**Uses of Everyday Materials (Y2)**

**NC Statutory Guidance**

Pupils should be taught to:

* identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

**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 uses of different everyday materials. | Materials can be used for different purposes.  Different materials have different properties that make them more suitable than others. | **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.** | materials  properties  suitable  wood  metal  plastic  glass  brick  rock  paper  cardboard |
| Use observations to identify and group uses of everyday materials. | Materials are used to make a wider variety of objects than just the ones we see in our classroom.  Materials have real-world uses. | Go out into village and see what materials are being used and how. Record observations.  **Identify and classify the uses of everyday materials.**  Gather and record data to help in answering questions. | wood  metal  plastic  glass  brick  rock  paper  cardboard |
| Compare the suitability of different everyday materials. | Some materials are more suitable than others for certain tasks, for example wooden spoons are more suitable for stirring in a pan because hard metal spoons scratch the bottom of the pan. | Identify and compare the suitability of a variety of everyday materials. | hard  soft  shiny  dull  bendy  stretchy  stiff  waterproof  absorbent  rough  smooth  transparent  opaque |
| Explain how the shapes of objects made from some materials can be changed. | **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.** | Investigate how different materials react when pressure is applied. Record observations.  Gather and record data to help in answering questions. | squashing  bending  twisting  stretching |
| Explain the process of recycling. | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling.   * Could model using broken crayons? | Write explanation text. | recycling  environment  household waste  raw materials  greenhouse gases  squashing  bending  twisting  stretching  melting  shredding |
| Learn about an inventor. | Charles Macintosh invented a waterproof fabric that was used to create raincoats.  Note: Twinkl has this lesson dedicated to another scientist, but it is my understanding that he didn’t create a new material, so please use Macintosh. | Learn about significant scientists who have created new materials. | inventor  fabric  waterproof |