



## Year 1

## Topic: Everyday Materials

### National Curriculum links:

- 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.

Prior learning	Future learning
<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials. (Nursery - Materials, including changing materials)</li> <li>• Explore collections of materials with similar and/or different properties. (Nursery - Materials, including changing materials)</li> <li>• Talk about the differences between materials and changes they notice. (Nursery - Materials, including changing materials)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</li> </ul>

## WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

### Show understanding of a concept using scientific vocabulary correctly

Key learning	Possible evidence
<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. Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties</p>	<ul style="list-style-type: none"> <li>• Can label a picture or diagram of an object made from different materials</li> <li>• Can describe the properties of different materials</li> </ul>
<p><b>Key vocabulary</b></p> <p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p>	

## Common misconceptions

Some children may think:

- 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.

**Apply knowledge in familiar related contexts, including a range of enquiries**

### Activities

### Possible evidence

- Classify objects made of one material in different ways e.g. a group of object made of metal.
- Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.
- Classify materials based on their properties.
- Test the properties of objects e.g. absorbency of cloths, strength of partyhats made of different papers, stiffness of paper plates, waterproofness of shelters.

- 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 their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?"

#### Lesson 1

LO: to name and identify different materials

#### Key Assessment Questions

Can children recognise different materials and identify them by a picture?  
Can children match a material to its name?

#### Lesson 2

LO: to identify materials used to make objects

#### Key Assessment Questions

Can children name specific objects?  
Can children name the materials which specific objects are made from?  
Can children explain the difference between objects and materials?

#### Lesson 3

LO: to describe properties of everyday materials

#### Key Assessment Questions

Can children choose words which describe how materials look?  
Can children choose words which describe how materials feel?

<p><b>Lesson 4</b>  <b><u>LO: to identify which materials have certain properties</u></b></p>	<p><b><u>Key Assessment Questions</u></b>          Can children identify which materials the objects are made from?          Can children test materials to see how they behave?          Can children choose words which describe how materials behave?</p>
<p><b>Lesson 5</b>  <b><u>LO: to test materials and observe findings.</u></b>  <b><u>LO to use an investigation to help make a decision</u></b>  <b>TAPS science lesson umbrella planning</b>  <a href="https://psth.org.uk/resources/curriculum-materials/assessment">https://psth.org.uk/resources/curriculum-materials/assessment</a></p>	<p><b><u>Key Assessment Questions</u></b>          Can children record what they see?          Can children test different materials by dropping water onto them, in a fair way?          Can children record what happens?          Can children use what they know to choose a suitable material for an umbrella?          Can children explain why the chosen material would be a good choice?</p>
<p><b>Lesson 6</b>  <b><u>LO: to sort materials by their properties</u></b></p>	<p><b><u>Key Assessment Questions</u></b>          Can children group together objects with the same properties?          Can children explain how I have sorted the objects?</p>

If completing topic over a term, objectives can be covered over more than one lesson ensuring scientific enquiry skills (working scientifically) are being developed