







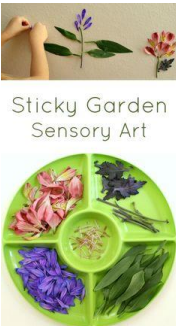
Switched On Science: Stage One (Developing) Rolling Programme (Sensory Pathway)

Classes: P2CE, EYFSA, P1A, P2 Stage 1	Autumn	Spring	Summer
Throughout each year	Topic: Seasonal Change Every Key Stage One class should complete a Seasonal Changes Diary. Assessment Area: Seasonal Changes		
2022-23	Year one- Topic 1 Topic: Who am I Assessment Area: Animals, including Humans <div data-bbox="338 863 866 1252" style="border: 1px solid black; padding: 5px;"> Stage 1- Who am I chin / ears, elbow, eyes / fingers / foot, feet, head, hear, hearing, hip, knee, leg, neck, nose, see, sight, smell, taste, toes, tongue, touch, wrist. Backbone, spine, joints, eye socket, thigh, human, ribs Vertebrae, mammal, </div>	Year One – Topic Four Topic: Plants and animals where we live Assessment Area: Animals, including Humans Everyday Materials, Plants <div data-bbox="920 903 1449 1378" style="border: 1px solid black; padding: 5px;"> Stage 1- Plants and animals where we live Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, food, animal, bird, fish, home / feed / leaves / live / nest / plants / tree / twig, scales, egg Names of trees in the local area </div>	Year One – Topic Five Topic: on safari Assessment Area: Animals, including Humans Everyday Materials <div data-bbox="1637 903 2152 1252" style="border: 1px solid black; padding: 5px;"> Stage 1- On safari eyes / food chain / habitat / head / insect / legs / pond jointed / key antennae abdomen / / detrivore / exoskeleton / invertebrate / / metamorphosis / sections / thorax / vertebrate </div>

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		<p>Names of garden and wild flowering plants in the local area Living, dead, never been alive, suited, suitable, basic needs, food chain, Shelter, move, feed, Names of local habitats e.g. Pond, woodland etc. Names of micro-habitats e.g. Under logs, in bushes etc. Sort, identify</p> <p>Amphibian, mammal, backbone reptile, vertebrates,</p>	
<p>Sensory Science suggestions</p>	 <ul style="list-style-type: none"> • sense of touch boards • Sense of smell boards • Arm Pushes: Often referred to as “heavy work” these exercises help provide children with sensory information about body awareness and positions. 	<ul style="list-style-type: none"> • Playdough leaf/flower printing to explore parts of a plant and the pattern of veins. • Seed hunt- hide various seeds in messy play and ask the children to name/find them. Include fruits children can cut up. • Use the seeds to create art work. Place the art in CD cases to preserve and display. 	<ul style="list-style-type: none"> • Habitats: children to play the role of a bird and create their own nest. Thinking about what materials a bird might find. • Habitats sensory bins • Watch different animals eating, in class, out of school on visits, on video.  

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	<ul style="list-style-type: none"> Bubbles: make smelly, scented, slimy bubble mixes using different dish soap Use their senses to help them explore objects. Which is the softest and how they can find out? encourage them to also use their arms, legs and other parts of their skin to feel the teddies and reiterate that the sense of touch comes from the skin and not the hands/ fingers Play a tambourine, a drum and a triangle in turn and to guess which instrument they can hear each time. Discuss how they could test which instrument makes the loudest sounds. 	<ul style="list-style-type: none"> Frozen flowers sensory art & Sticky garden sensory art Investigation stations to encourage children to observe and explore flowers and plants. Provide scissors, magnifying glasses and drawing materials. Attach pipe cleaners to a stick or a child's finger and dip into flour. Seed-bearing plants require pollination, often helped along by insects like bees and butterflies.  	<ul style="list-style-type: none"> Explore by touching, feeling, smelling (<u>not</u> eating) different types of animal food e.g. <i>hay, grass, dried rabbit food, dog biscuits, bird feed.</i> Feed animals e.g. ducks in park, pets in classroom, at animal sanctuaries. Choose appropriate food for animal, from limited choice. Match food to animal. Fill a jar with water from a local pond, then take a closer look with a magnifying glass or microscope. Compare that with water from tap in the sink; what's the same and what's different?
<p>2023-2024</p>	<p>Year One – Topic Two Topic: Celebrations</p> <p>Stage 1- celebrations</p>	<p>Year One – Topic Six Topic: Holiday</p> <p>Stage 1- holiday</p>	<p>Year One – Topic Three Topic: Polar Places</p> <p>Stage 1- polar places</p>

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	<p>bark / battery / bright / bulb / candle/ flower / fruit leaf / leaves / light // mirror /plant / quiet / root</p> <p>/ cool / dark / dull / fast / flame // high / hot /liquid / loud / low senses / shoot / slow / torch / wax / wick</p> <p>observe / solid / texture</p>	<p>animals /beach/ fish rubbish / sand / sea / shell / sun / sunglasses / sunscreen / turtles</p> <p>cockle / shell crab /habitat pollution / protect / razor / recycle / rock pool /</p> <p>banded wedge shell/ limpet / mussel / periwinkle</p>	<p>adventurer / clothes / cold / explorer / freeze / frozen/ ice / penguin / polar bear / sea lion / seal / snow / warm / / weather / whale</p> <p>herbivore/ icebergs / North Pole / omnivore / South Pole</p> <p>Antarctic / Arctic / carnivore / waterproof</p>
<p>Sensory Science suggestions</p>	<ul style="list-style-type: none"> • Play instruments used in different celebrations. • What can we cover our ears with to stop loud sounds? Which is best? • Which materials make the loudest shakers. Try things like pebbles, lentils, rice, buttons. • Make and use musical instruments. • Explore a range of light sources in the classroom e.g. torches, candles, paraffin lamp, bicycle lights, "Glo-stars", Christmas tree lights, fibre-optic objects, indoor 	<ul style="list-style-type: none"> • Explore weather appropriate clothes, pack a suitcase for different holidays. E.g. hot and cold weathers. • Create season exploration boxes • Match materials to animals and a pictorial image. E.g. feather, bird • Beach slime (add sand to various sensory activities • Frozen sand sensory bin • Beach scavenger hunt. Hide shells etc. in sensory materials. • Making footprints in sand • Auditory beach sounds e.g. waves, • The night before setting up the large activity tray, freeze some blue water and sea creatures into balloons. Place the frozen ice balloons into the 	<ul style="list-style-type: none"> • Put ice cubes in a variety of places (in bags!) or use ice pops. • Make jelly. How could setting be speeded up? • Put a variety of liquids e.g. cooking oil, milk, sauce, salad cream etc in the freezer. • Melt things like ice, butter, chocolate, ice cream etc. • Make toast using a different setting on the toaster each time and compare to bread. What are the differences?

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	<p>fireworks, OHP, microwave oven.</p> <ul style="list-style-type: none"> • Walk round school and identify light sources. • Select light sources from a tray of objects. • Find ways of making a room or area as dark as possible. • Explore reflective surfaces e.g. night time clothing, mirrors, street signs, bicycle reflectors, Christmas decorations, hologram paper. • Explore shining torches through different materials e.g. fabrics, paper, liquids, plastics, own fingers. • Explore things you can do/not do in the dark e.g. write your name, put on socks, brush your teeth, look at a book. • Find out about how lights are used for a specific purpose e.g. traffic lights, lighthouses, lights on domestic appliances. • Discuss which light sources are used for particular jobs, 	<p>tray. Provide a range of tools for the children to use to try and free the sea creatures from the ice balloons. Encourage them to talk about what they notice as the ice is melting</p> <ul style="list-style-type: none"> • Provide some yellow playdough along with a variety of seashells. Invite children to explore pressing the shells into the dough to create imprints and patterns. • 	<ul style="list-style-type: none"> • Cook rice? Spaghetti? Chips? Compare before and after. • Recycling sensory sorting tray to explore different materials • Create a small world polar regions scene using small world animals, artificial snow, ice cubes and this Small World Background and Stick Puppets • Make some Sparkly Snow Cloud Dough. Encourage children to explore how to shape and mould the dough to build igloos. • Provide a range of percussion instruments for children to use to create sounds to represent different polar animals. • Provide warm/cold water and eco-glitter for added sparkle! If real • snow is available, bring some inside to explore with the children as it melts.
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	<p>and why, e.g. candles for car headlights?</p> <ul style="list-style-type: none">• Experience making shadows – e.g. can you stand on your shadow, can you make your shadow bigger or smaller, find a place where you have not got a shadow, use shadow shapes to illustrate story or nursery rhyme, name a shape from its shadow.• Sprinkle chalk powder or talc (NB allergies!) in a light beam to show the actual beam.		<ul style="list-style-type: none">• Provide a selection of different materials for children to explore to• keep a teddy bear warm on a visit to a polar region. They could also• explore ice and snow to keep a visiting polar bear or penguin cool
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