

***Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.***



## Forton Primary School

 <b>Forton Primary School</b>		
<b>Nicky Nook Class Summer 2 Year B</b>	<b>N.C. LINKS:</b> <b>Everyday Materials</b> Pupils should be taught to: <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.</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	
<b>Etymology – material</b> - Late Latin <i>materialis</i> (adj.) "of or belonging to matter," from Latin <i>materia</i> "matter, stuff, wood, timber"		
<b>Key Concept: Everyday Materials</b> <b>Key Question: Why do different materials have different uses?</b> <b>What is the difference between a natural material and a man-made material?</b> <b>How do man-made materials impact the environment?</b>	<b>Vocabulary</b>	
 <b>Materials By Georgia Amson- Bradshaw</b>	<b>Subject Specific</b>	<b>Working Scientifically:</b>
<b>Unit Overview:</b> Exploring and comparing the properties of wood, plastic, glass and rock.	object      soft shiny waterproof material stretchy dull opaque	Research relevant  Questions scientific enquiry

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<p>Sustainability of materials.</p> <p>Observe changes over 4 seasons, Observe weather and day length.</p>	<p>macadamisation rough absorbant</p>	<p>Comparative and fair test</p> <p>Systematic careful observation accurate measurements</p> <p>Equipment data gather record classify keys conclusion predictions differences similarities changes improve interpret</p>
<p><b>New Knowledge Progression:</b></p> <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> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <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</li> </ul>	<p><b>Building on Prior learning from EYFS:</b></p> <p>Explore/observe – look closely at/notice. Describe – Talk about what the notice/observe; talk about changes they notice and changes over time. Record – draw pictures, take photographs, make models or scrapbooks. Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur. Explain – talk about why things happen/occur; talk about how things work. Research – talk to people (visits/visitors/family), think of questions</p>	<p><b>Building on Prior learning when N follows A:</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force).</li> </ul>

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- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- Some materials can be found naturally; others have to be made.

to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet).  
*Equipment and measures* – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).  
*Compare/sort/group/identify/classify* – notice similarities, notice differences: talk about similarities and/or differences.  
*Test* – make suggestions, show resilience, work with others.  
*Vocabulary* - use simple vocabulary to name and describe objects, materials, living things and habitats.

- Some materials can be found naturally; others have to be made.

#### **Key Skills (Disciplinary)**

- Use simple scientific language to talk about / record what they have noticed.
- Use observations to make suggestions and / or ask questions.
- Observe and describe simple processes / cycles / changes with several steps (*e.g. growth cycle, simple food chain, saying how living things depend on one another*).
- Observe closely and communicate with increasing accuracy the features or properties of things in the real world.
- Use observations to make suggestions and / or ask questions.
- Look / observe closely and communicate changes over time.
- Look / observe closely and communicate the features or properties of things in the real world.  
Observe closely using their senses.

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- Decide how to sort and group objects, materials or living things.
- Say how things are similar or different.
- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers.

**Sequence of Lessons:**

1. L.O. to identify and name a variety of everyday materials.
2. L.O. to describe the simple physical properties of a variety of everyday materials.
3. L.O. to compare and group together a variety of everyday materials on the basis of their simple physical properties.
4. L.O. to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
5. L.O. to understand that some materials can be found naturally; others have to be made.
6. L.O. 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.

**Enhancements:**

Plenty investigations  
Live lessons

**End of Unit Outcome:**

To create a fact file on the different properties and uses of one of the common everyday materials.

**Oral Assessment:**

Can you name a variety of everyday materials?

Can describe the simple physical properties of a variety of everyday materials and why they are useful?

Can you compare and group together a variety of everyday materials on the basis of their simple physical properties?

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Can you describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?

Which materials can be found naturally; others have to be made?

Can you explain the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?