On the Move – Early Stage 1

Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11

Physical World Strand

Outcome	Lesson Sequence – Overview	Resources	Word Wall
STe-5PW-ST observes the way objects move and relates changes in motion to push and pull forces ➢ identify and describe various voluntary and involuntary human movements ➢ identify and describe some body parts that enable humans to move.	**Lesson 1** <u>Movers and shakers – Lesson focus p 11</u> • To capture students' interest and find out what they think they know about how the way objects move depends on a variety of factors, including their size and shape • To elicit students' questions about human movement <u>Students:</u> • *experience movement by playing 'musical statues'* • *explore and discuss moving, involuntary movements and being still.*	• class science journal • CD player • 1 music CD	bend body bounce chance dance fast force hop hoop journal move music predict pull push roll rope run science
STe-5PW-ST observes the way objects move and relates changes in motion to push and pull forces ➢ identify and describe some things that move and the ways they move ➢ predict and observe things that move inside and outside the classroom ➢ identify factors that affect the way objects move, including their size and shape.	**Lesson 2** <u>On the hunt for things that move – Lesson focus p 16</u> • To provide students with hands-on, shared experiences of things that move in the classroom, in the school grounds and outside the school grounds <u>Students:</u> • *look for things that move in the classroom, in the school grounds and outside the school grounds* • *describe their observations of how things move.*	• class science journal • word wall • *optional:* digital camera • *optional:* old magazines to cut up • *optional:* scissors, glue	

STe-1WS-S observes, questions and collects data to communicate ideas			slide slope slow spin start still stop stretch swing team test toy walk watch wheels
STe-5PW-ST observes the way objects move and relates changes in motion to push and pull forces ➢ observe and describe movements made by humans ➢ identify and describe some ways in which humans move ➢ identify some body parts involved in human movement. STe-1WS-S observes, questions and collects data to communicate ideas	**Lesson 3** Playground play - Lesson focus p 21 • To provide students with hands-on, shared experiences of human movement and to identify the body parts involved Students: • *move on play equipment and observe a partner moving* • *make a record of their observations* • *discuss questions related to movement.* **Lesson 4** Toys that move - Lesson focus p 26 • To provide students with hands-on, shared experiences of toys that move, the ways in which they move and the shapes that help them to move Students: • *observe and describe toys that move* • *predict and identify the ways in which toys can move* • *group toys according to specific features of movement*	• class science journal • word wall • digital or video camera • class science journal • word wall • a range of moving toys • *optional:* 2 hoops or 2 skipping ropes • *optional:* digital camera	

STe-5PW-ST observes the way objects move and relates changes in motion to push and pull forces ➢ observe moving toys ➢ predict, identify and describe the ways in which toys move ➢ identify specific features of toys that move, including the shape of various parts ➢ group toys in categories. STe-1WS-S observes, questions and collects data to communicate ideas	# Lesson 5 <u>Moving toward an explanation – Lesson focus p 31</u> • To support students to represent and explain their understanding about movement, and to introduce current scientific views. <u>Students:</u> • *experience pushing, pulling, bouncing, sliding, rolling and spinning* • *discuss different ways to represent movement* • *play a 'chance dance'.*	• class science journal • word wall • resources developed during the unit (eg, tables, class books) • 2 'chance dance' cubes (see 'Preparation') • 1 CD player • 1 CD suitable for the 'chance dance'	
STe-5PW-ST observes the way objects move and relates changes in motion to push and pull forces ➢ identify and describe pushing, pulling, bouncing, sliding, rolling and spinning ➢ identify and describe the effect of shape on movement. STe-1WS-S observes, questions and collects data to communicate ideas	# Lesson 6 <u>Rolling Along – Lesson focus p38</u> • To support students to plan and conduct an investigation of the effects of shape, size and surface on how far things roll. <u>Session 1 Shape, rattle and roll</u> <u>Students:</u> • *investigate how they can move their bodies by rolling* • *investigate objects to determine the effect that shape has on rolling* • *record findings in the class science journal.* <u>Session 2 Sizing it up</u>	• Session 1 • class science journal • a range of objects that roll • a range of different sized balls and marbles • 1 book • Session 2 • class science journal • *optional:* digital camera • role wristbands or badges for Manager and Speaker • 2 marbles of different sizes • 2 identical balls of different sizes (eg, tennis ball and oversized tennis ball) • 2 pieces of A4 cardboard	

STe-2DP-T develops solutions to an identified need	<u>Students:</u> • *investigate how the size of an object affects its ability to roll* • *record findings in the class science journal.* <u>Session 3 Roll on</u> <u>Students:</u> • *investigate how far things roll on different surfaces* • *record findings in the class science journal.*	• piece of stiff cardboard and small book for the ramp • streamers • scissors • large sheet of paper • ruler • glue • self-adhesive tape • Session 3 • class science journal • *optional:* digital camera • role wristbands or badges for Manager and Speaker • 1 object that rolls easily (eg, toy car or marble) • a smooth surface (eg, paper) • a bumpy surface (eg, carpet) • piece of stiff cardboard and small book for the ramp • streamers • scissors • large sheet of paper • ruler • glue • class science journal • word wall • other resources developed during the unit (eg, tables, class books) • optional: familiar objects that can roll (eg, toy car), slide (eg, book, slide puzzle), spin (eg, spinning top) and bounce (eg, ball) • *optional:* cardboard or paper strips (see 'Preparation') • A4 paper	

STe-5PW-ST observes the way objects move and relates changes in motion to push and pull forces ➢ identify and describe some things that move, the ways they move and the parts that enable them to move ➢ describe the effect of shape and size on the way things move. STe-1WS-S observes, questions and collects data to communicate ideas	# Lesson 7 <u>Showing what we know – Lesson focus p 48</u> • To provide opportunities for students to represent what they know about how the way objects move depends on a variety of factors, including their size and shape, and to reflect on their learning during the unit. <u>Students:</u> • *review the unit using the science journal, word wall and other resources developed during the unit* • *represent their ideas about movement* • *reflect on their learning during the unit.*	• class science journal • word wall • other resources developed during the unit (eg, tables, class books) • optional: familiar objects that can roll (eg, toy car), slide (eg, book, slide puzzle), spin (eg, spinning top) and bounce (eg, ball) • *optional:* cardboard or paper strips (see 'Preparation') • A4 paper	