

# Switched on Science Year 1

## Autumn 1 - Unit 1 - Who am I?

**\*\* In each section there are a range of activities to choose from. Those here are only suggested. Not all activities have to be completed and some could be part of an exploration area / table.**

Week	Unit	National Curriculum strand	Activity Title	Subject knowledge Learning outcomes	Working scientifically learning outcomes	Page link	Personal Notes
1	My body	Animals including humans	My body apron Dog biscuit skeleton Under the microscope Am I the tallest person?	Identify, name, draw and label the basic parts of the human body	Identifying and classifying	10 - 11	
2	My senses Smell	Animals including humans	Smell table Smells travel Smell pots Stinky socks Smelly herbs I can make my own scent pot Hide and seek smell	Say which part of the body is associated with each sense	Gather and record data to help answer questions	12 - 13	
3	My senses Taste	Animals including humans	What's that taste? Favourite tastes Tricking our taste buds	Say which part of the body is associated with each sense	Gather and record data to help answer questions	14	

4	My senses Sight	Animals including humans	Why are eyes important? Sensing without sight My eyes Are two eyes better than one? What is it? Match the eyes Kim's game	Say which part of the body is associated with each sense	Gather and record data to help answer questions	14 - 15	
5	My senses Touch	Animals including humans	Helping hands A day in the life of my hands Ooh it feels... Feely picture Which is best? Making stress balls	Say which part of the body is associated with each sense	Identifying and classifying	16	
6	My senses Hearing	Animals including humans	Favourite sounds How good is my hearing? Where is the sound? Match the sound Sign language Action songs and stories Using our senses outdoors	Say which part of the body is associated with each sense	Identifying and classifying	17	

**Autumn 2 - Unit 2 - Celebrations**

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<b>Week</b>	<b>Unit</b>	<b>National Curriculum strand</b>	<b>Activity Title</b>	<b>Subject knowledge Learning outcomes</b>	<b>Working scientifically learning outcomes</b>	<b>Page link</b>	<b>Personal Notes</b>
1	Light and shadow Light	Materials	Introducing candles Observing a candle Sources of light Bright, brighter, brightest In the dark, dark cave	Describe the simple properties of a variety of everyday materials	Ask questions and recognise they can be answered in different ways	24 - 25	
2	Light and shadow Shadows	Materials	Shadow shapes Do all materials make shadows? Hand shadows Plastic tower	Describe the simple properties of a variety of everyday materials	Use observations and ideas to suggest answers to questions	26	
3	Light and shadow Shadows	Materials	Make a shadow puppet play	Identify and name a variety of everyday materials	Observe closely	26	
4	Our celebration	Materials	Bottle top clacker	To distinguish between an object and the	Perform simple tests. Gather and record	27	

			<p>Kazoo</p> <p>Ice cube tray</p> <p>xylophone</p> <p>Tin can drums</p> <p>Tissue shaker</p> <p>Emotion faces</p>	<p>materials from which it is made</p>	<p>data to help answer questions</p>		
5	Food and our senses	Plants Materials	<p>Which part of the plant is it?</p> <p>Charoset</p> <p>Chinese spring rolls</p>	<p>Identify the basic structure of a variety of common flowering plants</p> <p>Describe the simple properties of a variety of everyday materials</p>	<p>Use observations and ideas to suggest answers to questions</p>	28	
6	Food and our senses	Plants Materials	<p>Stuffed dates:</p> <p>Eid ul-Fitr</p> <p>A Christingle</p>	<p>Identify the basic structure of a variety of common flowering plants</p> <p>Describe the simple properties of a variety of everyday materials</p>	<p>Use observations and ideas to suggest answers to questions</p>	28	

**Spring 1 -Unit 3 – Polar Adventures**

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<b>Week</b>	<b>Unit</b>	<b>National Curriculum strand</b>	<b>Activity Title</b>	<b>Subject knowledge Learning outcomes</b>	<b>Working scientifically learning outcomes</b>	<b>Page link</b>	<b>Personal Notes</b>
1	The Expedition Keeping warm	Materials	What to wear! Which material?	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Identifying and classifying	35	
2	The Expedition Keeping warm	Materials	Which is the best? Investigate! Gloves Planning the clothing for the expedition	Describe the simple properties of a variety of everyday materials	Perform simple tests. Gather and record data to help answer questions	35	
3	Polar animals Camouflage	Animals including humans	The big frieze When can you see me?	Identify and name a variety of common animals	Perform simple tests. Gather and record data to help answer questions	37	

4	Polar animals Camouflage	Animals including humans	Polar documentary	Identify and name a variety of common animals	Ask simple questions and recognise that they can be answered in different ways	37	
5	Polar animals Food	Animals including humans	Warm me up Soup Porridge	Describe the simple properties of a variety of everyday materials	Use observations and ideas to suggest answers to questions	37-38	
6	Polar animals Exploring ice	Materials	Icebergs and ice floes Ice baubles	Describe the simple properties of a variety of everyday materials	Ask simple questions and recognise that they can be answered in different ways	38	

**Spring 2 – Unit 4 Treasure Island**

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<b>Week</b>	<b>Unit</b>	<b>National Curriculum strand</b>	<b>Activity Title</b>	<b>Subject knowledge Learning outcomes</b>	<b>Working scientifically learning outcomes</b>	<b>Page link</b>	<b>Personal Notes</b>
1	Staying alive	Materials	Construct a shelter Test the shelter Outdoors shelter	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Perform simple tests. Gather and record data to help answer questions	44-45	
2	Staying alive	Materials	Outdoors shelter	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Perform simple tests. Gather and record data to help answer questions	44-45	REMOVE 'outdoors shelter' is above
3	On the island	Materials	Design, make and test a sun shade	Compare and group together a variety of everyday materials on	Perform simple tests. Gather and record data to help answer	46	

				the basis of their simple physical properties	questions		
4	On the island	Materials	Escape from the island Making a life jacket	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Perform simple tests. Gather and record data to help answer questions	46	
5	On the island	Plants Materials	Finding food Hard Tack biscuits	Identify and name a variety of common plant.  Describe the simple properties of a variety of everyday materials.	Perform simple tests. Gather and record data to help answer questions	47	
6	On the island	Animals including humans	Fish Fresh water	Identify and name a variety of common animals including fish.  Describe the simple properties of a variety of everyday materials.	Observe closely using simple equipment.	48	



**Summer 1 - Unit 5 – On safari**

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<b>Week</b>	<b>Unit</b>	<b>National Curriculum strand</b>	<b>Activity Title</b>	<b>Subject knowledge Learning outcomes</b>	<b>Working scientifically learning outcomes</b>	<b>Page link</b>	<b>Personal Notes</b>
1	Mini beasts, bugs or invertebrates?	Animals including humans	We are going on safari!	Identify and name a variety of common animals – invertebrates.	Observe closely using simple equipment	55	
2	Comparing ourselves and invertebrates	Animals including humans	Observing invertebrates	Identify and name a variety of common animals – invertebrates.	Observe closely using simple equipment	56	

3	Comparing ourselves and invertebrates	Animals including humans	Asking questions	Identify and name a variety of common animals – invertebrates	Ask simple questions and recognise that they can be answered in different ways	57	
4	Comparing ourselves and invertebrates	Animals including humans	Answering our questions	Identify and name a variety of common animals – invertebrates	Perform simple tests. Gather and record data to help answer questions	57 - 58	
5	Food chains	Animals including humans	Predator and prey Add plants Make your own food chain Who eats who? Playdough food chain Card sort food chain Picture food chains My teacher shrunk the class	Identify and name a variety of common animals – invertebrates	Identifying and classifying	59	
6	Habitats	Animals including humans	Before and after Create QR (Quick Response) labels Signposts	Identify and name a variety of common animals – invertebrates  Compare and group	Identifying and classifying	60	

		Video film Assembly Ugly Bug Ball Welcome to our invertebrate Trail	together a variety of everyday materials on the basis of their simple physical properties			
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**Summer 2 - Unit 6 – Holiday**

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<b>Week</b>	<b>Unit</b>	<b>National Curriculum strand</b>	<b>Activity Title</b>	<b>Subject knowledge Learning outcomes</b>	<b>Working scientifically learning outcomes</b>	<b>Page link</b>	<b>Personal Notes</b>
1	Get packed! Sun Safety (?)	Materials	Packing a case Slip, slop, slap	Describe the simple properties of a variety of everyday materials	Identifying and classifying	66-67	Slip slop slap is under sun safety in the get packed! Section of the book
2	Get packed! Sun Safety	Materials	Keeping cool Sunglasses	Describe the simple properties of a variety of everyday materials	Perform simple tests. Gather and record data to help answer questions	67	

3	By the seaside	Animals including humans	When I grow up I want to be a marine biologist. Seashore animals Sorting sets of animals Sorting animal cards Animal puppets	Identify and name a variety of common animals including fish, birds and mammals.	Ask simple questions and recognise that they can be answered in different ways	68	
4	By the seaside	Animals including humans	Classroom rock pool Sea shells	Identify and name a variety of common animals including fish, birds and mammals	Ask simple questions and recognise that they can be answered in different ways	69	
5	By the seaside	Animals including humans	Classroom rock pool Sea shells	Identify and name a variety of common animals including fish, birds and mammals	Ask simple questions and recognise that they can be answered in different ways	69	REMOVE THIS ROW> repeated from above
6	Protect the environment	Materials	Messy humans Sea turtles	Identify and name a variety of common animals including fish, birds and mammals	Identify and classify. Ask simple questions and recognise that they can be answered in different	70	

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