
Sort materials.

Activity

Go on a materials hunt outside.
Collect objects + take photographs of diff. materials.
Let children group + sort in own way using sorting hoops outside.
Ask children how they have sorted. Can they name diff. materials?
Discuss diff. materials and sort/classify. Discuss misconceptions.

Followup- Talk about people who need to know about diff. materials. (Science capital)

Year 1.

- Observe changes across the 4 seasons (autumn)
- Observing closely

Assessment -

Children can talk about the changes around them in autumn.

Activity.

Go outside on an autumn walk Encourage the children to use their senses. Discuss. Choose a tree for the children to observe and sketch. Discuss observations. (Revisit the tree over the seasons) Collect autumn treasures use double sided sticky tape. Go on a scavenger hunt and look for specific signs of autumn.

Science Capital - What jobs need to know about the seasons e.g farmer

Forces Yr 5

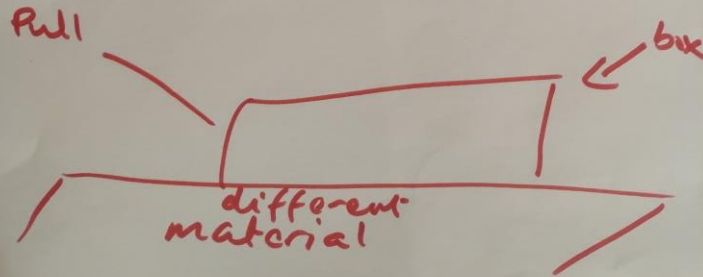
CKO. How do objects move on different surfaces

W.S. Observing and explaining Predictions

Enquiry - Comparative test

Assess Foci - properties of materials
vocab of different mat.

S.C. verbalise their misconception from their predictions



YR 4 ~~Sound~~ States of Matter
group materials

Animal including human
C.K.O. To know I have bones
in my body.

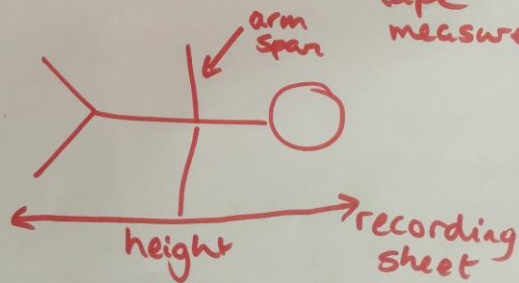
W.S. To measure different parts
of the body.

Enquiry - Pattern Seeking in
body ratios

Assess Foci - vocab of bones

S.C. - using language of bones
- measuring correctly
- can they see and
describe patterns

arm span
height



CKO - To know how fossils are formed.

^{Enquiry}
~~task~~ - identifying, classifying

Ass Focus - recreate a model of how fossils are formed.

S: C - using scientific vocabulary
- understanding order of layers.

7



Annotate layers.

• similarities / differences / patterns .-

YR 4 ~~Sound~~ States of Matter

Conceptual knowledge - Compare + group materials
↳ solid, liquids + gases

Working scientifically - Classifying

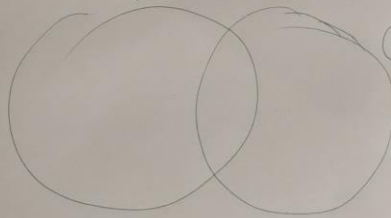
Enquiry type - Classify + investigate

KQ - What are the 3 properties of the states of matter?

SC - I can identify the 3 main types of states of matter

- I can classify materials into the 3 types

- I am aware that some materials can be classified with more than one property/state of matter.



* Outside walk identify states of matter + inside class room

* Kids get card each + get into categories.

↳ Extend with materials with more than one property → can of pop
→ car floor

→ Sand pours to form a heap → coffee
→ gases visible

cat.
into BROAD GROUPS BASED ON SIMILARITIES + DIFFERENCES.

* RECORDING DATA. - USING CLASSIFICATION KEYS (SKILL)

SUCCESS CRITERIA

- I OBSERVE CAREFULLY
- I ASK RELEVANT QUESTIONS
- I CAN CREATE A CLASSIFICATION KEY.

LIVING THINGS
AND THEIR HABITATS

CREATING CLASSIFICATION
KEYS

* IDENTIFYING +
CLASSIFYING (ENQUIRY
TYPE)

(Y6)

• CATCH AND IDENTIFY AT LEAST 6 DIFFERENT
MINIBEASTS USING A POOTER

- GROUP THE MINIBEASTS IN DIFFERENT
WAYS.
- CREATE QUESTIONS LINKED TO THEIR
MINIBEAST GROUPINGS.