

**The Sultan's School Year 1 Medium Term Curriculum plan for Science 2019- 20**

Block	Unit	Key Targets and Learning Objectives	Key Activities		Key vocabulary
1	<p align="center"><b>All About Me</b></p> <p align="center"><b>EYFS- Understanding the World</b></p> <p align="center"><b>People Who Help Us</b></p>	<ul style="list-style-type: none"> <li>➤ Enjoys joining in with family customs and routines</li> <li>➤ Remembers and talks about significant events in their own experiences.</li> <li>➤ Recognise and describes special times or events for family or friends.</li> <li>➤ Knows some of the things that make them unique and can talk about the similarities and difference in relation to friends and family.</li> <li>➤ Is able to discuss different occupations and ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw pictures of their family and discuss.</li> <li>➤ Create a family photo collage.</li> <li>➤ Talk about significant events in their lives and in Oman.</li> <li>➤ Record similarities and differences between themselves and a family member.</li> <li>➤ Discuss what makes them unique. Conscience alley.</li> <li>➤ Mind map – why do we need people to help us?</li> <li>➤ Visits from a vet, doctor. Go to the fire station, police station.</li> <li>➤ Go around the school visiting the people who help us.</li> <li>➤ Role play nurse and police.</li> </ul> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #00b050; color: white; padding: 5px; width: 45%;"> <p><b>Going Green Link:</b> Talk about how they can look after their own community (school) turn lights and air-conditioners off, recycle paper etc.</p> </div> <div style="background-color: #ffff00; padding: 5px; width: 45%;"> <p><b>Integration of technology:</b> Take photos of themselves and their friends to compare facial features. Similarities and differences. -Upload family photos and write about families. -Create drawings and pictures of families and themselves on tablets.</p> </div> </div>		<p>family, mum, mother, dad, father, brother, he, sister, she, gran, grandmother, granddad, cousin, aunt, uncle, older, younger, similarities, differences, occupation, skill, community</p>
2	<p align="center"><b>All About Me</b></p> <p align="center"><b>EYFS- Understanding the World</b></p> <p align="center"><b>N/C- The senses</b></p>	<ul style="list-style-type: none"> <li>➤ To learn that the five senses are to see, hear, smell, touch and taste.</li> <li>➤ To understand that food and drink have different tastes.</li> <li>➤ To understand that materials feel different.</li> <li>➤ To understand that different materials and food products have different smells.</li> <li>➤ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each</li> </ul>	<ul style="list-style-type: none"> <li>➤ Singing songs about the five senses.</li> <li>➤ Tasting, feeling and smelling different foods, drinks and materials while using simple scientific vocabulary to describe them.</li> <li>➤ Feely walk blind folded with a partner.</li> <li>➤ Drawing large scales bodies, labelling and discussing where the 5 senses are.</li> <li>➤ Create a materials collage. Label with different describing words.</li> <li>➤ Stick sticky labels for parts of the body onto their partners correct body part</li> </ul>		<p>See, touch, taste, hear, smell, eye, ear, mouth, nose, hands, feet, smooth, spiky, rough, silky, slimy, bitter, sweet, sour, salty, sugary, loud, quiet, squeaky, deep, low, high, soft, hard</p> <p>leg, arm, head, foot,</p>

		sense.	<b>tab</b>	<b>Integration of technology:</b> -Take pictures of themselves and use a photo editor to label different parts of the body.	hand, stomach, elbow, nose, knee, fingers, shoulder, chest, eye, hands, mouth, ears.	
3	<b>Minibeasts</b>  <b>EYFS- Understanding the World</b>  <b>N/C- Lifecycles</b>	<ul style="list-style-type: none"> <li>➤ Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>➤ Understand that we can group living things in different ways.</li> <li>➤ Talk about why things happen and how they work.</li> <li>➤ Show care and concern for living things and the environment.</li> <li>➤ Develop an understanding of growth, decay and changes over time.</li> <li>➤ Looks closely at similarities, differences and patterns and change.</li> <li>➤ Understand that animals and insects have a life cycle.</li> <li>➤ Understand that the babies of some animals go through different stages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is a minibeast? Mind maps in small groups of all their ideas.</li> <li>➤ Sort living and non-living things.</li> <li>➤ Watch information videos about different minibeasts.</li> <li>➤ Explore different habitats.</li> <li>➤ Create a habitat for a minibeast of their choice.</li> <li>➤ Create a life cycle diagram for butterfly, ladybird or frog.</li> <li>➤ Observe the life cycle of a butterfly in class with real caterpillars.</li> <li>➤ Life cycle of an animal- human – photos of themselves through the different stage of their life so far.</li> </ul>	<b>Going Green Link:</b> Put water in your garden to help the birds, cats etc.	<b>Integration of technology:</b> -Information apps based around different minibeasts. Giving the children facts and information to record.  -Children to research minibeasts.  -Create mini movies about minibeasts. Life cycle apps to discover and investigate further.	Minibeast, insect, life cycle, butterfly, caterpillar, pupa, chrysalis, leaf, frog, egg, tadpole, frogspawn, froglet, pond, seedling, plant, habitat

4	<p><b>Growing</b></p> <p><b>EYFS-Understanding the World</b></p> <p><b>N/C-Plants, Animals inc humans</b></p>	<ul style="list-style-type: none"> <li>➤ Understand that plants are living.</li> <li>➤ Understand that plants have a life cycle.</li> <li>➤ Identify and describe the parts of a plant.</li> <li>➤ Identify and name a variety of common wild and garden plants.</li> <li>➤ identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>➤ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>➤ Ask simple questions and understand that they can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make a collage flower and labelling its parts.</li> <li>➤ Grow a bean in a clear plastic bag, look at roots, shoots, leaves.</li> <li>➤ Matching animals to their babies through games (include humans).</li> <li>➤ Matching and labelling animals to their names.</li> <li>➤ Sort animals into groups – fish, amphibians, reptiles, birds and mammals.</li> <li>➤ Create animal fact/information book for fish, amphibians, reptiles, birds and mammals</li> </ul>	<p>living, non-living, compare, describe, grow, plant, seed, flower, leaves, stem, roots, animals names, fruits, vegetables, label, wild, tree.</p>
5	<p><b>Space</b></p> <p><b>Forces – Pushing and Pulling</b></p>	<ul style="list-style-type: none"> <li>➤ Understand that a force makes things move.</li> <li>➤ Understand that forces can make things speed up and change direction.</li> <li>➤ Understand that forces can make things slow down.</li> <li>➤ Compare how things move on different surfaces.</li> <li>➤ Understand that it is important to talk about what might happen when we carry out an investigation.</li> <li>➤ Show findings from investigations in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sorting activities that test knowledge of push and pull forces.</li> <li>➤ Make a paper and straw rocket to launch on the playground. Push force- blowing, Pull force- gravity</li> <li>➤ Space craft races (cars) on different surfaces to test the difference in the force friction.</li> <li>➤ Ball (moon rock) investigation that explores how forces effect speed.</li> <li>➤ Bubble investigation that explores why bubbles are always round and what happens if we use different shaped and sized bubble blowers. Link to space...</li> <li>➤ Sing songs to learn the order of the planets in our solar system.</li> <li>➤ On the playground- children as plates, moving around the sun.</li> </ul>	<p>sun, moon, earth, space, planets, solar system</p> <p>forces, friction, push, pull, gravity, tidal, wind, sea, water, blowing, surfaces, direction,</p>

**Going Green Link:**  
Can they grow a vegetable plant in their garden or in a pot at home.

**Integration of technology:**  
-Recording the growth of their bean seeds through photos and film. Create short movies.  
  
-Following instructions presented in an app to plant seeds.  
  
-Gather and record data using tablets.

**Going Green Link:**

Can they use recycled paper to create paper boats to see the push/pull effects of tidal force at home in the bath.

**Integration of technology:**

- Research and find out about different planets using the internet.
- Drawing planets and labelling them.
- Recording themselves presenting pieces of information about space.
- Recording forces activities.
- Filming and watching back – objects that push/pull. Watching films back to discuss, reflect and improve.