Topic Title: Adventures of a Scientist! Year: 1 Term: Summer 2

Skills Taught:

- To ask simple questions and use different types of scientific enquiries to answer them.
- To set up simple practical enquiries, comparative and simple tests – poster resources to support investigation process.
- To make simple measurements with timers and measuring length
- To record findings using simple scientific language, drawings, labelled diagrams and simple tables.
- To ask further questions following investigations and follow new suggested lines of enquiry.

Immersion Activity/Provocation: Explore a range of enquiries week by week that encourage working scientifically – observation/ description/ simple recording and the ability to offer opinions on findings.

Key question?

How or what makes a difference?

(observing changes and patterns)

Big Questions:

What do you notice? How will you record?

What have you observed?

Why do we think that happened?

Can you predict what might happen next?

What would be best to use to measure changes?

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Enquiry Questions: 1 per week across the half term related to the above (e.g. How will you use what our investigations into wheeled toys has taught us when designing your own buggy?)

Focus Texts:

	Skills and Knowledge
Some children will:	• Talk about the differences between materials and changes they notice. • Explore and talk about different forces they can see and feel • Explore how things work
Most children will:	• Ask simple questions to investigate • Perform simple tests using simple equipment and make observations • Use observations and ideas to suggest answers to questions posed • Ask relevant questions about findings
Some children will progress further and will:	• Set up a simple experiment to compare materials and consider fair testing. • Understand what equipment they will need, how to record findings in a suitable way, including the gathering of data. • Make observations and gather data in a way that helps to answer questions. • Present findings from enquiries and give oral and written presentations of results and use these to draw conclusions. • Can see patterns in observation and are able to, with support develop further questions from their findings. • Can use relevant scientific language to discuss their ideas and findings. • Understands that magnetic forces can act on objects without contact. • Can explore the strength of different magnets, understanding what is needed, how to make it a fair test, how to gather data and record data and draw conclusions from their findings

Enrichment/Outdoor Learning: Test Buggies – The Race!

Animations and videos:

https://www.bbc.co.uk/bitesize/topics/z8q9pbk/articles/zshxb82

https://www.stem.org.uk/elibrary/resource/36547#&gid=undefined&pid=1

https://explorify.wellcome.ac.uk/teaching-support/using-explorify/working-in-a-scientific-way

https://pstt.org.uk/resources/curriculum-materials/Starters-for-Science

Previously on….(Links to prior learning)

- Talk about the differences between materials and changes they notice.
- Explore and talk about different forces they can see and feel
- Explore how things work

Key Vocabulary:

Materials/ objects/ use / suitable and unsuitable/

Compare/ observe/ measure

Change / sort

Test/ results/ data/ record/ longer/ shorter/ time/ distance/ length

Those linked with materials

Working Scientifically/ Scientist

Cross-curricular links:

Information writing – Observations / Predictions

Data handling – Sorting and Classification / Tables/ Diagrams

D&T — Design/ make and evaluate

History – Scientists of the past and their impact on modern life

Celebration of knowledge and skills gained (opportunities for assessment):

Concept Cartoons – What do you think will happen?

Adventures of a scientist… Diary of findings over the weeks – Displayed in the classroom – This week our question was… We discovered… We want to know … next.

Non-fiction texts: