

Science

Year 1 - Spring 2-Everyday Materials

National Curriculum / End Point statement				
<p>Everyday Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Working Scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5 (TAPS)
Reactivate learning from EYFS. WALT identify and name a variety of materials	WALT describe the properties of a variety of everyday materials	WALT sort a variety of everyday materials	WALT compare a variety of everyday materials	WALT perform a simple test to answer a question
In Focus - https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/cosy-comfort	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/through-the-looking-glass	In Focus - https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/honkers-bubbles	In Focus - https://explorify.wellcome.ac.uk/en/activities/what-if/all-your-clothes-were-shiny	In Focus - https://explorify.wellcome.ac.uk/en/activities/what-if/all-materials-were-transparent
Success Criteria				
I can explain what an object is. I know what the word 'material' means. I can tell you what an object is made from. I can name a range of different everyday materials	I can name a range of different everyday materials. I can describe the properties of wood/glass/plastic/metal etc I know that some objects are made from different materials I can explain why some objects are made from different materials.	I can name a range of different everyday materials I can describe the properties of wood/glass/plastic/metal etc I can classify materials according to their properties	I can answer a Scientific question I can perform a Scientific investigation I can compare everyday materials	I can answer a Scientific question I can explain my science thinking I can compare and group everyday materials

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Suggested Outcome				
<p>Children can identify an object and the material that it is made of. Children can group objects according to material.</p> <p>Challenge – Are objects only ever made of one material?</p>	<p>Create a mood board with different materials and then children record a description/property (one word) of that material underneath.</p> <p>Challenge – Why are window panes always made of glass? Why don't we have wooden saucepans?</p>	<p>Go on a materials hunt and use small labels to label a variety of materials. Link to 'We're Going on a Bear Hunt' – We're going on a materials hunt. Uh oh! Glass! Shiny, smooth, see through glass. Clink, smash, clink, smash.</p> <p>Challenge – Discuss the effectiveness of the material used e.g. Why glass for a window pane? Why don't we have plastic saucepans?</p>	<p>Investigate which everyday material (sponge, plastic bag, foil, felt and cloth) would be best to protect the King/Queen from getting wet. Is it waterproof?</p> <p>Children group the materials according which ones would be best and explain why. Record their choices by selecting a photo of the chosen material and labelling the properties. They then investigate by dropping water onto each material and then write a whole class conclusion.</p>	<p>Compare the best material (denim, netting, cotton, dark coloured voile and leather) to make curtains for the King/Queen's bedroom?</p> <p>Children describe how they have sorted the materials based on how transparent they are.</p>

Vocabulary	NC links
Hard/soft, <i>stretchy/stiff</i> , <i>shiny/dull</i> , rough/smooth, <i>waterproof/not waterproof</i> , <i>absorbent/not absorbent</i> , liquid/solid	DT

Key Learning	
<p>All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons.</p> <p>Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials, for example plastic, can be in different forms with very different properties (think a school chair and a plastic wallet)</p>	
Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> • Children can label a picture or a diagram of an object made from different materials. • Can use the key vocabulary to describe the properties of different materials. • Can sort objects and materials using a range of properties • Can choose an appropriate method for testing an object for a particular property • Can use evidence from their investigation to answer questions about properties e.g. Which cloth is the most absorbent? 	<p>Some children may think:</p> <ul style="list-style-type: none"> • Only fabrics are materials • Only building materials are materials • Only writing materials are materials • The word 'rock' describes an object rather than a material • 'Solid' is another word for 'hard'

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Notable Scientists

William Addis (toothbrush inventor)
Charles Mackintosh (waterproof coats)
John McAdam (tarmacadam)
Chester Greenwood (earmuffs)

CPD opportunity

<https://www.reachoutcpd.com/courses/lower-primary/everyday-materials/>

Useful Links

<https://www.bbc.co.uk/bitesize/topics/zrsggk7>
<https://app.discoveryeducation.co.uk/learn/channels/channel/c8ba662e-931d-4cb8-966a-8f9eb820ef8a>

Materials

Early learning goal	<ul style="list-style-type: none">Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	<ul style="list-style-type: none">Distinguish between an object and the material from which it is made.Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.Describe the simple physical properties of a variety of everyday materials.Compare and group together a variety of everyday materials on the basis of their simple physical properties.