



# Year 1 Autumn What is it made from?



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# Year 1

## Autumn – How are things made?

### Intent: The Why Behind our Topic

#### Rationale

'How is it made?' will give children the opportunity to develop their speech and language skills and vocabulary related to Science with a particular focus on everyday materials. It will give them the opportunity to build on personal experiences and extend their understanding of the world around them. They will have the opportunity to conduct experiments, explore materials and use their developing skills as scientists to decide which materials will be useful for what purpose. They will begin to develop an understanding of social and emotional development through the linked text *The three little pigs*.

**We will meet the S&L needs of our children by:** *developing their use of language related to Science. Provide opportunities to discuss in groups how they group materials based on their characteristics.*

**We will allow children to understand cultural differences and break down stereotypes by:** *exploring homes that are built with different materials in other areas of the world and what the reasons may be behind the use of those materials.*

**We will meet the SEMH needs of our children by:** *Linking the topic to our key text *The three little pigs* and exploring the characters needs, choices and how they would be feeling.*

**We will meet the socio-economic disadvantages of our children by:** *Developing problem solving skills when being Scientists. Exploring the materials used around the world and investigating which materials would be good for different purposes.*

#### Purposeful Outcome:

**Most children will be able to** *describe the characteristics of a range of materials and group them based on their properties.*

**Some children will be able** *give reasons why materials would/wouldn't be chosen for different purposes.*



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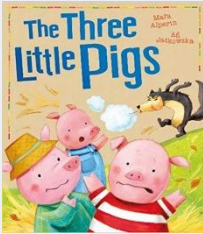

### Intent: Topic-developed NCS Requirements

Subject	NCS Requirements
<p>Science</p> <p>History</p> <p>Geography</p> <p>Art</p> <p>DT</p>	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and describe the simple physical properties.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a range of materials creatively to design and make products</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>
<p>Writing</p>	<p>Talk for Writing Units:</p>

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### Implement: Topic-developed NCS Requirements

Medium - Term Skeleton Coverage	
	<p><b>The key curriculum objectives will be met through:</b></p>
Week 1:	<p><b>Science</b>  <i>Children will explore a range of materials with different properties (hard, soft, rough, smooth, waterproof, shiny, dull). Children will develop their use of vocabulary as they explore the different materials. They will sort them into groups such as ‘those that can be squashed and cannot’ and ‘those that are waterproof or not’ and they will explore which materials would be good for different purposes such as an umbrella for a teddy, a material for building a house and a material for a superheroes cape or shield. Children will compare the materials and group them in their own way.</i></p>
Week 2:	<p><b>Art &amp; D.T:</b>  <i>Children will build model houses using the materials used by the three little pigs and explore why the brick house was the only one to survive. They will design, make, test and evaluate a superhero costume/shield choosing which materials will be best. Children will make a sculpture or art attack using plastic bottles linked with recycling.</i></p>
Week 3:	<p><b>History &amp; Geography:</b>  <i>Children will explore how the use of materials has changed over time especially in relation to building houses. They will also look at the different materials used around the world and why these might be different to the materials we use in England.</i></p>
Experience:	<p>Exploring materials in the local area through a local area walk.</p>
Reading and Writing	<p><b>Class Books</b> – The Three little pigs (Mara Alperin);            The three little wolves and the big bad pig (exploring further materials)(Eugene Trivizas)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>Shared Reading</b> – Extracts from: the class texts. Non-fictional excerpts various texts to compare to fictional shared-reading.</p> <p><b>Talk for Writing Units:</b>            For teachers to decide</p>



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### Implement: Topic-developed NCS Requirements

Medium - Term Plan	
Week 1:	The key curriculum objectives will be met through: <b>Science:</b>
Week 2:	<b>History &amp; Geography:</b>
Week 3:	<b>Art &amp; D.T:</b>
Experience:	



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### Impact: Subject Leader and Teacher Evaluation

#### How are things made?

**Teacher General Review of Topic:**

**Subject Specific Review of Topic:**

**Science:**

**Geography:**

**History:**

**Art:**

**DT:**

**Curriculum Coverage – Assessment Evaluation**

**Science:**

**Geography:**

**History:**

**Art:**

**DT:**