|  |
| --- |
| updated logo Rabbits Class Medium Term Planning for Science / Understanding the World Autumn Term 2022 |
| Topic: Everyday MaterialsExploring and identifying materials.Exploring and identifying textures. | In this topic the children will explore a range of materials and textures. For some, they may be able to sort the materials by type or by texture. 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.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson 1 - Link it.****Engage with materials**Explore a range of familiar materials.What do the children do with them? Which ones interest them the most?Plenary – Look at photos of ourselves exploring the materials. Point out who and what the material is.  | **Lesson 2 -5 – Learn and check it****Explore different types of materials.****Use Makaton to name materials**Lesson 2 – Treasure baskets– wood and metalLesson 3 – Treasure baskets – rubber (plus material from previous session)Lesson 4 – Treasure baskets – plasticLesson 5 – Treasure baskets – fabricExtension - Sorting activity Plenary – Look at photos of ourselves exploring the materials. Point out who and what the material is.  | **Lesson 6-9 – Learn and check it****Explore different textures****Use Makaton to name textures**Lesson 6 – Treasure baskets – rough and smoothLesson 7 – Treasure baskets – soft and hardLesson 8 – Treasure baskets – shiny and bumpyLesson 9 – Stretchy / not stretchyExtension - Sorting activity Plenary – Look at photos of ourselves exploring the materials. Point out who and what the material is.  | **Lesson 10 Show it****Explore liquids****Use Makaton to describe the liquids**Exploring liquids with different consistencies - Slime . Jelly, gloop, oil, washing up liquid.Plenary – Look at photos of ourselves exploring the materials. Point out who and what the material is.  | **Lesson 11 Know it****Sort materials by type or texture when prompted.**Engage with a range of materials previously looked at. Use symbols to support sorting.Plenary – Look at photos of ourselves sorting the materials.  |
| **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.** **Texture 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

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| 1. Explore the natural world around them, making observations and drawing pictures of animals and plants.
2. 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.
3. 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:**• 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; | * 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.
 |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘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 textures.Using Makaton to name. | Independent activities linked to lesson Resources Practice exploring different materials and textures over time.  | How will the pupils share knowledge during or end of lessonUse previous knowledge to explore liquids and begin to describe. | Retrieve or generalization of learning after lesson Begin to sort materials and textures. |