Y1 – Everyday Materials

Aspiration
Creativity – problem solving

Partnership with parents
Community – Linked to DT Puppet show for parents

Key Questions
- What material is used to make this object?
- What are the physical properties of this material?
- How have these materials been grouped?
- What properties could you use to group these materials/objects?
- What is the best material for an umbrella? … for lining a dog basket? … for curtains? … for a bookshelf? … for a gymnast's leotard?'

Working Scientifically
- asking simple questions and recognising that they can be answered in different ways
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

Also covered in:
Y2 - Uses of materials
Y4 – States of matter
Y5 – Properties and changes of materials

By the end of this unit, the children will be able to:
- distinguish objects from materials
- describe their properties
- identify and group everyday materials
- ask and answer simple questions about materials
- perform simple tests

Knowledge
- Materials are used to make objects.
- Wood, glass, plastic, metal, water and rock are all materials (talk through material as in fabric/cloth).
- Name objects and the materials they are made using.
- Things around us are made using different materials.
- Sort materials by properties – shiny/waterproof/bendy.
- Talk about materials when sorting them using vocabulary such as shiny/dull, floats/sinks.
- Say how to test properties of materials – e.g. put them in water to see if they float or sink.

Topic Specific Vocabulary
Material, brick, paper, fabrics, elastic, foil, wood, metal, plastic, objects, properties, similar, different, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; see through/not see through, opaque/transparent; float/sink, group, sort, test, investigate, predict, results,

NC Subject content
- 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 materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

Subject Specific/Academic Vocabulary
This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 1	Year 2
Environment, evidence, method, normal, resources, select, similar, task	Data, evaluate, estimate, positive, research

We are scientists
Audience: parents invited after school
*Li*nked to DT – making puppets.