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| updated logo Badgers Class Medium Term Planning for Science / Understanding the World Summer Term 2024 |
| **Materials** **Uses of Everyday Materials****Pupils should be taught to:**• find out how the shapes of solid  objects made from some  materials can be changed by  squashing, bending, twisting  and stretching.. | In this topic the children will explore how a range of materials and objects can be changed. For some, they may be able to sort the materials by type i.e. can be changed or not changed. They will explore squashing, bending, twisting and stretching. There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  |

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| **Lesson 1 - Link it.****Engage with materials**Explore a range of familiar materials which can be manipulated.What do the children do with them? Which ones interest them the most?Plenary – Look at photos of ourselves exploring the materials. Point out any changes the children have effected. **Use Makaton and AAC to name the action** | **Lesson 2 -5 – Learn and check it****Explore different types of materials/objects.****Use Makaton and AAC to name the action**Lesson 2 – Treasure baskets– elastic, elastic bands, slime, springs, newton meters, bobbles, Lesson 3 – Treasure baskets – flexible rulers, bendy children’s toysLesson 4 – Treasure baskets – playdough, plasticine, dough, icing, squashable toys, stress balls etcLesson 5 – Treasure baskets – Twisty fidget toys, bottles with lids, cheese strings, string, doughExtension - Sorting activity Plenary – Look at photos of ourselves exploring the materials. Point out who and what the action is.  | **Lesson 6-9 – Learn and check it****Explore opposing effects on objects bend/ not bend for e.g.****Use Makaton and AAC to name actions**Lesson 6 – Treasure baskets – stretchy not /stretchyLesson 7 – Treasure baskets – bendy/not bendyLesson 8 – Treasure baskets – squashy not squashyLesson 9 – Twisty / not twistyExtension - Sorting activity Plenary – Look at photos of ourselves exploring the materials. Point out who and what the action is.  | **Lesson 10 Show it****sort objects/materials by obvious differences of how they can be manipulated****Use Makaton and AAC to name object and action****Sort by bend/not bend etc** Plenary – Look at photos of ourselves exploring the materials. Point out who and what the action is.  | **Lesson 11 Know it****Sort materials by property when prompted.**Engage with a range of objects previously looked at. Use symbols to support sorting.**Use Makaton and AAC to name the action**Plenary – Look at photos of ourselves sorting the objects by property.  |
| **Continuous Provision: Materials will be available for children to explore independently on a regular basis throughout this topic this term. Materials will be changed to provide a range of different experiences.** **Treasure baskets will be available at different points during the week, not just during the specified lesson.** **Sensory touch and feel books will be promoted during this term.** **A material sensory wall will be created for children to explore.** |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| 1. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
2. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Pupils should be taught to:**• find out how the shapes of solid  objects made from some  materials can be changed by  squashing, bending, twisting  and stretching. | * Explore changing materials by squashing, twisting, bending etc and pay attention to the results
* Sort materials using simple criteria and communicate observations of materials in terms of these properties.,
* Use all their senses in hands-on exploration of natural materials.
* Explore collections of materials with similar and/or different properties
* Explore materials with different properties.
* Explore natural materials, indoors and outside.
* Talk about the differences between materials and changes they notice.
* Explore and respond to different natural phenomena in their setting and on trips
* Realise that their actions have an effect on the world, so they want to keep repeating them.
* Repeat actions that have an effect.
* Plan and think ahead about how they will explore or play with objects.
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Exploring familiar materials
 | Activities provided during lesson Resources Learn to hold, touch, feel, look at closely different materials.Be exposed to new language.Naming materials and actions upon themUsing Makaton to name. | Independent activities linked to lesson Resources Practice exploring different objects and materials over time.  | How will the pupils share knowledge during or end of lessonUse previous knowledge to explore new objects | Retrieve or generalization of learning after lesson Begin to sort objects and materials by property. |