THE WINTERTON FEDERATION MEDIUM TERM PLAN SCIENCE Autumn Term YEAR 1

Who Am I?	Learning Objective	Activity – Switched On Science	STEM Activities	Success Criteria
Session 1	To Identify, name, draw and label the basic parts of the human body. Observe closely, using simple equipment.	1. My body apron – draw parts of the body on plastic aprons. 2. Dog biscuit skeleton – Use a set of bone-shaped dog biscuits of different sizes. Challenge children to make a human skeleton using the bones. Discuss which 'bones' to use, where to place them and to share their personal knowledge of the bones and human structure. Give books or posters & research skeletons; refine their skeleton if they need to. Label the skeleton with names of the bones, using sticky notes. Read Funnybones and challenge children to create 'dog bone' skeletons of the animals in the book, or silly ones, such as the ones made by the Big and Little Skeleton. Show them PowerPoint Slide 7 and have them name the animals 3. Under the microscope - Activity Resource 1.4		I can name a wide range of body parts, e.g. ankle, wrist. I am able to give some more scientific names for parts of the body, e.g. spine, skull, ribs. I can use a word mat, to find correct words to label parts of the body. Challenge:- I can label using more scientific language for parts of the body
Session 2	To say which part of the body is associated with each sense. Identify and name a variety of common garden plants.	1. Smell table – create a smell table & identify which part of the body they are using 2. Smell pots - Use PowerPoint Slide 10 to introduce the children to 'smell pots' and tell them they will make their own, some with pleasant smells and some unpleasant. When made ask someone else to use their sense of smell to decide what is in the pot. Encourage them to think about what they can smell, e.g. 'Where have you smelled this before? Is it a pleasant or an unpleasant smell? Is it a strong smell?' 3. Stinky socks – alternative to smelly pots 4. Smelly herbs – rub herbs on hands & smell; smell dried herbs. Take a vote for favourite herb & record. Extension – cooking with the		I can compare different smells, order them from worst to most pleasant I can bring things from the school grounds to add to the collection and explain that smell is one of the five senses. I can make observations using senses

		herbs. 5. Smells outdoors. Using their observations and ideas to suggest answers to questions. Observe closely. Activity Resource 1.5		
Session 3	Say which part of the body is associated with each sense	1. What's that taste? - Think about why we need to eat different kinds of foods, and not too many sweets and crisps. Have a tasting session using small pieces of different foods. Use the 'Taste me' cards (Activity Resource 1.5) and ask the children to match the taste and texture cards to the food. Do introduce new foods to the children, particularly fruits and savoury foods. Take photographs of children tasting – sour tastes result in interesting facial expressions! 2. Favourite tastes. 3. Tricking our taste buds. Gather and record data to help in answering questions. Performing simple tests. Using their observations and ideas to suggest answers to questions. Activity Resource 1.5		**I know that taste is one of the five senses and that we use mouths to taste** **I can identify the taste; type of food** I can carry out the test, use my observations to answer questions and know that the senses work together
Session 4	Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	1. My eyes. 2. Why are eyes important? 3. Senses without sight. 4. What is it? Gather and record data to help in answering questions. Observe closely, using simple equipment.		**I know that I see using my eyes** **I can record data using a pictograph** **I am beginning to make decisions about the equipment to use**

Session 5	Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	5 Match the eyes. 6. Kim's game. 7. Helping us to see better? Describe and compare the structure of a variety of common animals. 1. Using our ears to hear. 2. Where is the sound? Perform simple tests. Observing closely		**I can say which of the five senses I am using** **I can make careful observations and record these**
Unit Assessment		Investigate Gloves The Big Freeze		
Seasonal Weather	Session 1 & 2 could be combined as some objectives covered in Science.	**Weather and Season – covered through science & maths work with pictograms**		
Session 1	To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.	Consider differences between seasonal weather and daily weather in the UK, then either plan for recording daily weather using a diary or collect and sort words to describe typical UK weather during a given month Weather Diary		I can identify and describe expected weather types for the seasons I can begin to distinguish between daily weather and seasonal weather I can suggest how likely certain weather types are for each of the seasons

Session 2	To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.	Look at simple pictograms of weather data for different regions of the UK. Learn some ways in which weather differs between inland and coastal areas. Then either complete weather pictograms, or draw and describe weather conditions in one or more UK regions. Collect information and keep a weather map.		I can begin to interpret weather data presented in simple tables and pictograms I can predict how weather data might vary at different times of year I can begin to identify some ways in which weather in inland and coastal areas in the United Kingdom often varies
Session 3	To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.	Think about ways in which weather affects the clothes we wear and the things we do. Also think about how weather forecasts help us. Add weather symbols to a map or prepare and perform a weather forecast. Tomorrow's Weather (or your own maps) • Weather Symbols cards • Photo sheet • Cameras		I can interpret simple weather maps I can add weather information to maps based on simple descriptions I can draw upon my own knowledge of seasonal and recent daily weather to predict the next day's weather
Session 4	To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	Explore images and descriptions of an equatorial and a polar region and compare them to UK weather. Consider the basic differences between UK, polar and equatorial climates. Then either draw and describe weather in different, given locations or talk to a visitor about weather in another part of the world.		I can begin to identify ways in which weather in other parts of the world varies from our own I can describe (in simple terms) ways in which the weather is different near the poles and equator I can organise ideas about weather conditions in a polar or equatorial region.