



Year 1 - Spring 2- Science Knowledge Organiser: Treasure Island



What I already know...

We already know how to name animals that are birds, fish and mammals including amphibians, birds, mammals, fish, reptiles and humans! We have learnt all about materials and their properties. Materials are what an object is made from— materials can be hard, soft, stretch, shiny, dull or rough. We have also become very familiar with pondlife and minibeasts and hope by Spring our bug hotlls have attracted some more life to our pond. This knowledge will help us this term when making rafts to sail on our school pond!

What I will learn...

- To identify and name a variety of plants.
- To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers.
- That wild plant seed grows where they fall, e.g.— daisy, ivy dandelion. Whereas garden plants are plants people choose to plant, e.g. sunflower, rose sweet pea.
- To describe and compare the structure of a fish with humans and some other animals.
- To perform simple tests to see which material is strongest.
- **Seasonal Change Spring**—March, April May, I will know that daylight increases and trees and plants begin their growth cycle.

Key Vocabulary

materials	the matter from which a thing is or can be made.
properties	a trait , quality, or characteristic of something.
seasons	each of the four divisions of the year
root	the part of the plant that attaches to the ground for support
stem	the main body or stalk of a plant or a shrub
trunk	the main woody stem of a tree
leaf	the most important part of the plant as it produces food for the plant
flower	the seed-bearing part of a plant
wild plant	plants that grow with no human help

Making a difference at The Merton and beyond

What is it like to be a stranded on a desert island? We find this out when we receive a washed up message in a bottle asking for our help to find food, water and shelter after being shipwrecked on a tropical island! As we embark on a fully immersive experience: we consider what we need to wear on this island and come to school dressed and ready for our investigations. We share the foods we could grow and would find there with a view to cooking with and sharing with parents to teach them about healthy foods. We will work collaboratively to make a mini-shelter to protect us from the sun and wind (Bell's Wood) before we go 'fishing' in the school pond as we learn about the parts of a fish and compare them to humans! We test tinfoil rafts to see which is the strongest and can carry the largest load without sinking so we can float and sail away to safety. Making cross-curricular links with English, we report back our findings to our shipwrecked friend to help him to survive and return home safely. We then compare and contrast a desert island to the polar landscape we have previously learned about and make similar links to environmental pressures (plastic sea pollution) We consider what kind of character traits would be important to life on a treasure island and ensure that we leave the island a better place (rubbish) We make links back to Grace Darling (Autumn term) would character traits such as determination, resilience and courage be important traits to have when being self sufficient on an island?

How to be a scientist:



As we learn about how to leave the treasure island a better place lets reflect on where we live now, our school grounds, the park and our local streets. How can we make this a nicer environment for ourselves and wildlife? Perhaps you could go on a litter hunt and inspire others to put their rubbish in the bin too!

