**Everyday Materials (Y1)**

**NC Statutory Guidance**

Pupils should be taught to:

* 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

**Working Scientifically**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

* 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

**Resources**

Twinkl PlanIt to be adapted.

**Lesson Overview (Statutory in Bold)**

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| WALT | Knowledge to be Taught | Skills to be Taught and Investigations | Vocabulary |
| Identify and name different materials. | Objects are made from different materials such as wood, plastic, glass, metal, water, and rock. | **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** | material  object  wood  plastic  glass  metal  water  rock |
| Tell the difference between an object and the material it is made from. | Objects are made from different materials. Many objects that look very different can be made from the same material, eg pencils, tables and toys can all be made from wood. | **Distinguish between an object and the material from which it is made.** | material  object  wood  plastic  glass  metal  water  rock |
| Describe the properties of everyday materials. | Pupils to learn about a variety of properties through touching and feeling different materials.  Most properties have opposites, eg hard/soft, rough/smooth  Address misconception – hard is specifically ‘difficult to scratch’, not ‘solid’. | Distinguish between an object and the material from which it is made.  Describe the simple physical properties of a variety of everyday materials. | stretchy  bendy  stiff  absorbent  waterproof  hard  soft  smooth  rough  transparent  opaque  shiny  dull |
| Identify which materials have certain properties. | Simple tests can be used to identify whether a material has a certain property. | Test a variety of materials to see if they have certain properties.  Write simple sentences to describe properties, eg The plastic straw is bendy and waterproof.  **Describe the simple physical properties of a variety of everyday materials.** | stretchy  bendy  stiff  absorbent  waterproof  hard  soft  smooth  rough  transparent  opaque  shiny  dull |
| Compare and sort objects by their properties. | Venn diagrams can be used to sort materials into groups based on their properties.  Some materials can have stronger properties than others. | **Compare and group together a variety of everyday materials on the basis of their simple physical properties.**  Sort materials into groups using Venn diagrams; afterwards look at comparing materials – is one smooth object smoother than another smooth object? | Venn diagram  sort  compare  properties |
| Perform simple tests and use the results to answer a question. | Objects need to be carefully designed to make sure they have the appropriate properties for their purpose, eg an umbrella must be bendy and waterproof. | Perform simple tests to identify the best material to use for an umbrella, based on its properties.  To observe closely.  To perform simple tests to find out which material would be suitable.  To use their observations and ideas to suggest answers to questions. | purpose  properties  materials |