Year -1 Science TERM 2

Subject	Science
Class/division	Year 1 [A- D]
Week	23 [31st Jan – 4th Feb]
Work send to students via	**Google Classroom, ZOOM classes**
Total number of lessons	4 Synchronous – 3; Asynchronous –1
Unit	Animals
Lesson 1 and Lesson 2 [synchronous]	**Lesson Objective :** Understand that movement is a life process and describe ways in which animals move. **Learning Outcomes** By the end of the lesson, I can: ➢ Sort the animals based on how they move ➢ Can state the different ways in which animals move ➢ Match the animals to the way they move.
Task	Topic book /Workbook / notebook
Resources	1. Power point presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY) 2. Zoom session 3. Work sheet

Lesson 3 Task Resources	**Lesson Objective :** Understand that animals reproduce their young ones. **Learning Outcomes** By the end of the lesson, ➢ Can identify and name the animal and their young ones. ➢ Can explain that animals have babies that they taken care of. ➢ Sort the given animals into farm and wild animals and find out their young ones Topic book /Workbook / notebook 1. Power point presentation (SELF-EXPLANATORY/ CHILD-FRIENDLY) 2. Zoom session 3. Work sheet

YEAR 2 – Science TERM 2

Subject	Science
Class/ Division	Year 2 (A-E)
Week	Week 23 (31st January to 4th February, 2021)
Work send to students via	Google Classroom, ZOOM classes
Total number of lessons per week	Total – 4 Synchronous –3 ; Asynchronous –1
Unit	Uses of everyday materials
Lesson 1 **(synchronous)** **Task** **Resources**	**Topic:** Uses of Materials **Learning objective:** Test the absorbency of different materials by wiping water from a tray. **Learning Outcomes:** By the end of the lesson, I can: • Compare two or three materials and identify the most absorbent. • Make observations and record data. • Decide which results to take; how to record and interpret data. Topic book /Workbook / notebook PowerPoint Presentations (self explanatory /child friendly) Zoom session worksheet
Lesson 2 **(Synchronous)**	**Topic:** Uses of Materials **Learning objective:** Carry out simple tests on materials to decide which material is

Task **Resources**	waterproof. **Learning Outcomes:** By the end of the lesson, I can: • Sort materials into two groups namely; allows water through/does not allow water through. • Explain the difference between absorbent and waterproof materials. • Interpret the data and suggest examples of suitable waterproof materials. Topic book /Workbook / notebook PowerPoint Presentations (self explanatory /child friendly) Zoom session worksheet
Lesson 3 **(Synchronous)** **Task** **Resources**	**Topic:** Uses of Materials **Learning objective:** Carry out simple tests on materials to decide which material is waterproof. (which material is best to make the outer layer of a nappy) **Learning Outcomes:** By the end of the lesson, I can: • Research about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Topic book /Workbook / notebook PowerPoint Presentations (self explanatory /child friendly) Zoom session worksheet

Year 3 A - E - Science

Subject	**Science**
Class/Division	Year **3** A-E
Week	**23 (31st January to 4th January, 2020)**
Work sent to students via	**Group email/Zoom classes**
Total number of lessons per week	3 Synchronous and 1 Asynchronous
Unit-5	**Parts of plants**
Lesson 1 Resources Task Lesson 2 and 3	**Learning objective:** ➤ Identify different parts of flowering plants. **Learning outcome:** By the end of the lesson, students can - • Identify the main parts of a plant. • Label the parts of a plant. • Know roots absorb water • Know that all leaves are not green. • Know that the stem of a tree is called a trunk. • Realise that although plant parts look different, all flowering plants have the same basic parts. 1. Power Point Presentations for the live zoom lessons (child friendly/self explanatory) 2.Video https://www.youtube.com/watch?v=p3St51F4kE8 3. Active learn Plant parts- https://www.activelearnprimary.co.uk/planning#:play(471403|||||||||0) Parts of plants, workbook pages 1 and 2

	Learning objective: Explore the structure and function of the root. **Learning outcome:** By the end of the lesson, students can - • Name plants with storage roots that we eat. • Know that most roots are underground. • Know that some plants have the upper part of roots above the ground. • Explain the main functions of roots (anchoring the plant and absorbing water and nutrients from soil) • Differentiate between fibrous and tap roots with examples. • Explain why fibrous roots spread out and tap roots grow down larger distances (to absorb more water). • Compare different types of roots in terms of root hairs, becoming gradually finer towards the end, number of branches, colour, thickness, texture etc.
Resources	1. Power Point Presentations for the live zoom lessons (child friendly/self explanatory) 2.Video https://www.youtube.com/watch?v=K0_tAHBdXec 3. Active learn Roots- https://www.activelearnprimary.co.uk/planning#:play(471406||||||0) Dandelion- https://www.activelearnprimary.co.uk/planning#:play(471405||||||0) Mystery plant parts- https://www.activelearnprimary.co.uk/planning#:play(471404||||||0)
Task	Parts of plants, workbook pages 3 and 4

Distance Learning 2020-2021 TERM 2

Subject	**Science**
Class/Division	Year 4 A-F
Week 23	31st January to 4th February
Work sent to students via	ZOOM / Google Classroom
Total number of lessons per week	3 ZOOM sessions (Tasks will be assigned on Google Classroom)
UNIT 5	**Changes of State**
ZOOM 1 **Resources:** **Task**	**Learning Objective:** Identify materials as solids, liquids or gases and distinguish between them. **Learning Outcome: I can...** • Recognize that materials exist as solids, liquids and gases. • Cite some examples of solids, liquids and gases. ❖ Active learn allocations ❖ Power point presentation ❖ Video links ▪ Read Topic Book – page1 ▪ Complete Workbook - page 1
ZOOM 2 **Resources:** **Task:**	**Learning Objective:** Identify differences, similarities or changes related to simple scientific ideas and processes. **Learning Outcome: I can....** • Sort materials into solids, liquids or gases. • Classify a variety of suitable materials. ❖ Active learn allocations ❖ Power point presentation ❖ Video links ▪ Read Topic Book – page2 ▪ Complete Workbook - page 2
ZOOM 3	• **Learning Objective:** Know that a liquid, such as water, has different properties to a solid, such as a table, and a gas, such as steam **Learning Outcome: I can....** • List some common properties of solids, liquids and gases. • Describe the differences in properties of solids, liquids and

	gases.
Resources:	❖ Active learn allocations ❖ Power point presentation ❖ Video links
Tasks:	▪ Read Topic Book – pages 3&4 ▪ Complete Workbook – pages 3&4

Year 5 Science Work for Distance Learning –Term 2-Week- 23

Subject	**Science**
Class/Division	Year **5 A-F**
Week	**23(31st January to 4th February)**
Work sent to students via	**Google Classroom**
Total number of lessons per week	3 live Zoom lessons and 1 Google Classroom lesson
Unit	**SEPARATING MIXTURES**
ZOOM **1** Resources:	**Learning objective**: Describe ways in which some solids like sugar and salt can be dissolved quickly in water **Learning Outcomes: Students will be able to;** • Recall the meaning of the term dissolving and how a solution is formed. • Recognise that some solids dissolve in water while others do not. • Understand the factors that affect the rate of dissolving a soluble solid. **POWER POINT with video links -** To be posted on Google Classroom on the day of the lesson **Topic book and Workbook – Separating Mixtures** **Active Learn:** https://www.activelearnprimary.co.uk/resource/412340
ZOOM **2**	**Learning objective**: Explain that when a solution is left exposed to the air the liquid will evaporate into the air, leaving the dissolved solid behind. **Learning Outcomes: Students will be able to;** • Recall what the terms solution, exposed, solid ,liquid, evaporate and dissolved mean. • Understand that when the liquid (water) evaporates away the dissolved solid will be left behind.

Resources:	• Investigate and observe a solution, such as salt water, left exposed to the air over time. (sketch and record results in a table in your notebook.) **POWER POINT with video links -** To be posted on Google Classroom on the day of the lesson **Topic book and Workbook – Separating Mixtures**
ZOOM **3** Resources:	**Learning objective**: Explain how the rate of evaporation can be speeded up. **Learning Outcomes: Students will be able to;** • Identify with examples how heat is a factor that speeds up evaporation • Identify with examples how moving air(wind) speeds up the rate of evaporation. • Understand how evaporation occurs at the surface of a liquid unlike boiling. **POWER POINT with video links-** To be posted on Google Classroom on the day of the lesson **Topic book and Workbook – Separating Mixtures** Live Zoom lesson.
GOOGLE CLASSROOM	**Read page 8 of your Topic Book and complete Page 8 of your workbook** Write down your predictions. If you have some of the food items mentioned you may carry out your own investigation **(strictly under adult supervision only)**

Science Work for the Distance Learning Week- (TERM 2)

Subject	**Science**
Class/Division	Year **6** A-F
Week	**Week (31st Jan – 4th Feb)**
Work sent to students via	**Google Classroom**
Total number of lessons per week	3 live Zoom lessons + 1 GC AFL + Asynchronous Writing task.
Zoom**1** Resources: **Live Zoom lesson.**	UNIT: Light **Learning objective**: Light travels from light sources to objects and then to our eyes. **Learning Outcomes:** : By the end of this lesson: students, • Must recognize which of the objects shown on the slides are light sources. • Should be able to draw examples of light sources in their note book. • Discuss which pictures show things that are often mistaken for sources of light and why this might be so. • ACTIVE LEARN- Read page 1 of the Topic book (Light and sight) **H.W** Ask children to record a list or set of pictures of light sources. • PPT – to be posted on GC after the lesson. • Read Topic book page 1, 2 and 3.
ZOOM**2**	UNIT: Light Learning objective: Understand that light comes from a source and appears to travel in a straight line Learning Outcomes: By the end of this lesson: Students will, • Know that light from the source travels in a straight line.

Resources: **Live Zoom lesson.**	• Draw annotated cartoons to illustrate how they think people see things and the role of light in the process. • Know that when light meets an object, it gets reflected, changes direction and then reaches our eyes. • Active learn (allocated to pupils) • Read page 4 of the Topic book (Travelling light) together to introduce how fast light travels. • Work Book-Page 4 • POWER POINT**-** To be posted on Google Classroom on the day of the lesson.
LESSON **3** Resources: **Live Zoom lesson.**	Learning objective: Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Learning Outcomes: Students will • Draw simple ray diagrams to show how light travels source to object and then to our eyes. • Understand that rays of light should be represented by a straight line with an arrow on the line showing the direction of travel • Find out how long it takes the light from the Sun to reach Earth and the other planets. POWER POINT**-** To be posted on Google Classroom on the day of the lesson. Work book page 5 and drawing light ray diagrams in the note book.
Lesson **4**	

GC (Synchronous)	• Students may review the power points. • Answer questions from Work book (pages 1-9) • Complete tasks assigned on the slides.