

Cycle 1 – Science Planning

MY WORLD WITHIN AND AROUND ME			
Year 1 – Group 1		Year 2 – Group 2	
TERM 1		TERM 1	
My Body			
	Target Behaviour/s		Target Behaviour/s
- Identifies basic body parts and their functions. (<i>head, arm, hand, stomach, bottom, legs, feet etc.</i>) - Identifies and names the senses and sense organs. (<i>Bright Ideas K Workbook P.8; see Teachers' Book Lesson 5</i>) - Participate in simple experiments to discover information using their senses. (<i>Teachers pick one or two tastes e.g. sweet/not sweet; salty/ not salty</i>)	TB 1	- Identifies basic body parts and their functions. (<i>Review KI and add wrist, elbow, parts of face, genitals</i>) - Identifies and names the senses and sense organs. (<i>Bright Ideas K Text P.14 - 25</i>) - Develop an awareness that senses can be used to learn about the environment. (<i>Bright Ideas K Workbook P.9-13</i>) - Participate in simple experiments to discover information using their senses. (<i>Teachers do the four taste words in P.13 of the K. Workbook</i>) - Identifies changes that occur as one grows. (<i>Bright Ideas K Workbook P.5, 7</i>)	TB 1
	TB 2		TB 2
	TB 4		TB 3
			TB 4
Health			
Demonstrates good personal health habits. (<i>Bright Ideas K Workbook P.14-17[selected]</i>)	Health TB 1	- Demonstrates good personal health habits. (<i>Bright Ideas K Text P.28/29;32-35</i>) - Demonstrates an awareness of how germs affect the body and how to assist in the prevention and control of communicable diseases. (<i>Bright Ideas K Text P.30-31</i>)	Health TB 1
			Health TB 2

My Home and My School			
- Displays responsible behaviour to maintain his/her environment. (<i>Bright Ideas K Workbook P.18</i>) - Names machines used at home and school. (<i>Simple Machines students are aware of</i>) - Demonstrates an awareness of safety procedures to be followed when using simple machines. (<i>Simple Machines theme</i>)	Health TB 1 TB 1 modified TB 2	- Displays responsible behaviour to maintain his/her environment. (<i>Bright Ideas K Text P. 36-37</i>) - Observes, identifies and uses simple machines. (<i>home and school; ramps, lever, wheel, Bright Ideas K Workbook P.34</i>) - Demonstrates an awareness of safety procedures to be followed when using simple machines. (<i>Simple Machines theme</i>)	Health TB 1 TB 1 TB 2
see curriculum Computer			
- Knows the characteristics and uses of computer hardware and operating systems. (<i>keyboard, mouse, printer</i>) - Identifies the uses of technology at home and school.	TB 2 TB 5	- Knows the characteristics and uses of computer hardware and operating systems. (<i>review Group 1 and add monitor, CD, known hardware</i>) - Identifies the uses of technology at home and school. (<i>Review Group 1 and add the less obvious ones</i>)	TB 2 TB 5

UNDERSTANDING MY WORLD			
Year 1 – Group 1		Year 2 – Group 2	
TERM 2		TERM 2	
Living and Non-Living Things			
	Target Behaviour/s		Target Behaviour/s
• Tells the difference between living and non-living things. (<i>Use examples of objects in the child's environment; Bright Ideas K Teachers' Book Lessons 16 & 18</i>) • Recognizes and names different parts of plants. (<i>Bright Ideas K Workbook P.19#1.</i>) • Identifies how animals are alike and different. (<i>Use pets</i>) • Differentiates between old and young animals. (<i>matching cards or puzzles</i>)	TB 1	• Tells the difference between living and non-living things (<i>Review KI; Bright Ideas K Text P. 40-41; 44-45</i>) • Demonstrates an understanding that all living things have needs. (<i>Bright Ideas K Workbook P.20, 24-25; Teachers' Book Lesson 17/22; Text P.42-43; 52-53</i>) • Classifies living things into groups. (<i>by movement / habitat / food; Bright Ideas K Teachers' Book Lesson 20/21; Text P.46 – 51; Bright Ideas K Workbook P.20-25;)</i> • Recognizes and names different parts of plants. (<i>Bright Ideas K Teachers' Book Lesson 16</i>) • Identifies how animals are alike and different. (<i>use animals in the community [size, covering, food]</i>) • Differentiates between old and young animals • Identifies the different ways in which living	TB 1
	TB 4		TB 2
	TB 5		TB 3
	TB 7a		TB 4
			TB 5
			TB 7a
			TB 7b

		things reproduce. (<i>Bright Ideas K Teacher's Book Lesson 4 /17; Text P.12-13</i>)	
Materials (see curriculum Matter)			
Classifies objects by their properties. (<i>Bright Ideas K Text P.56-59, 61-62; Workbook P.27</i>)	TB 1	Sorts matter by its physical properties. (<i>Bright Ideas K Text P.57, 62, 64-65; Workbook P.26-27, 29, 31</i>)	TB 2

THE WONDERS OF THE EARTH			
Year 1 – Group 1		Year 2 – Group 2	
TERM 3		TERM 3	
	Target Behaviour/s		Target Behaviour/s
Forces and Energy (see curriculum Force and Motion)			
- Develops an awareness of force. (<i>Experiment with toy vehicles; Bright Ideas Science K Workbook P.32</i>) - Recognizes that a push or a pull is needed to move certain objects. - Demonstrates how wheels make things easier to move. (<i>Bright Ideas Science K Workbook P.34</i>) - Constructs a model that has wheels to make it move. (<i>Bright Ideas Science K Workbook P.35</i>)	TB 1	- Develops an awareness of force. (<i>Bright Ideas Science K Workbook P.33 Text P.72-73</i>) - Recognizes that a push or a pull is needed to move certain objects. - Demonstrates how wheels make things easier to move. (<i>Bright Ideas Science K Text P.74-75</i>) - Constructs a model that has wheels to make it move. (<i>Bright Ideas Science K Text P.76</i>)	TB 1
	TB 3		TB 3
	TB 5		TB 5
	TB 6		TB 6
Water (see curriculum)			
Explores and identifies what sinks or floats. (<i>Bright Ideas Science K Workbook P.28</i>)	TB 6	- Explores and identifies what sinks or floats. (<i>Bright Ideas Science K Text P.60-61</i>) - Construct a boat that floats (<i>Bright Ideas Science K Text P.77</i>)	TB 6
			TB 7
Electricity (see curriculum)			
- Identifies sources and uses of electricity. (<i>homes; Bright Ideas K Workbook P. 36-37</i>) - Identifies and demonstrates ways to use electricity safely. (<i>Bright Ideas K Workbook P.38</i>)	TB 1	- Identifies sources and uses of electricity. (<i>school /island; Bright Ideas K Text P.78-81</i>) - Identifies and demonstrates ways to use electricity safely. (<i>Bright Ideas K Workbook P.82-83</i>)	TB 1
	TB 2		TB 2
Heat			
Demonstrates how heat can be produced. (see curriculum; <i>Bright Ideas K Workbook P.39</i>)	TB 2	Recognize the relationship between heat and light. (<i>cell phones, microwave, light bulbs,</i>	TB 1

Explains why we need heat. (<i>Bright Ideas K Workbook P.40</i>)	TB 9	<i>candles, fire</i> - Explains why we need heat. (<i>Bright Ideas K Text P.86-87</i>)	TB 9
Tells and demonstrates basic fire safety procedures. (<i>home</i>)	Health TB 2	Tells and demonstrates basic fire safety procedures. (<i>home and school; Bright Ideas K Workbook P.41</i>)	Health TB 2
The Sky			
Observes and identifies objects in the day and night sky. (<i>Bright Ideas Workbook K P.42-44, Text P.94-95</i>)	TB 1	Tells how day and night occurs. (<i>Bright Ideas K Text P.92-93; teacher's model showing Earth rotating around Sun</i>)	TB 2

MY WORLD WITHIN AND AROUND ME			
Year 3 – Group 3		Year 4 – Group 4	
TERM 1		TERM 1	
<i>My Body (see curriculum The Human Body)</i>		<i>The Environment (see curriculum Environmental Science)</i>	
	#Target Behaviour/s		#Target Behaviour/s
Identify basic body parts and their functions. (<i>Bright Ideas 1 Text P.10-11 focus the heart</i>)	TB 1	Identifies different natural disasters and their effects. (<i>Bright Ideas 2 Text P.34-35</i>)	

Identify ways of maintaining body function. (<i>Bright Ideas 1 Text P.12-13 focus exercise; P.11-15 focus hygiene;p.16-21 focus nutrition and food safety</i>)	TB 5	- Develops an awareness of how human activities affect the environment. (<i>Bright Ideas 2 Text P.38-39; P. 40-41 focus endangered animals; P.43 focus extinct animals</i>) - Identifies helpful and harmful changes to the environment. (<i>Bright Ideas 2 Text P.36-37 focus threats; P.44-45 focus protection of animal habitats</i>)	TB 1 TB 2
Living Things			
- Demonstrates an understanding that all living things have needs. (<i>Bright Ideas 1 Text P.28-29 focus animals; P.36-37 focus plants</i>) - Classifies living things into groups. (<i>Bright Ideas 1 Text P.25 focus mammals; P.30-31 focus domestic animals; P.32-33 focus care of domestic animals</i>) - Recognizes and names different parts of plants. (<i>Bright Ideas 1 Text P.34-35; P.38-39 focus fruits and seeds</i>) - Identifies how animals are alike and different. (<i>Bright Ideas 1 Text P.24 random criteria</i>) - Investigates features that help animals and plants live and survive in different environments. (<i>Bright Ideas 1 Text P.46-47 focus an aquarium</i>) - Differentiates between old and young animals. (<i>Bright Ideas 1 Text P.26-27 focus baby animals</i>) - Identifies the different ways in which living things reproduce. (<i>Bright Ideas 1 Text P.40-41</i>)	TB 2 TB 3 TB 4 TB 5 TB 6 TB 7a TB 7b	- Classifies living things into groups. (<i>Bright Ideas 2 Text P.20-22 focus vertebrates; P.23-24 insects</i>) - Recognizes and names different parts of plants. (<i>review fruits and seeds Group 3; Bright Ideas 2 Text P.12-13 focus roots and stems; P.14-15 focus branches and leaves; P.16-17 focus flowers</i>) - Identifies how animals are alike and different. (<i>Bright Ideas 2 Text P.30-31 focus predators and prey</i>) - Investigates features that help animals and plants live and survive in different environments. (<i>Bright Ideas 2 Text P.28-29 focus animal habitats</i>) - Identifies the different ways in which living things reproduce. (<i>Bright Ideas 2 Text P.10-11 focus plants; P.18-19 focus animals that lay eggs; P.25-27 focus life cycles human, fly, butterfly</i>)	TB 3 TB 4 TB 6 TB 7b

<i>focus plants)</i>			

UNDERSTANDING MY WORLD			
Year 3 – Group 3		Year 4 – Group 4	
TERM 2		TERM 2	
<i>Air</i>		<i>Matter & Materials (see curriculum Matter)</i>	
	#Target Behaviour/s		#Target Behaviour/s

- Recognizes the importance of air. (<i>Bright Ideas 1 Text P.51</i>) - Investigate the presence of air around us. (<i>Bright Ideas 1 Text P.50</i>) - Investigate how air takes up space. (<i>Bright Ideas 1 Text P.50</i>) - Investigate how air moves different things. (<i>Bright Ideas 1 Text P.52,54 focus on using wind</i>) - Design, construct and use an object that proves: - Air surrounds us. - Air takes up space. - Air can be used to move objects. (<i>Bright Ideas 1 Text P.53, 55</i>)	TB 1 TB 2 TB 3 TB 4 TB 5	- Classify objects by their properties. (<i>Bright Ideas 2 Text P.48-49 focus weight,56-57, 59 focus metals</i>) - Sort matter by its physical properties. (<i>Bright Ideas 2 Text P.58,60-61 focus metals</i>) - Explore properties of matter. (<i>Bright Ideas 2 Text P.50-51 focus mass</i>) - Investigate the differences between the states of matter. (<i>Bright Ideas 2 Text P.52-53</i>) - Investigate ways in which matter can be changed. (<i>Bright Ideas 2 Text P.54-55</i>)	TB 1 TB 2 TB 3 TB 4 TB 5
<i>Hurricanes, Seasons Rain (see curriculum Weather)</i>		<i>Structures and Machines (see curriculum Machines)</i>	
Explore and describe different kinds of weather. (<i>Bright Ideas 1 Text P.58-59 focus on seasons and different weather types;P.56-57 focus on hurricanes; P. 60-61 focus on the effects of rain</i>)	TB 3	- Observe, identify and use simple machines. (<i>Bright Ideas 2 Text P.76-78 focus on wheels and transportation</i>) - Explore how simple machines work. (<i>Bright Ideas 2 Text P.73-75 focus wheels</i>) <i>(see curriculum Computers)</i> - Demonstrate an understanding of the history of computers. - Knows the characteristics and uses of computer hardware and operating systems. (<i>review Group 3 add tower, tower and CPU; identification of special and function keys, enter and return, delete/backspace and shift; correct finger placement on all alphabetic, number and</i>	TB 1 TB 3 TB 1 TB 2

		• Tell how magnets are used in daily life. (<i>Bright Ideas 2 Text P.97-99</i>)	TB 2
		• Investigate magnetic force. (<i>Bright Ideas 2 Text P.96</i>)	TB 3
		• Compare the strength of different magnets. (<i>Bright Ideas 2 Text P.95</i>)	TB 4a
		(see curriculum Light)	
		• Identify uses and sources of light. (<i>Bright Ideas 2 Text P.100-101; 105-106</i>)	TB 1
		• Investigate the properties of light. (<i>Bright Ideas 2 Text P.102-104</i>)	TB 2
		(see curriculum Heat)	
		• Recognize and observe how heat changes matter. (<i>Bright Ideas 2 Text P.112-113</i>)	TB 4
		• Identify common examples of good/bad conductors of heat. (<i>Bright Ideas 2 Text P.110-111</i>)	TB 6
		• Explain why we need heat. (<i>Bright Ideas 2 Text P.107</i>)	TB 9

THE WONDERS OF THE EARTH	
Year 3 – Group 3	Year 4 – Group 4
TERM 3	TERM 3

Structures and Materials (see curriculum Matter)		The Earth is Space (see curriculum Force & Motion)	
	#Target Behaviour/s		#Target Behaviour/s
- Classify objects by their properties. (<i>Bright Ideas 1 Text P.68-69 focus natural or man-made; P.76-77 focus solids</i>) - Sort matter by its physical properties. (<i>Bright Ideas 1 Text P.78-79</i>) - Investigate ways in which matter can be changed. (<i>Bright Ideas 1 Text P.80-81 focus shaping; P.82-83 focus heating and cooling</i>) (see curriculum Machines) - Observe, identify and use simple machines. (<i>Bright Ideas 1 Text P.72-73 focus on tools</i>) - Demonstrate an awareness of safety procedures to be followed when using simple machines. (<i>Bright Ideas 1 Text P.74-75 focus tools</i>) - Explore how simple machines work. (<i>Bright Ideas 1 Text P.73-75 focus wheels</i>)	TB 1 TB 2 TB 5 TB 1 TB 2 TB 3	- Observe and identify objects in the day and night sky. (<i>Bright Ideas 2 Text P.119-120 focus the sun</i>) - Tell how day and night occurs. (<i>Bright Ideas 2 Text P.116-117</i>) - State the different phases of the moon. (<i>Bright Ideas 2 Text P.121-122</i>) - Describes space travel. (<i>Bright Ideas 2 Text P.124-125</i>)	TB 1 TB 2 TB 3
Forces and Energy (see curriculum Force & Motion)			
- Explore how things move. (<i>Bright Ideas 1 Text P.92-93 focus wind and water; P.94-95 focus rubber</i>) - Recognize that a push or a pull is needed to move certain objects. (<i>Bright Ideas 1 Text P.90-91</i>) (see curriculum Magnets) - Investigate magnets: (<i>Bright Ideas 1 Text P.96</i>)	TB 2 TB 3 TB 1		

○ What they are ○ What they do • Observe magnetic patterns. <i>Bright Ideas 1 Text P.97</i> (see curriculum Light) • Identify uses and sources of light. (<i>Bright Ideas 1 Text P.98-99 focus natural sources;P.99-101 focus artificial sources</i>) (see curriculum Heat) • Demonstrate how heat can be produced. (<i>Bright Ideas 1 Text P.86; P.87 focus dangers of heat</i>) • Explain why we need heat. (<i>Bright Ideas 1 Text P.88-89</i>) (see curriculum Computers) • Knows the characteristics and uses of computer hardware and operating systems. (<i>review Group 2 add hardware; starting all components of the computer; identification of alphanumeric keys and correct finger placement on home row left and right hands</i>)	TB 5 TB 1 TB 2 TB 9 TB 2		
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Appendix

This planning guide is designed to help the teacher address the Science and Technology curriculum. It is not a **replacement for the curriculum** but a help in planning for instruction so that there is less repetition and omission between the grades.

In planning for instruction it is **very important that the skills for Science and Technology** be taught as developmentally appropriate. (*see curricula for detail*)

Science & Technology Sills

- Observing
- Using space/time relations
- Comparing
- Communicating
- Manipulating
- Classifying
- Measuring
- Investigating
- Predicting
- Inferring
- Defining operations
- Interpreting data
- Hypothesizing
- Controlling variables
- Experimenting