MARINA INTERNATIONAL SCHOOL

SCIENCE SCHEME OF WORK

YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	External parts of the human head.	Recognize and name the major external parts of the human head (head, hair, eye).
1.2	External parts of the human body.	Recognize and name the major external parts of the human body (chest, arm, leg).
1.3	Basic Functions of the different part of the Body.	Naming the different body part and what they help us to do.
2.1	Different ways in which they can move different parts of the body.	The movement each part of the body can do and how certain body parts move in different ways e.g. shrug shoulders, wiggle foot, wave hand – demonstrate as necessary.
2.2	Importance of different types of movement to the body.	What each body part can do and without it how life would be hard. Example we walk with our.....
2.3	Games on different movement.	A large indoor or outdoor space to move around in and do different activities on movement.
3.1	Make comparisons	Introduce the word 'compare'. In pairs talk about ways in which we are alike/the same.
3.2	How are humans similar.	Describe how are humans similar to each other.
3.3	How are humans different.	
4.1	Identifying images using the sense of sight.	Identifying the different object without seeing them and state how it feels and what it is and record it on a table.
4.2	Identifying using sense of smell.	Learners to identify different products and fragrances. Ideally learners should wear a blindfold for this activity, but they could also close their eyes.
4.3	Identifying food by taste	Recognize and name the main external parts of the body that is responsible for Taste.

WEEK	TOPIC	TOPIC DETAILS
5.1	Identifying using touch	Ask learners to stroke the skin on their hand and describe what it feels like. They can also stroke different parts of their bodies (e.g. knee, elbow, shoulder, neck, cheek).
5.2	Identifying sources of sound	Identify different sources of sound.
5.3	Identifying that sound becomes fainter the further away from the source you are	Explore that as sound travels from a source it becomes quieter.
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.2	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.3	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
7.1	Recognize and name common materials.	Learners to name something in the room and tell you what it is made of.
7.2	Senses to explore and talk about different materials.	Discuss how our senses can help us to identify different materials.
7.3	Explore and observe materials.	Make a class display. Learners can bring in objects to fit the labels e.g. rough/ hard/shiny.
8.1	Identify the different materials.	Select and describe different materials. Do one together as a class as an example. Learners record their observations (e.g. on a worksheet). Ask them to tell you something that is... shiny/smooth/heavy.
8.2	Introducing material vocabulary	Vocabulary flashcards.
8.3	Characteristics of different material.	A selection of different materials including elastic and transparent. Elastic: Try and stretch it. If it goes back to its original shape it is elastic. Waterproof: Drip drops of water on the material. If the drops can still be seen, or run off, it is waterproof. Transparent: If you can see through it clearly, it is transparent.
9.1	Sorting materials	Sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric.

WEEK	TOPIC	TOPIC DETAILS
9.2	Material hunt	Understand the difference between an object and a material.
9.3	Materials dominoes	Understand that all materials have a variety of properties.
10.1	Common materials	Describe common materials in terms of their properties.
10.2	Changing materials	Describe how materials can be changed by physical action, e.g. stretching, compressing, bending and twisting.
10.3	Liquid to solid	Describe how materials can be changed from liquid to solid.
11.1	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.2	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.3	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
12.1	Dissolving materials in water	Describing how materials can be changed by dissolving in water
12.2	Liquid to gas	Materials can be changed by heating liquid to gas.
12.3	Floating and sinking	Explore that some objects float and some sink.
13.1	Materials mix up	Make predictions about what they think will happen.
13.2	The caretaker's sponge	This activity focuses on absorbency as a property of materials.
13.3	Sorting Objects	Sort and group objects, materials and living things based on observations of the similarities and differences between them.
14.1	Review	Understand the difference between an object and a material.
14.2	Review	Explore that some objects float and some sink.
14.3	Review	A selection of different materials including elastic and transparent. Elastic: Try and stretch it. If it goes back to its original shape it is elastic. Waterproof: Drip drops of water on the material. If the drops can still be seen, or run off, it is waterproof. Transparent: If you can see through it clearly, it is transparent.
15.1	EOT	EOT
15.2	EOT	EOT

WEEK	TOPIC	TOPIC DETAILS
15.3	EOT	EOT
16.1	EOT	EOT
16.2	EOT	EOT
16.3	EOT	EOT

SCIENCE SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Plants	Recognize and name the major parts of familiar flowering plants (limited to roots, leaves, stems and flowers).
1.2	Flower hunt	Recognize the major parts of familiar flowering plants (limited to roots, leaves, stems and flowers).
1.3	Exploring leaves	Recognize different leaves based on size, shape and color.
2.1	Plant needs	Know that plants need light and water to survive.
2.2	Growing a plant	Learners to grow a plant from a seedling/plug plant.
2.3	Explore how seeds grow into flowering plants.	Show learners pattern of fruit seeds inside cut fruits. Ask learners What is a seed?
3.1	Where plants grow well.	Identify some areas of the school grounds that would be unsuitable for wild plants to survive.
3.2	Make predictions.	Learners to predict what happens when a seed is planted. Do the roots or shoots grow first?
3.3	Compare what happened with predictions	
4.1	How plants eat	Explain that plants have to make their own food – they cannot move to another place to get it or eat.
4.2	How plants move.	Show learners some time-lapse footage of a plant moving (e.g. towards a light source).
4.3	Collecting evidence through observation.	Set up an experiment where one plant is regularly watered, and the other isn't. Learners predict what will happen.
5.1	Make predictions	Record differences by drawing or taking photographs for display.

WEEK	TOPIC	TOPIC DETAILS
5.2	Compare what happened with predictions.	Learners communicate the results from the experiment and compare this with their predictions. This could be through drawings, talking or writing.
5.3	Review	Plants and Parts of a plant.
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.2	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.3	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
7.1	Toy sorting	Identify and name common materials including wood, plastic, metal, glass, rock, paper and fabric.
7.2	Toy sorting	Describe common materials, including wood, plastic, metal, glass, rock, paper and fabric.
7.3	Toy sorting	Sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric.
8.1	Designing a toy	Understand that all materials have a variety of properties
8.2	Designing a toy	Ask questions about the world around us and talk about how to find answers.
8.3	Talking about a toy	Encourage learners to think of their own questions about the materials their toys are made of.
9.1	Electrical objects	Identify things that require electricity to work.
9.2	Searching for electrical objects	Learners go on an electrical object hunt. Ideally, this will be throughout school, enabling them to find more objects with different functions,
9.3	Electrical objects	Collect and record electrical object through observations and/or measurements by annotating images and completing simple tables.
10.1	MID-YEAR EXAMS	MID-YEAR EXAMS
10.2	MID-YEAR EXAMS	MID-YEAR EXAMS
10.3	MID-YEAR EXAMS	MID-YEAR EXAMS
11.1	Pushes and pulls	Explore, talk about and describe the movement of familiar objects.

WEEK	TOPIC	TOPIC DETAILS
11.2	Pushes and Pulls	Describe pushes and pulls as forces.
11.3	Pushes and Pulls	Learners to label 'push' and 'pull' of objects in the classroom that can be pushed or pulled.
12.1	Changing Movement	Can recognize that when things speed up, slow down or change direction there is a cause.
12.2	Outdoor activity on movement	Discuss the different speeds of some toy. Discussion on interception of balls that are push in a different direction.
12.3	Review	Provide some pictures on toys that move in different ways. Ask the learners to draw in what is needed to make the toy move e.g. football needs to be kicked (they draw a foot).
13.1	Exploring magnets	Explore, talk about and describe what happens when magnets approach and touch different materials.
13.2	Exploring magnets	Make predictions about what they think will happen.
13.3	Exploring magnets	Learners to share their observations with one another. Have they noticed any patterns in the materials that magnetic toys are made of?
14.1	Review	Learners to repeat small objects made of a range of different, familiar materials.
14.2	Review	Learners, to use a pre-made table, record their simple predictions about what they think will happen. They
14.3	Review	Learners will also discover that a magnet does not affect some materials.
15.1	EOT	EOT
15.2	EOT	EOT
15.3	EOT	EOT
16.1	EOT	EOT
16.2	EOT	EOT
16.3	EOT	EOT

SCIENCE SCHEME OF WORK

YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Living things	Identify the living thing.
1.2	Non-living things	Identify things that have never been alive.
1.3	Living and Non-living things	Identify living things and things that have never been alive.
2.1	MID-TERM BREAK	MID-TERM BREAK
2.2	MID-TERM BREAK	MID-TERM BREAK
2.3	MID-TERM BREAK	MID-TERM BREAK
3.1	Sorting living things and things that have never been alive	Sort and group objects, materials and living things based on observations of the similarities and differences between them.
3.2	Requirements for survival	Know that animals, including humans, need air, water and suitable food to survive.
3.3	Similarities and differences	
4.1	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
4.2	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
4.3	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
5.1	Depriving plants of light or water.	Know that plants need light and water to survive.

WEEK	TOPIC	TOPIC DETAILS
5.2	Experiment on plant and light	Make predictions about what they think will happen.
5.3	Measuring Plants	Take measurements in non-standard units.
6.1	Preparing for the trip	Ask questions about the world around us and talk about how to find answers.
6.2	Preparing for the trip	Know that animals, including humans, need air, water and suitable food to survive.
6.3	The Sun	Describe the Sun as a source of heat and light, and as one of many stars.
7.1	The Sun	Learning about the Sun and make predictions about what they think will happen.
7.2	Materials for a spacesuit	Understand that all materials have a variety of properties.
7.3	Spacesuit research	Ask questions about the world around us and talk about how to find answers.
8.1	END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT
8.2	END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT
8.3	END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT
9.1	Astronaut Training	Follow instructions safely when doing practical work on how astronaut train.
9.2	Pushes and pulls	Describe pushes and pulls as forces.
9.3	Grouping pushes and pulls.	Draw or cut out and stick pictures of things that use pushes in one group. Do the same for other things that use pulls. Discuss how the same objects can appear in both groups.
10.1	Earth	Know Earth is the planet on which we live.
10.2	Properties of Earth	Know that The Earth is mostly covered in water.
10.3	Land	Describe land as being made of rock and soil.

WEEK	TOPIC	TOPIC DETAILS
11.1	Planets	Ask questions about the world around us and talk about how to find answers.
11.2	Egg investigation	Describe what happened during an enquiry and if it matched predictions.
11.3	Review	Describe land as being made of rock and soil.
12.1	EOY	EOY
13.1	EOY	EOY
14.1	EOY	EOY
15.1	EOY	EOY
16.1	EOY	EOY