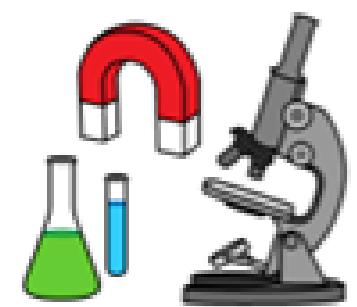


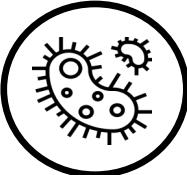
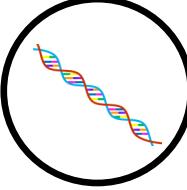
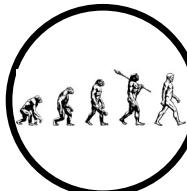


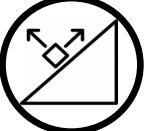
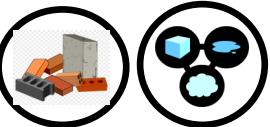
Science Medium Term Planning

Year 1

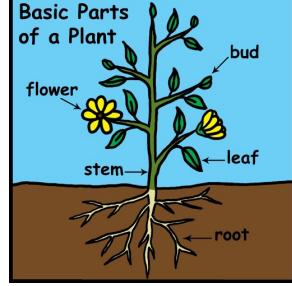
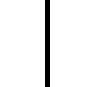
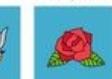
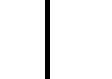
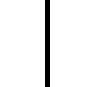
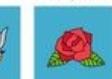
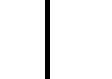
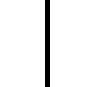
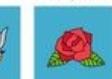
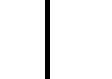


Key Concepts Overview

Key Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisms require a supply of energy and materials. 	Seasonal Changes To know the four seasons and describe changes in the weather. To describe how tree and plants change through the seasons.	Seasonal Changes <ul style="list-style-type: none"> ● Plants ● Habitats ● Animals 	Seasonal Changes <ul style="list-style-type: none"> ● Plants ● Habitats ● Animals 	Seasonal Changes <ul style="list-style-type: none"> ● Plants ● Habitats ● Animals 	Seasonal Changes <ul style="list-style-type: none"> ● Plants ● Habitats ● Animals ● Earth and Space 	Seasonal Changes <ul style="list-style-type: none"> ● Plants ● Habitats ● Animals
Organisms require a supply of energy and materials. 	Animals including humans To name different parts of the body - particularly those associated with the five senses. To name and describe common animals. To describe what food carnivores, herbivores and omnivores might eat.	Animals including humans To explain what humans and animals need to survive and the importance of looking after our bodies - including the need for exercise, eating the right amount of food and hygiene. Notice that animals, including humans, have offspring that grow into adults.	Animals including humans To explain why we need food to keep us alive. To describe the main functions of the skeleton and muscles.	Animals including humans To explain the parts of the digestive system. To know the different types of teeth. To describe a variety of food chains.	Animals including humans To describe how our bodies changes as we age.	Animals including humans To identify the different parts of the circulatory system. To recognise the impact of healthy lifestyles on our body. To describe how nutrients and water are transported around our body.
Genetic information		Living things and their habitats To know the differences between living, dead and never lived. To describe simple adaptations of animals in relation to their habitats. Create simple food chains.		Living things and their habitats To use classification keys to group living things in a variety of ways. To recognise that environments can change. To identify dangers to living things.	Living things and their habitats To describe the life cycles of different animal groups. To describe how some animals and plants reproduce.	Living things and their habitats To classify plants and animals and give reasons for their choices based on characteristics.
Organisms require a supply of energy and materials.	Plants To name and describe the simple features of common plants and trees. To name and describe the different parts of flowers and trees.	Plants To know what plants need to grow and stay healthy.	Plants To know the job of each part of the flower in the life cycle of a plant. To know what different plants need to live and grow. To describe how water is transported through a plant.			
Evolution 						Evolution and inheritance To explain that the kind of things on Earth now are different to millions of years ago. Give examples of how living things have adapted. Explain how living things produce offspring which is similar but not identical.

Key Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Energy 			Light To describe some sources of light. To notice that light can be reflected from surfaces. To describe some simple properties of light including shadows.			Light To explain how light travels and how we see objects. To describe why we see shadows.
				Sound To recognise sound is made by vibrations and describe how the size of these effect pitch and volume.		
			Electricity To construct, draw, label and make predictions about simple circuits. To know some good conductors and insulators. To identify some common appliances that run on electricity.		Electricity To explain the effect of the number of cells on lights and buzzers in a circuit. To give reasons for variations in how different elements of a circuit function.	
Forces 			Forces and Magnets To understand the effect of friction and contact forces. To describe magnetic and non-magnetic materials. To describe a magnetic force.		Forces I understand the force of gravity. I can identify the effects of air resistance. I can use simple mechanisms.	
Materials  States of Matter	Materials To name and describe a variety of materials and their properties. To group materials based on their properties.	Materials To describe the properties and suitability of everyday materials.	Materials (rocks) To group rocks according to simple properties. To know how rocks and fossils are formed. To know what soil is made from.	States of matter To recognise the three common states of matter and understand how some materials can change state. To identify the part played by condensation and evaporation in the water cycle.	Materials To explain how to combine or separate mixtures and solutions. To understand reversible and irreversible changes. To compare and group materials based on more complex properties—including hardness, solubility, transparency, conductivity and response to magnets	
The Earth in relation to the universe  The Earth spins on its axis					Earth and Space To describe the movement of Earth, moon and sun and their relationship to each other and other planets.	

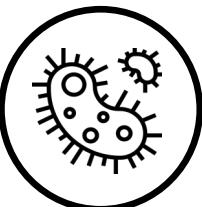
Year 1 Science—Yearly Overview

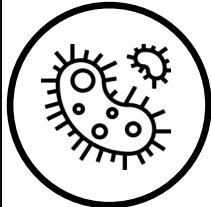
Autumn	Spring	Summer										
Looking at Animals 	Everyday Materials 	Plant detectives 										
Our Changing World 	Our Changing World 	Using our Senses <p style="text-align: center;">5 SENSES</p> <table style="width: 100%; text-align: center;"> <tr> <td> TASTE</td> <td> HEARING</td> <td> SIGHT</td> <td> SMELL</td> <td> TOUCH</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">gg104642793 GoGraph.com</p>	 TASTE	 HEARING	 SIGHT	 SMELL	 TOUCH					
 TASTE	 HEARING	 SIGHT	 SMELL	 TOUCH								
												
		Our Changing World 										

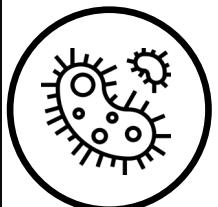
Autumn Term

Looking at Animals

Biology

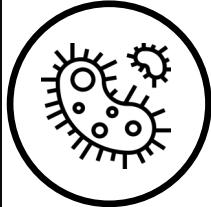
<i>Prior Learning</i>	<ul style="list-style-type: none"> Can pupils name a range of common animals? 															
<i>End Points</i>	<ul style="list-style-type: none"> To name and describe common animals. To describe what food carnivores, herbivores and omnivores might eat. 															
<i>Vocabulary</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">amphibians</td> <td style="width: 25%;">herbivores</td> </tr> <tr> <td>reptiles</td> <td>omnivores</td> </tr> <tr> <td>mammals</td> <td>gills</td> </tr> <tr> <td>humans</td> <td>claws</td> </tr> <tr> <td>carnivores</td> <td>fish</td> </tr> </table>					amphibians	herbivores	reptiles	omnivores	mammals	gills	humans	claws	carnivores	fish	
amphibians	herbivores															
reptiles	omnivores															
mammals	gills															
humans	claws															
carnivores	fish															
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives		Enquiry Type	Resources										
 <i>Organisms</i>	<i>Similarity and Difference</i>	Lesson 1	LO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). LO: I can discuss the variety of animals living on Earth. WS: I can identify and classify according to simple criteria.		Identifying and classifying	Information books Posters Research materials										
		Lesson 2	<i>Prior learning focus—naming animals</i> LO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). LO: I can examine the structures of animals' bodies and can name important body parts. WS: I can perform simple tests, involving observations and the gathering and recording of data.		Research	Information books Posters Research materials Photographs Videos Modelling clay										

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p><i>Organisms</i></p>	<p><i>Similarity and Difference</i></p>	Lesson 3	<p>Prior learning focus—naming common parts of animals' bodies</p> <p>OO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>LO: I can observe and compare fish.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Pictures of a range of fish
		Lesson 4	<p>Prior learning focus—characteristics of fish</p> <p>OO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>LO: I can observe and compare birds and in particular examine the feathers.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	A variety of pictures of feathers from birds
		Lesson 7	<p>Prior learning focus—purposes of feathers</p> <p>OO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>LO: I can describe and discuss nocturnal animals that might be found in and around the local environment at night time.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Research	Research material about nocturnal animals
		Lesson 6	<p>Prior learning focus—nocturnal animals</p> <p>OO: I can group animals according to what they eat.</p> <p>LO: I can name carnivores, herbivores and omnivores.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Identifying and classifying	<p>Bowls</p> <p>Food items - lettuce, carrots, bird seed, acorns, grass</p> <p>Research materials about animals diets</p>

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <i>Organisms</i>	<i>Similarity and Difference</i>	E4	<p>Prior learning focus—carnivores, herbivores and omnivores</p> <p>OO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>LO: I can name and describe carnivores, herbivores and omnivores.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Identifying and classifying	Large sheets of paper Supermarket leaflets—containing food items
		E1	<p>Prior learning focus—carnivores, herbivores and omnivores</p> <p>OO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>LO: I can name, describe and compare a variety of common pets.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Photographs of pets Sticky notes

Our Changing World

Biology

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <i>Organisms</i>	<i>Continuity and Change</i>	Sensing seasons - lessons 2 and 3	<p>OO: I can explain how the weather changes throughout the year and name the seasons (link to geography).</p> <p>LO: I can make observations of the school grounds during different seasons of the year.</p> <p>WS: I can use observations and ideas to suggest answers to questions.</p>	Observation over time	Magnifying glasses Materials to flower press Laminator
	<i>Similarity and Difference</i>	Animal antics - lesson 1	<p>OO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>LO: I can make observations of the animal life on the school grounds.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Pattern seeking	Animal identification guides
	<i>Continuity and Change</i>	Plants - Lessons 1 and 2	<p>OO: I can explain how the weather changes throughout the year and name the seasons (link to geography).</p> <p>LO: I can observe how leaves change throughout the year.</p> <p>WS: I can use observations and ideas to suggest answers to questions.</p>	Observation over time	Sorting hoops Sticky labels Magnifying glasses Leaf and tree identification sheet Collection of leaves, pebbles and twigs

Spring Term

Everyday Materials

Chemistry

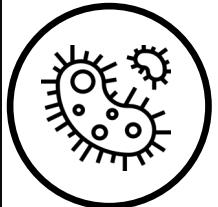
Prior Learning	<ul style="list-style-type: none"> Can pupils name some everyday materials? 												
End Points	<ul style="list-style-type: none"> To name and describe a variety of materials and their properties. To group materials based on their properties. 												
Vocabulary	<table> <tr> <td>wood</td> <td>rock</td> </tr> <tr> <td>plastic</td> <td>metal</td> </tr> <tr> <td>glass</td> <td></td> </tr> <tr> <td>paper</td> <td></td> </tr> </table>					wood	rock	plastic	metal	glass		paper	
wood	rock												
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources								
 Materials	Similarity and Difference	Lesson 1	<p>OO: I can name, compare and group a variety of everyday materials and describe their simple, physical properties.</p> <p>LO: I can name and compare a range of everyday solid materials.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Identifying and classifying	Wood offcuts Toys made from metal Plastic sheet Toys made from plastic Catalogues/leaflets showing pictures of toys Sticky notes								
		Lesson 2	<p>Prior learning focus—naming materials</p> <p>OO: I can name, compare and group a variety of everyday materials and describe their simple, physical properties.</p> <p>LO: I can name and compare a range of everyday materials.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Objects made of glass Bricks Rock samples Water Cups Sorting hoops Sticky notes Magnifying glasses								

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p>Materials</p>	<p>Similarity and Difference</p>	Lesson 3	<p>Prior learning focus—naming and describing materials</p> <p>OO: I can name, compare and group a variety of everyday materials and describe their simple, physical properties.</p> <p>LO: I can name and compare a range of everyday materials.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Carrying out simple comparative and fair tests	Collection of paper - writing paper, painting paper, wrapping paper, kitchen towel, greaseproof paper, wallpaper, sandpaper Sticky notes Magnifying glasses Felt tip pens Wax crayons Pipettes Watercolour paints
		Lesson 4	<p>Prior learning focus—naming and describing materials</p> <p>OO: I can name, compare and group a variety of everyday materials and describe their simple, physical properties.</p> <p>LO: I can name and compare a range of everyday materials.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Fabric samples - wool, nylon, silk, cotton Collection of clothes made from some of these fabrics Magnifying glasses.
		Lesson 5	<p>Prior learning focus—naming and describing materials</p> <p>OO: To distinguish between an object and the materials from which it is made.</p> <p>LO: I can investigate objects made from several different materials.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Identifying and classifying	Collection of objects made from a range of basic materials Small jars with lids Sorting hoops Sticky notes
		Lesson 7	<p>Prior learning focus—naming and describing materials</p> <p>OO: To distinguish between an object and the materials from which it is made.</p> <p>LO: I can investigate objects made from several different materials.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Collection of objects made from a range of basic materials Feely bags trays

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 Materials	<i>Similarity and Difference</i>	Lesson 6	<p>Prior learning focus—naming and describing materials</p> <p>OO: To distinguish between an object and the materials from which it is made.</p> <p>LO: I can investigate a range of objects and identify the materials they are made from.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Spoons - metal, plastic, wooden Paperclips - metal, plastic Plates - plastic, paper Bricks—plastic, wooden
		Lesson 10	<p>Prior learning focus—naming and describing materials</p> <p>OO: To distinguish between an object and the materials from which it is made.</p> <p>LO: I can demonstrate my knowledge of properties of materials.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Identifying and classifying	Fabric samples from previous lessons—absorbent mopping up cloths, scouring pads, sponges, flannels, carpets, towelling, sandpaper, sand, plastic pots, paper plates,

Our Changing World

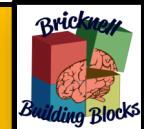
Biology

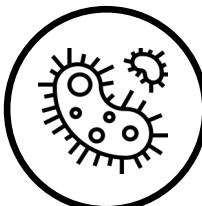
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <i>Organisms</i>	<i>Similarity and Difference</i>	Plants—Lessons 3 and 4	<p>OO: To observe changes across the four seasons.</p> <p>LO: I recognise that different plants will flower at different times of year.</p> <p>I can observe and record changes as my plant grows.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Observation over time	Flower images Bunches of flowers Magnifying glasses Piece of card Research material Suitable growing space String Compost Plug plants
	Animal antics - lesson 2	<p>OO: I can describe and compare the features of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>LO: I can observe birds and their feeding habits.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Pattern seeking	Bird books Bird feeders seed	
	Sensing seasons - lesson 4	<p>OO: I can explain how the weather changes throughout the year and name the seasons (link to geography).</p> <p>LO: I can observe and record the weather over time.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Observation over time.	Weather map Weather symbols	

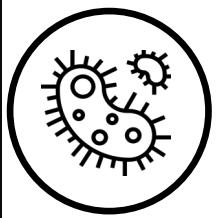
Summer Term

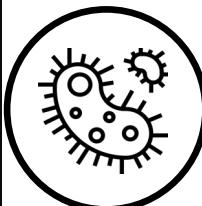
Plant Detectives

Biology



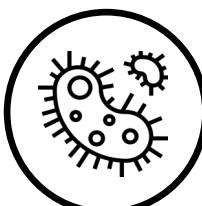
<i>Prior Learning</i>	<ul style="list-style-type: none"> Can pupils describe trees? Can pupils describe flowers? 																								
<i>End Points</i>	<ul style="list-style-type: none"> To name and describe the simple features of common plants and trees. To name and describe the different parts of flowers and trees. 																								
<i>Vocabulary</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">seed</td> <td style="width: 20%;">stem</td> <td style="width: 20%;">roots</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>petal</td> <td>flower</td> <td></td> <td></td> <td></td> </tr> <tr> <td>trunk</td> <td>deciduous</td> <td></td> <td></td> <td></td> </tr> <tr> <td>branches</td> <td>evergreen</td> <td></td> <td></td> <td></td> </tr> </table>					seed	stem	roots			petal	flower				trunk	deciduous				branches	evergreen			
seed	stem	roots																							
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources																				
 <i>Organisms</i>	<i>Similarity and Difference</i>	Lesson 1	<p>OO: I can name, identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>LO: I can name and compare garden plants.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Garden plant pictures Access to plants Magnifying glasses																				
		Lesson 2	<p style="text-align: center;"><i>Prior learning focus—naming garden plants</i></p> <p>OO: I can name, identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>LO: I can name and compare wild plants.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Wildflower seeds Collector trays Magnifying glasses Plant materials																				

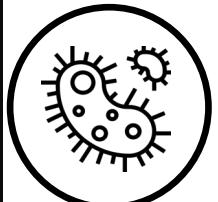
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p><i>Organisms</i></p>	<p><i>Similarity and Difference</i></p>	Lesson 3	<p>Prior learning focus—naming wild plants</p> <p>OO: I can name, identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>LO: I can group and classify flowers against my own criteria.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Identifying and classifying	Flowering plants Cut flowers Magnifying glasses Trays
		Lesson 4	<p>Prior learning focus—describing flowers</p> <p>OO: I can name, identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>LO: I can name the basic structure of a plant and am beginning to understand the purpose of the roots.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Identifying and classifying	Dandelion, daisies, grass Magnifying glasses
		Lesson 5	<p>Prior learning focus—naming parts of the plant and their function</p> <p>OO: I can name, identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>LO: I can name, describe and compare trees within my local environment.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Pattern seeking	Strips of paper to wrap around tree trunks Wax crayons Tape measures

Our Changing World					
Biology					
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <i>Organisms</i>	<i>Similarity and Difference</i>	Plants—revisit lessons 3 and 4	OO: To observe changes across the four seasons. LO: I recognise that different plants will flower at different times of year. I can observe and record changes as my plant grows. WS: I can perform simple tests, involving observations and the gathering and recording of data.	Observation over time	Children's plants Seed diaries
	<i>Continuity and Change</i>	Sensing seasons - lessons 2 and 3	OO: I can explain how the weather changes throughout the year and name the seasons (link to geography). LO: I can make observations of the school grounds during different seasons of the year. WS: I can use observations and ideas to suggest answers to questions.	Observation over time	Magnifying glasses Materials to flower press Laminator

Using our Senses

Biology

Prior Learning	<ul style="list-style-type: none"> Can pupils name some parts of their bodies? 				
End Points	<ul style="list-style-type: none"> To name different parts of the body - particularly those associated with the five senses. 				
Vocabulary	sight smell touch hear taste				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 Organisms	Similarity and Difference	Lesson 1	<p>OO: I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the body is associated with each sense.</p> <p>LO: I can identify and name the parts of my body.</p> <p>WS: I can ask simple questions and recognise that they can be answered in different ways.</p>	Identifying and classifying	Magnifying glasses Mirrors Coloured chalks or wax crayons Rulers
		Lesson 2	<p>Prior learning focus—naming parts of the body</p> <p>OO: I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the body is associated with each sense.</p> <p>LO: I can use my sense of taste to describe and compare a variety of flavours.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Carrying out simple comparative and fair tests	Blindfolds or scarves Food - milk, salt, sugar. Orange rind, yeast extract spread, honey, syrup, vinegar, lemon juice, orange squash, natural yoghurt, jam, soy sauce, cheese, mint sweets, dark chocolate Small containers Teaspoons Talk buttons or a recording device

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 <i>Organisms</i>	Similarity and Difference	Lesson 3	<p>Prior learning focus—naming the senses</p> <p>OO: I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the body is associated with each sense.</p> <p>LO: I can carry out a sound walk of the school building and grounds.</p> <p>WS: I can identify and classify according to simple criteria.</p>	Identifying and classifying	Clipboards
	Continuity and Change	Lesson 4	<p>Prior learning focus—naming the senses</p> <p>OO: I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the body is associated with each sense.</p> <p>LO: I can use my sense of touch to find out more about the world around me.</p> <p>WS: I can use observations and ideas to suggest answers to questions.</p>	Carrying out simple comparative and fair tests	Feely bags Talk buttons or a recording device Microwave Warm objects
	Similarity and Difference	Lesson 5	<p>Prior learning focus—naming the senses</p> <p>OO: I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the body is associated with each sense.</p> <p>LO: I can use my sense of smell to carry out an investigation.</p> <p>WS: I can perform simple tests, involving observations and the gathering and recording of data.</p>	Pattern seeking	Sticky notes Hidden small boxes
	Continuity and Change	Lesson 6	<p>Prior learning focus—naming the senses</p> <p>OO: I can identify, name, draw and label the basic parts of the human body.</p> <p>I can say which part of the body is associated with each sense.</p> <p>LO: I understand how much I rely on my sense of sight to notice things about the world around me.</p> <p>I can describe how I could use my other senses, instead of sight, to identify a variety of objects and materials.</p> <p>WS: I can use observations and ideas to suggest answers to questions.</p>	Identifying and classifying	Blindfolds or scarves Plastic spoons