Our Science curriculum aims to enthuse children and hep them to be curious and develop a sense of excitement about the world. Through a range of teaching, learning and extra-curricular opportunities, children will develop scientific knowledge and conceptual understanding to recognise the uses and implications of Science, today and for the future. We encourage children to ask their own questions; predict how things will behave and analyse causes, using Science to explain what is happening.

Inspiring and enabling our school community to live life to the full

YEAR 1 SCIENCE

Naming and describing materials

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:	**Key Vocabulary taught in this unit:**
In Reception, children learned about the different materials toys can be made from. In Year 1 Autumn 2, children learned how to perform a simple test and gather data to answer questions.	Compare, describe, different, record, similar, sort, suitable, use, observe, magnifier, test, absorb/absorbent, manufactured, material, natural, property, recycle, reuse, transparent, classify, group

Key Questions:
Q: What material is this?
Q: Is all paper the same?
Q: Is all fabric the same?
Q: How can we group objects made of different materials?

Intent: What do we want the children to know, be able to do by the time they complete this unit?

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

Working Scientifically:

- Observing closely, using simple equipment.
- Performing simple tests.
- Using their observations and ideas to suggest answers to questions.

Impact / Outcome:
What will the final product / result be?

Children will learn about the methods scientists use to build scientific knowledge.

They will learn that scientists build explanations by making observations of materials and test their ideas by collecting, analysing and interpreting data.

They will develop an understanding of the following types of enquiry: identifying and classifying, comparative testing.

P4C Inquiry (where appropriate) N/A