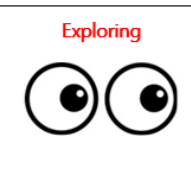
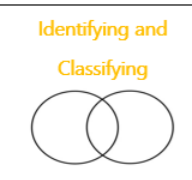





| Working scientifically objectives which are covered in this unit  |  |  |   | National Curriculum Objectives for science unit   |  |   |  |   |   |   |
|---|--|--|---|---|--|---|--|---|---|---|
|                                         |  |  |   | <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> </ul> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> |  |   |  |   |   |   |
| <p><i>*delete areas above not covered</i></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul> |  |  |   |   |  |   |  |   |   |   |
| Lesson sequence   | <p>Everyday materials Lesson 1</p> <p><b>What material is this- part 1.</b></p> <p>WALT: identify and name three everyday materials</p> <p>In groups give chn an object that is made out of wood, metal or plastic. Chn need to talk about what material it is made from, describe it's property/s and then put it into the correct hoop.</p> <p>Repeat with other objects.</p> <p>Chn then take post it notes and write wood, metal or plastic on them. They find objects around the room made from that material and stick</p> | <p>Everyday materials Lesson 2</p> <p><b>What material is this- part 2.</b></p> <p>WALT: identify and name four everyday materials</p> <p>In groups give chn an object that is made out of water, rock, brick or glass. Chn need to talk about what material it is made from, describe it's property/s and then put it into the correct hoop.</p> <p>Give chn a selection of pictures with examples of the four materials (water, glass, rock, brick) Include some pictures of metal, plastic and wood</p> | <p>Everyday materials Lesson 3</p> <p><b>Is it absorbent?</b></p> <p>WALT: Use the best materials for a purpose.</p> <p>Chn are introduced to Yasmin the vet, she needs to find out which material is the most absorbent for a pet bed.</p> <p>Chn predict, investigate and write up results.</p> | <p>Everyday materials Lesson 4</p> <p>Continue with last lesson</p>   | <p>Everyday materials Lesson 5</p> <p><b>What is it like?</b></p> <p>WALT: identify and describe the physical properties of a selection of materials</p> <p>In groups chn have a range of the materials made from metal, plastic, wood, rock, brick.</p> <p>Chn talk about how the material feels and looks, write relevant words on the IWB under the headings 'Feels' and 'Looks'.</p> <p>Ask children to stand up if they think they have a smooth material. Ask them what the material is called. Repeat this using other words from Resource sheet 1.</p> <p>Ask them if they have a material with two of the properties, for example, shiny and hard.</p> <p>In groups chn</p> | <p>Everyday materials Lesson 6</p> <p><b>Can the same object be made from different material?</b></p> <p>WALT describe how the same type of object can be made using different materials</p> <p>As a group sort objects by their names and what they are used for, such as a cup for drinking and a toy for playing, talk about how we will investigate what materials they are made from.</p> <p>In grps give chn a selection of objects from four categories. Do not tell them the categories. Give them writing sheet. Chn to group objects according to their name and what they are used for, and to identify the material from which they are made.</p> | <p>Everyday materials Lesson 7</p> <p><b>Assessment</b></p> <p>In groups, chn have a range of objects in a feely bag. One by one they must feel the object and describe how it feels, they write this down on their sheet. They can then pass this on to the next chd who does the same. When the whole group have felt it, they look at the object and decide what it is made of, write it down and then write the name of the object down.</p> | <p>Everyday materials Lesson 8 (See assessment to see if necessary)</p> <p><b>What is it like?</b></p> <p>WALT: identify and describe the physical properties of a selection of materials</p> <p>In groups chn have a range of the materials made from metal, plastic, wood, rock, brick. Chn talk about how the material feels and looks, write relevant words on the IWB under the headings 'Feels' and 'Looks'.</p> <p>Ask children to stand up if they think they have a smooth material. Ask them what the material is called. Repeat this using other words from Resource sheet 1.</p> <p>Ask them if they have a material with two of the properties, for example, shiny and hard.</p> | <p>Everyday materials Lesson 9</p> <p><b>Ice observation</b></p> <p>See Hamilton trust planning in science folder lesson 10.</p> <p>WALT Understand that water is a material and ice is water in a different state</p> <p>Watch a block of ice melt and record the changes. Understand what happens to the particles in ice when it melts and act this out in the playground.</p> | <p>Everyday materials Lesson 10</p> <p><b>Frozen</b></p> <p>See Hamilton trust planning in science folder lesson 11.</p> <p>WALT Devise an investigation to melt the ice quickly or slowly</p> <p>Working with play figures frozen in ice, devise an investigation to release them. How can you melt the ice quickly to free the figure? Can you do it slowly so it takes a lot longer?</p> |

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|--|---|--|--|--|--|---|--|---|---|---|
|  | the post it note on it.   | objects from Lesson 1.<br>Chn to cut out pictures and sort and stick them into categories of water, glass, rock and brick, and to collect together the pictures from Lesson 1. |  |  | describe the properties of materials by touch and sort them.<br>Each group has a feely bag, a box of materials, sorting hoops and record sheet<br>Chn to look at the materials in the box.<br>Chd 1 selects a material from the box and puts it into the bag without the other two chn seeing what it is.<br>Chd 2 puts their hand in the bag and describes what they feel using the property words.<br>Chd 3 has to guess what the material is.<br>When they have guessed it, chn fill in the sheet by drawing or writing the names of the materials in the right boxes according to the properties they have.<br><br>Chn then change roles and repeat. |   | 5 objects with 1 object in each x2 for 10 groups of 3. | In groups chn describe the properties of materials by touch and sort them.<br>Each group has a feely bag, a box of materials, sorting hoops and record sheet<br>Chn to look at the materials in the box.<br>Chd 1 selects a material from the box and puts it into the bag without the other two chn seeing what it is. Chd 2 puts their hand in the bag and describes what they feel using the property words.<br>Chd 3 has to guess what the material is.<br>When they have guessed it, chn fill in the sheet by drawing or writing the names of the materials in the right boxes according to the properties they have.<br><br>Chn then change roles and repeat. |   |   |
| <b><u>Key vocabulary to be explicitly taught</u></b> | materials, wood, plastic, metal<br><br>Properties- hard, smooth, soft, rough, bendy, shiny, | materials, water, rock, brick, glass<br><br>Properties- wet, liquid, rough, hard, heavy, light,  | Absorbent, non-absorbent, predict, fair test | Absorbent, non-absorbent, predict, fair test | hard, soft, rough, smooth, shiny, dull, light, heavy, transparent (or see-through), opaque (or can't see through), properties, harder, lighter, rougher  | metal, wood, wooden, plastic, glass, fabric, water, brick, rock |  | hard, soft, rough, smooth, shiny, dull, light, heavy, transparent (or see-through), opaque (or can't see through), properties, harder, lighter, rougher   | water, ice, melts, frozen, observe, materials, properties | water, ice, melts, frozen, observe, materials, properties |
| <b><u>Cross-curricular links</u></b>                 | English- S&L  | English- S&L   | Maths  | Maths  | English speaking and listening   | English speaking and listening, writing                         | English speaking and listening                         | English speaking and listening  | English   | English   |