

Objective	What it looks like
K - Describe the simple physical properties of a variety of everyday materials	Children pass around a feely bag with different materials inside and describe what they feel using as many properties as they can while others try to guess the material. Children pair up materials from a box on their tables and explain their pairings.
K - Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Children explain why they like soft toys they have brought in from home, focusing on the look and feel. They identify similarities and differences in a selection of soft toys and explore different materials, including stuffing samples. In pairs, children make a sock creature.
W/S - Observing closely, using simple equipment	Children play an 'odd one out' game with different materials before sorting a box of toys into different categories. In as many different ways as possible, they sort the toys into two groups, using opposite properties or missing properties and record their suggestions.
W/S - Identifying and classifying	Children are introduced to specific terminology used to describe parts of trees (e.g. trunk). They discuss how parts of trees change in summer and winter. As a mid-

	<p>unit activity, children name the main plants they have learned and invent actions to represent these parts.</p>
<p>W/S - Asking simple questions and recognising that they can be answered in different ways</p>	<p>Children explore five types of bought and homemade slime by investigating which properties make the best slime for a slime manufacturer. They discuss their ideas for what makes good slime and they turn their ideas into questions. In groups, children investigate one question and leave out samples of the different slimes on plastic plates to observe the changes over the next few weeks.</p>
<p>W/S - Using their observations and ideas to suggest answers to questions</p>	<p>Children are introduced to ‘floating’ and ‘sinking’ as new properties. They test a sample of materials to see if they sink or float and record and share their findings with the class. They investigate whether 4 different types of paper floats or sinks.</p>
<p>W/S - Gathering and recording data to help in answering questions.</p>	<p>Children are given a torch and materials to test transparency. They sort the materials into groups: those that let light through, those that let a little light through and those that don’t let any through. Discuss results and any differences between groups. Children add any extra properties they have learned to the list made in Lesson 1 in a different colour.</p>

W/S - Performing simple tests	
-------------------------------	--

**Science – Donaldson Class**  
**Autumn 2**  
**Exploration**