

Year 1 – Materials						
National Curriculum Objectives		Sticky Knowledge		Vocabulary		
- Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock, Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials based on their simple properties Non-Statutory - Become familiar with the names of materials and properties such as hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent. - Pupils should explore and experiment with a wide variety of materials, not only those listed in the curriculum objectives.		- There are many different materials that have different describable and measurable properties. - Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). - The properties of a material determine whether they are suitable for a purpose.		Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,		
				Key Scientists		Linked Texts
				William Addis (Toothbrush Inventor) Charles Mackintosh (Waterproof coat) John McAdam (roads)		<i>Man on the Moon</i> <i>(Simon Bartram)</i> <i>Who Sank the Boat</i> <i>(Pamela Allen)</i> <i>The Great Paper Caper</i> <i>(Oliver Jeffers)</i>
Prior Learning		Key Question(s):		Future Learning		
In Early Years children should: - be able to ask questions about the place they live. - Talk about why things happen and how things work. - Discuss the things they have observed such as natural and found objects. - Manipulates materials to achieve a planned effect.		- How could you sort these materials? - What is the same/different about these materials? - Which object does/doesn't belong in this groups? - How would you describe the properties of this material? - What happens to water when it is put in the freezer? - How do you know if an object is floating or has sunk? - Which materials will absorb the most water? - Which material will make the best pair of curtains?		In Year 2 children will: - 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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
Teaching Ideas						
<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Assessment Opportunity</u>	

Which materials let the least light through? Which materials are the most absorbent? 	We need to choose a material to make curtains. Which materials are opaque? 	What happens to materials over time if we bury them in the ground? What happens to shaving foam over time? 	Is there a pattern in the types of materials that are used to make objects in a school? Are larger objects more likely to sink? 	How are bricks made? Which materials can be recycled? 	What are the things I use made from?
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