

Connected Learning Team Primary

Year 1

Science Package

Seasons

Waterproof materials

2 weeks

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Year 1 Science		
<p>Earth and Space Sciences: Observable changes occur in the sky and landscape (ACSSU019).</p> <p>Chemical Sciences: Everyday materials can be physically changed in a variety of ways (ACSSU018).</p> <p>Planning and conducting: Participate in guided investigations to explore and answer questions (AC SIS025).</p> <p>Processing and analysing data and information: Use a range of methods to sort information, including drawings and provided tables and through discussions, compare observations with predictions (AC SIS027).</p>		
Prior learning	*Exposure to the names of seasons- summer, autumn, winter and spring. *Understands the clothes we wear are linked to the weather *Water play	
Week 1	WALT What I'm Learning Today	WILF What I'm Looking For
	I am learning about the different seasons.	I can name the four seasons. I can identify characteristics within each season (weather, clothes).
Instructions		Resources
1. Share what the student will be learning today. 2. Start shivering in front of the student and say 'I'm getting really cold so I		Worksheet- seasons wheel

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<p>think I'll put a jumper on." (Put the jumper on) "I often wear jumpers and warm clothes in winter. Winter is the cold season when it is rainy and often windy."</p> <p>3. "I'm getting hot now (take the jumper off, and possibly other warm clothes. You might like to put on some summer clothes). It gets hot in summer. The sun is bright in summer and I spend lots of my time swimming."</p> <p>4. Ask: If summer is hot and winter is cold, do you know what the other seasons are called? (The student should mention autumn and spring, if they don't, tell them and talk about some things that happen in these two months).</p> <p>5. Give the student the seasons wheel. Talk about what pictures could be drawn into each season section. Use these questions to help: What is the weather like for summer/ autumn/</p>	<p>Pencils/ textas/ crayons</p> <p>Pin or blue tac</p>
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winter/ spring? What are some things that you wear in each season? What are some things you might do in each season?

6. Draw the pictures into each section, colour the season wheel, cut out and put together. Make sure the arrow is attached with a pin or some blue tac so that it can be moved.

7. Extension: If the student is ready, introduce the months within each season.

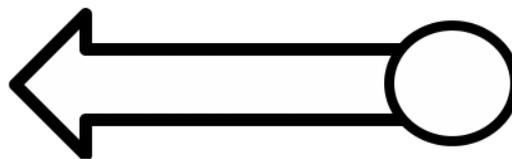
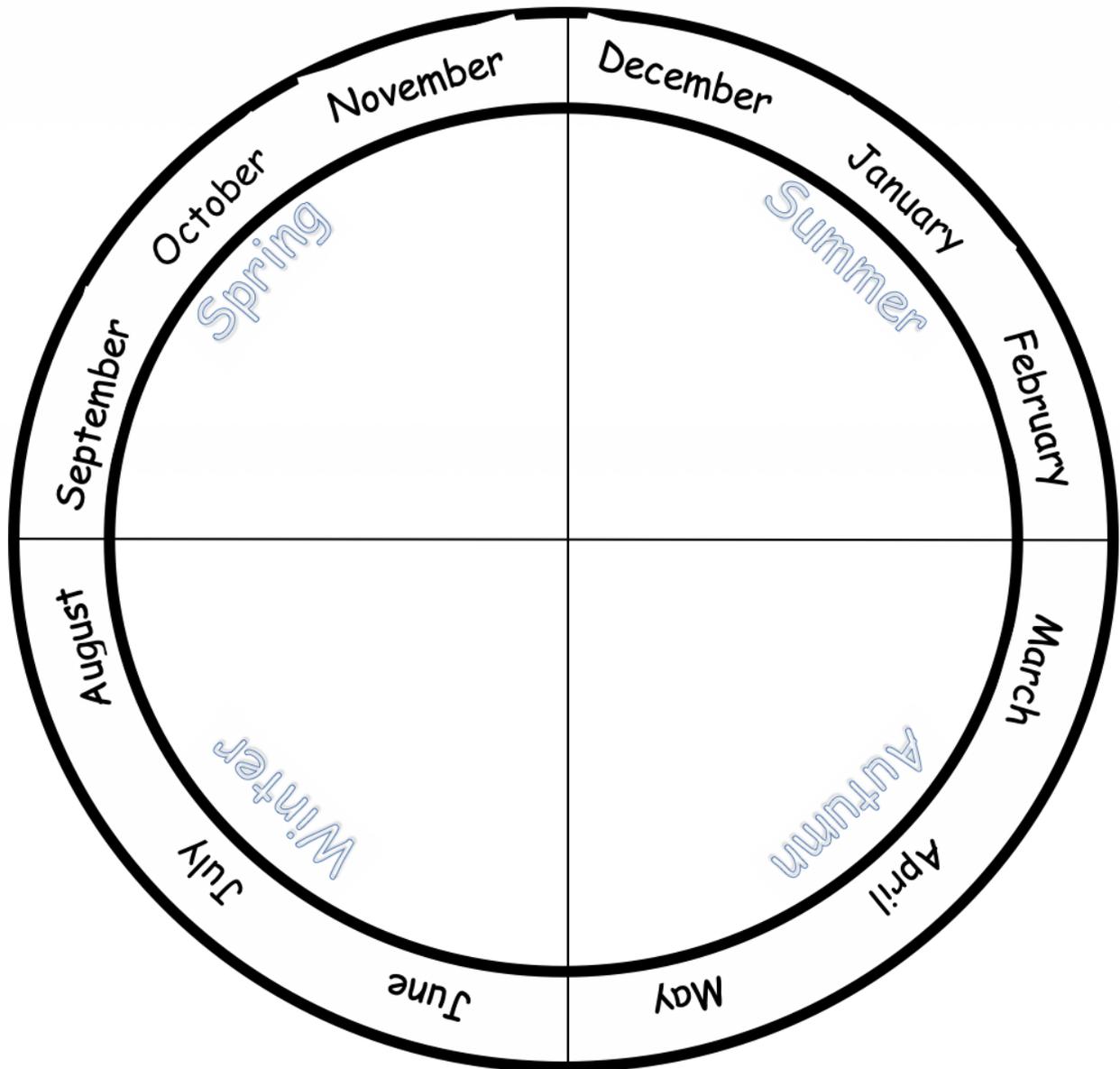
8. Review the WALT and WILF and ask: how did you go with your learning today?

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Season Wheel

Draw pictures that match each season. Colour, cut and put together.



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Week 2	WALT What I'm Learning Today	WILF What I'm Looking For
	I can identify waterproof materials.	I predict which materials are waterproof. I observe how the materials react to water. I explain my observations.
Instructions		Resources
<ol style="list-style-type: none">1. Review the seasons.2. Share what the student will be learning today.3. Get out an umbrella or a raincoat. Let the student play with the item. Add water into the play.4. What do you notice about the umbrella/ raincoat?5. What happens when you put water onto the umbrella/ raincoat? (Use the word 'waterproof' and talk about how the material might have this property)6. Ask: If you are going to design and make an umbrella or raincoat what could you use from home to make it?		Umbrella or raincoat Investigation worksheet Paper towel Sponge Plastic bag Syringe/ eye dropper

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7. Share the worksheet and have the resources out for the student to handle and investigate.
8. Worksheet-
 - a. Read the question: what material would be best for an umbrella or raincoat?
 - b. Make a prediction of which material will be the best material. Talk about how the best material would be the one that stops the water going through- waterproof.
 - c. Line up the materials.
 - d. Pour the same amount of water onto each material and let the student draw what they observe.
 - e. Read the evaluating questions and get the student to fill in the blanks by verbalising and writing if possible (you can write their answers if this task is too difficult).
 - f. Review the WALT and WILF.
 - g. Complete the reflection.

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 <p>Questioning</p>	Which material would be best to use for an umbrella or raincoat?		
 <p>Planning</p>	Materials needed:		 <p>Predicting</p>
Paper towel Sponge Plastic bag	Eye dropper/ syringe Water		I predict the _____ material will be the best umbrella or raincoat because _____ _____
 <p>Conducting</p>	Draw your observation of what the material looks like after you have dropped the same amount of water onto each item.		
Paper towel	Sponge	Plastic bag	

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Which material let the most water go through? _____

Which material soaked up the most water? _____

Which material stopped the water going through? _____

Which material would you use to make an umbrella or raincoat?

Why? _____

Draw a picture of what your umbrella or raincoat would look like.



Colour the face in for how your learning went during this task:

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