



St James' Church of England Primary School

Science Overview Sheet



Year 1 – Everyday Materials



Rationale: This 'Everyday Materials' unit will teach your class about everyday materials including wood, plastic, metal, water and rock. Children will learn to identify and name everyday materials and will have the opportunity to explore the properties of these materials. Children also will carry out a simple investigation to help them decide which material would be most suitable to use for an umbrella. At the end of the unit children apply their knowledge of everyday materials to sort objects by their properties. A range of learning activities are used in this unit including, discussions, labelling and matching activities, games, and an investigation to encourage where children have the opportunity to ask and find the answers to questions.

Pre-unit task: Knowledge Organiser Quizzes

Working Scientifically:

- *Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'*

Statutory Requirements:

- 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.

Overview:

Lesson 1: Naming Materials - I can identify and name different materials.
Lesson 2: Objects and Materials – I can tell the difference between an object and the materials it is made from.
Lesson 3: Properties - I can describe the properties of everyday materials.
Lesson 4: Testing Properties - I can identify which materials have certain properties.
Lesson 5: Umbrella Investigation – I can perform simple tests to find out which material would be suitable to make an umbrella from.
Lesson 6: Sorting - I can sort objects by their properties.

Cross Curricular Links

Resources

- Where possible, have actual examples of wood, plastic, glass, metal and water (as opposed to objects made from these materials).
- Gather a selection of materials and objects made of different materials.
- Feely bag, rock, wood, plastic and metal.
- Shallow containers filled with water.
- Investigation resources per group: a small bear, a plastic pot, an elastic band, a pipette, a pot with water in and 4 different (pre-cut) materials to test.
- Sorting Hoops
- Camera

Notes and Guidance

Most Children will: • Distinguish between an object and the material it is made from. • Make a prediction. • Perform simple tests. • Use their observations to answer simple questions. • Sort objects 3 ways.

Less Able Children will: • Identify and name everyday materials. • Describe simple properties of everyday materials. • To observe closely. • Sort objects 2 ways

More Able Children will: • Describe and compare the properties of everyday materials. • Make a prediction and suggest a reason. • Suggest how a simple test could be made fair. • Use their observations, ideas and experiences to ask and answer simple questions. • Explain an outcome and suggest reasons for it