

RESOURCE MATRIX

Year 1 OCW: Plants	Resources
1: How do leaves change across the year?	Sorting hoops, sticky labels, magnifiers, digital cameras, iPads, leaf identifier, collection of leaves of different types, pebbles, twigs, Changing World diaries
2: Do all trees lose their leaves in winter and grow new ones in spring?	Magnifiers, digital cameras, iPad, talk buttons (or similar sound recorder), tree identifier, paper, pencils and pens, secateurs (for use by adults only), Our Changing World diaries
3: What flowers can we find during different seasons?	Flowering plants in pots, for example, tulip, lily, geranium, pansy, cosmos, lavender, fuchsia, busy Lizzie, plant catalogues (or similar) with flower images, bunches of cut flowers (if necessary), magnifiers, digital cameras, 'collector trays' (small plastic food trays are good for this), pieces of card, paint colour chart strips, double-sided sticky tape, Our Changing World (OCW) diaries, secondary resources, including books and the internet, for plant and flower identification
4: How do plants grow and change over time?	A suitable growing space of at least 120 cm x 120 cm, wooden edging boards, string, plug plants, for example, lettuce varieties, tomatoes, dwarf beans, Swiss chard, spring onions, carrots, radishes, cucumbers, beetroot, strawberries, Our Changing World diaries
5: What can we make with the food that we have grown?	Basket or sack of vegetables complete with roots (bought locally if possible), dried fruits and seeds (to add to salads for flavour and texture), magnifiers, garden forks and spades, containers to hold picked crops, secateurs (adult use only), additional (local) vegetables or fruits, knives, scissors, kitchen equipment, food processor, large plastic cooking bowls for mixing salads, disposable plastic tubs that might be used for packaging salads, Our Changing World diaries

Year 1 OCW: Animal Antics	Resources
1: Which animals live around our school?	Animal identification guides
2: How many birds visit our bird feeding station?	Bird identification guides, bird books, bird table, bird feeders, seed, other types of food for feeding birds
3: How do snails change over time?	Secondary sources of information, digital cameras, magnifiers, 'talk postcards', sound recorders, terrarium, soil to cover base (from pet shop), snails – either collected from locality or from pet supplier
EL1: How should we care for our pets?	Pet care equipment, for example, a comfy bed, a lead and collar, dog coat, pet toys, chews and biscuits, boxes/tins of food, brush and comb, 'poo bags', suitable secondary sources of information, for example, story books and non-fiction books, pet leaflets and guides, access to the internet for further research, glue sticks

Year 1 OCW: Sensing Seasons	Resources
1: How do the changing seasons affect me?	Samples of fabrics and other materials appropriate to season, example items of clothing related to the season, glue sticks, scissors
2: What can we see and hear that shows us that the seasons are changing? Part 1	Mini sound recorders such as 'sound buttons' or 'talking cans', digital cameras, electronic microscopes, hand lenses or magnifiers, flower press, double-sided sticky tape, laminator (to seal flower and leaf samples when semi-dry)
3: What can we see and hear that shows us that the seasons are changing? Part 2	Mini sound recorders such as 'sound buttons' or 'talking cans', digital cameras, electronic microscopes, hand lenses or magnifiers, flower press, double-sided sticky tape, laminator (to seal flower and leaf samples when semi-dry)
4: How does the weather change across the seasons?	Weather map and symbols, video camera to record bulletins, Our Changing World diaries
5: What do different kinds of weather look and feel like?	Digital cameras, a number of weather boxes, and items that children might use according to the weather

Year 1 Module 1: Plant Detectives	Resources
1: What garden plants can we find around our school?	Garden plant catalogues, labels from plants, potted plants, such as geranium, pansy, cosmos, lavender, fuchsia, busy Lizzie; magnifiers, digital cameras, visualiser (optional), Our Changing World diary (optional)
2: What wild plants can we find around our school?	Wildflower seeds or plug plants, containers, 'collector trays' (small plastic food trays are useful), magnifiers, digital cameras, Our Changing World diary (optional), books and other plant identification resources
3: What is the same and different about the flowers around us?	Flowering pots plants, such as tulip, lily, geranium, pansy, cosmos, lavender, fuchsia, busy Lizzie, plant catalogues, cut flowers magnifiers, digital cameras, 'collector trays' (for example, small plastic food trays), A3 paper or card, paint chart strips or colour samples (optional)
4: What is happening underground beneath our plants?	A variety of plants that have been dug up from planted borders, vegetable gardens or waste areas, such as dandelion, daisy, clumps of grass, carrots, bedding plants, some potted plants that might be lifted temporarily from their pots, magnifiers, microscope, digital cameras, glue or sticky tape
5: What makes a tree a tree?	Strips of paper to wrap around trunks of trees, wax crayons and paper, digital cameras, sketchpads, tape measures and metre sticks
EL1: What different types of plants, leaves and flowers can be found at a garden centre?	A lush display of plants in the classroom, photographs of the plants in their natural habitat, digital cameras, sound recorders, clipboards and pencils, secondary sources of information; for the mural panels, shallow cardboard trays such as supermarket salad trays, thick paper or card to line bases of trays, paints, coloured pencils and pens, coloured papers, crepe paper, pipe cleaners, PVA glue, scissors

Year 1 Module 2: Looking at Animals	Resources
1: Who's who in the animal world?	Information books, animal posters and identification keys/guides (particularly less familiar animals), sticky notes or labels
2: How are animals' bodies different?	Secondary sources of information, including information books, photographs, video clips, modelling clay, matchsticks, lolly sticks, pipe cleaners, scraps of fabric and card, scissors and modelling tools
3: Do fish have fingers?	Real dead fish, as fresh as possible, for example mackerel or sprats, plastic trays (or similar) for the fish, ice, hand lenses, visualiser, digital cameras, talk tools, pre-printed labels of fish body parts (Resource sheet 1)
4: What's so special about birds?	A variety of feathers from wings, chest (down) and tail, hand lenses, visualiser, digital cameras, talk tools
5: How do different animals move?	Quality reference books and web-based resources that children can use to find out about how animals move, video or digital camera, talk tool (optional)
6: Whose food is this?	Animal food bowls containing, for example, lettuce and carrots, bird seed, earthworms, meaty pet food, acorns, hazelnuts or other nuts in shells, fish, grass, sound recorders, digital cameras, secondary sources of information about animals and their diets, hoops or circles for Venn diagrams.
7: Which animals are busy at night?	Glue, scissors, books with images of different animals (if needed for Challenge 1), secondary sources of information to find out about animals that are nocturnal
EL1: Which animals live in our home with us?	Photographs of children's pets (or pets that they know well), sticky notes, counters (optional), glue sticks
EL2: Who's who at Old Macdonald's Farm?	A recording of 'Old MacDonald had a farm' song (better still, perform it yourself!), painting or drawing equipment and suitable paper, talk buttons, sound recorders, information books, posters and other resources
EL3: Who cares for animals when they're sick?	Soft toy animals (including pets and familiar wildlife such as fox, hedgehog or rabbit), pet care equipment, 'play' veterinary equipment (including stethoscope, boxed medicines, syringe, bandages, veterinary overalls/scrubs, disposable gloves, head cover), large table, shelves or cupboard, photographs of animal patients (enlarged and laminated)
EL4: Who is on the menu today?	Large sheets of paper, drawing pens and pencils, glue sticks, supermarket leaflets, some real food options (if possible) that children can offer to the troll

Year 1 Module 3: Using Our Senses	Resources
1: Is everyone's body the same?	Digital cameras, magnifiers, mirrors, large sheets of paper or a roll of lining paper, display paper or wallpaper, coloured chalks or wax crayons, glue sticks or tape, rulers, large (A3 or A4) pieces of card and marker pens (if no IWB)
2: What differences can our tongues taste?	Blindfolds or scarves to cover eyes, food stuffs to taste (for example, milk, salt, sugar, orange rind, yeast extract spread, honey, syrup, vinegar, lemon juice, orange squash, natural yoghurt, jam, soy sauce, cheese, mint sweet, dark chocolate, pickled gherkin), small containers, disposable teaspoons, talk buttons (or similar sound recorders)
3: What can we hear using our sense of hearing?	Sound recorders, sound sources, clipboards
4: How can we explore the world using our sense of touch?	Feely feet containers and feely bags, talk buttons or similar sound recorders, microwaveable warmers or other warm objects, microwave (if possible)
5: Which smells do we love and hate?	Sticky notes, hidden smell boxes/containers, smell makers
6: How do we use our senses to find out about the world around us?	Blindfolds or scarves to cover eyes (enough for one between two), plastic spoons for taste test
EL1: How many layers of material will stop me from feeling the princess' pea?	Multiple squares of different fabrics of varying thickness, for example, felt, cotton, quilted fabric (including some that can be cut up), dried peas, magnifiers, objects that are about the same size as a dried pea, but 'soft', rather than hard
EL2: How noisy is 'the crowded house'?	Large sheets of paper, chalks, paints, sticky tack, velcro stick spots or drawing pins, animal noise makers (chicken, cockerel, sheep, cow), audio copies of The Crowded House for children to listen to through headphones (optional)

Year 1 Module 4: Everyday Materials	Resources
1: What material is this?: Part 1	Wood offcuts: small pieces of planking, blocks, dowelling; artefacts and toys made from wood; metal samples or small ingots of metal: objects and toys made from metal; corrugated plastic sheet to show basic plastic and objects and toys made from plastic; sorting hoops with labels 'wood', 'metal' and 'plastic', A1 coloured paper, pages from toy and other catalogues showing wooden, metal and plastic toys, pictures of wooden, metal and plastics objects, digital camera, sticky notes
2: What material is this?: Part 2	Objects made of glass, bricks, rock samples, water and cups, pictures of the four materials cut out of magazines, big book, digital camera, sorting hoops with labels 'brick', 'glass', 'rock', sticky notes, magnifiers, digital magnifier connected to the IWB
3: Is all paper the same?	Collection of paper in many different forms: writing paper (typical school quality), painting paper, wrapping paper, kitchen towel, greaseproof paper, wallpaper, sandpaper, magazine pages using glossy paper, big book, digital camera, sticky notes, magnifiers, digital magnifier, marker pens, wax crayons, pipettes, three watercolour paints, brushes
4: Is all fabric the same?	A commercially produced pack of fabrics or fabric samples which includes wool, nylon, silk, fibrepile, polycotton, breathable nylon, PVC coated nylon, selection of old clothes that can be cut into pieces, some of which are made from these fabrics, collection of clothes labels showing what the clothes are made from with some of the listed fabrics, magnifiers, digital magnifier connected to the IWB
5: What's it made of?	Collections of objects made from combinations of the basic list of materials from Lessons 1–4, that is, wood, metal, plastic, glass, rock, brick, water, paper, fabric, foil, small cardboard tubes from sweet packaging, lamps (the type used in electrical circuit work in KS2), metal spiral bound books, cell holders, small spice jars with plastic lids, labelled sorting hoops, sticky notes
6: Can the same object be made from different materials?	Spoons: metal, plastic, wooden, and combinations of these materials; paperclips: metal, plastic; plates: china (teacher use only), plastic, paper, metal and/or metal foil, wooden; bricks: plastic, wooden, brick; clothes pegs: plastic, wooden, metal; cups: china and glass (for teacher use only), variety of plastic and polystyrene, metal, wooden, (could be egg cups); toys made only from wood, only from metal, only from plastic and only from fabrics
7: What's it like?	Selection of materials from Lessons 1–4, sorting hoops labelled with property words from Words for physical properties of materials (Resource sheet 1), digital camera, feely bags, trays for Challenge 3 guessing game, a new 'Properties of Materials' big book, glue sticks
8: Does it bend or stretch?	Modelling clay, pipe cleaners, fabrics that stretch – nylon tights/socks, leotards, clothes with elastic waistbands, elastic bands, 3-D shapes, paper strips, scissors, selection of objects from previous lessons that do not bend, stretch, squash, twist
9: How wet can you get?	Selection of waterproof and non-waterproof gloves, including rubber, disposable plastic and woollen; selection of waterproof and non-waterproof fabrics including PVC-coated nylon, Gore-Tex®, waxed jacket, other waterproof fabrics; absorbent and non-absorbent papers; pipettes, cups of water, waterproof coats; four large sheets (A1) of different coloured paper; four more pages for the big book

10: What do our plates feel like?	Fabric samples from previous lessons: absorbent mopping-up cloths, scouring pads, sponges, face washing flannels, carpets, towelling; dry and damp sandpapers, fine and coarse sand; plastic food pots, dinner sized paper plates; glue, any objects that will stick on a paper plate for display, sticky notes
EL1: What properties do ice and water have?	Ice balloons and plastic cups of ice, plastic storage trays, salt, teaspoons, jugs to top up the water, a 'tool kit' for each pair comprising a spoon, an empty plastic cup, salt, glitter, magnifier, paper towels
EL2: How will you decorate your picture frame?	Tissue paper, wrapping paper, wallpaper, buttons, glass beads, marbles, small pebbles, pasta shapes, paint, glue, cardboard strips, commercially produced picture frames with no decoration on the frame and with the glass removed, one frame that is highly decorated, plastic coleslaw-sized containers