

YEAR 1 EVERYDAY MATERIALS PLANNING

Class:

Term:

Subject: Science

Unit: Materials

Differentiation and support (Detailed differentiation in weekly plans.) SEN: Support from more able peers. Additional adult support. Give worksheets, rather than needing to work in books GT: Support less able peers. Less adult support. Expect them to work in books, rather than on worksheets. Encourage to get on to extension activities. Encourage use of scientific vocabulary	English: new vocabulary, explaining their work and their ideas, describing images and layout for non-fiction (science investigation format) Maths: sorting activities, comparing materials and amounts ICT: learning from online activities Art & DT: why we use different materials for different things
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Teddy's Houses

The investigation lessons (lesson 4 to 7) are based around helping a teddy bear to find out which materials are most suitable for different jobs (a roof, curtains, a table-top and a towel). These lessons can be adapted slightly to not require the Teddy's houses; however Teddy's requests give the children a reason for carrying out the investigations and help them to link their findings to how we choose materials for real-life objects.

Each Teddy's house requires a small box e.g. a shoe box, with two windows (small holes for use to test the transparency of different materials) cut in it and no top / lid. Children then add something to their house at the end of each lesson, based on what they found out in the investigation e.g. they add curtains made from an opaque material.

Children can then take their Teddy's house home at the end of the unit and continue to add things to it if they wish to.

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To distinguish between an object and the material from which it is made</p> <p>To know the names of a range of materials</p> <p>(30 mins in class)</p> <p>(30 mins walking around school)</p>	<p>Intro:</p> <p>Explain that objects are made from materials, giving a couple of examples, including some objects that are made from more than one material</p> <p>Ask children to think, pair, share the names of as many materials as they can</p> <p>Show children PowerPoint slide with examples of objects that are made from wood, metal, glass, fabric, paper, rock and plastic</p> <p>Go through each of these examples to explain the difference between an object and the material that it is made from</p> <p>Ask children if they can think of any objects that can be made from different materials e.g. a bottle can be made from glass or plastic</p> <p>Explain and model independent work</p> <p>Main:</p> <p>Have a range of objects that are made of a range of materials on the children's desks</p> <p>Try to have objects that are:</p> <ul style="list-style-type: none"> made from wood, metal, glass, fabric, paper, rock and plastic each made purely from one material e.g. a pencil might be made from lead, wood and metal, so a wooden stick might be preferable <p>Children to draw objects on their desks and write their names and the materials that they are made from</p> <p>More able children to work in books if can understand the task without using a worksheet</p> <p>Plenary:</p> <p>Children to show their work to a partner and see if they agreed about the material that each of the objects was made of, discussing any differences</p> <p>Take children for a walk around the school to find things that are made from different materials</p>	<p>Objects on children's desks</p> <p>Worksheets (copies for in class and for around school)</p>	<p>MUST: understand the difference between an object and the material/s that it is made from</p> <p>SHOULD: demonstrate this understanding by drawing objects, naming them and the materials that they are made from</p> <p>COULD: do the above for a greater number of objects</p>

2	<p>To be able to describe the properties of a range of materials</p> <p>(30 mins in class)</p> <p>(30 mins walking around school)</p>	<p>Intro:</p> <p>Go through PowerPoint with the following slides:</p> <ul style="list-style-type: none"> • asking children to think of words to describe materials • some examples of basic describing words for materials and an explanation of how these words describe the properties of materials • explain what each of the following properties means, with visual examples of materials / objects that have each property: hard, soft, bendy, stretchy, stiff, shiny, dull, rough, smooth • revise the phrase 'properties of materials' • final slide with examples of objects with each of the properties to leave up during lesson for children to refer to <p>Explain independent work</p> <p>Warn children that when they are testing how bendy objects are, they should not try to break them, just try to bend them a little</p> <p>Main:</p> <p>Have a range of objects on the children's desks that have the range of properties covered in the intro</p> <p>Children to draw the objects in 4 tables with headings of hard / soft, bendy or stretchy / stiff, shiny / dull and rough / smooth</p> <p>Emphasise that children should draw the objects small so that they can fit a few in each box and leave space to write their names if they do this</p> <p>Tell children that if they are not sure what the words at the top of the column say, they can look at the slide on the board and / or sound out the first two letters, then they should be able to guess the word (if doing these things doesn't help, they can ask a friend)</p> <p>Explain that they do not need to draw all of the objects in all of the tables e.g. they might only draw the ruler in the box for bendy objects</p> <p>Extension: Children to think of some of their own objects to add and / or write the names of the objects</p> <p>Plenary:</p> <p>Children to compare their work with a partner and see if they put all of the objects in the same place in the tables, discussing any differences</p> <p>Take children for a walk around the school to find things that have different properties</p>	<p>Glass, plastic ruler, new shiny coins, old dull coins, paper clips, elastic bands, pens, brushes / combs, CDs / DVDs, sandpaper, crisps / crackers, black paper, white paper, tin foil, feather, empty balloons, bubble wrap, cardboard etc</p> <p>Worksheets (copies for in class and for around school)</p>	<p>MUST: know some of the properties that materials can have</p> <p>SHOULD: classify objects based on their properties</p> <p>COULD: think of some of their own examples of objects with each property</p>
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	<p>To distinguish between an object and the material from which it is made</p> <p>To know the names of a range of materials</p> <p>To be able to describe the properties of a range of materials</p> <p>(1 hour)</p>	<p>Intro:</p> <p>Ask children to think, pair, share the names of as many materials as they can (and to give some properties of these materials if they can)</p> <p>Explain that today we will be playing a game that will help us to learn about materials and their properties</p> <p>Show children the Galaxy Pugs game at https://www.bbc.co.uk/bitesize/topics/zdp4382/articles/zn7bscw (if the link does not work, Google 'BBC Galaxy Pugs KS1 Science')</p> <p>Model for the children how to play the game, including:</p> <ul style="list-style-type: none"> • skipping the intro parts by clicking the arrow symbol in the bottom right-hand corner • not spend time changing parts of the ship • the items may not come up in the same order on the game as they are on the worksheet, so children need to pay attention to this • bronze level – children need to draw and / or write the name of the objects that are made from the given material • silver level – children need to identify the best material for a job, writing the name of the material • gold level – children need to draw and / or write each object that has a given property (if they do not have space to do this for all of the objects with each property, they can just include two objects for each property) • the need to complete all 3 bars for each level of bronze, silver and gold <p>Main:</p> <p>Children to complete the game and use the information from it to complete a number of worksheets</p> <p>Extension: children to complete the quiz at https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/zvpysk7 (if the link does not work, Google 'BBC Bitesize KS1 describing materials') – need to scroll down the page to get to the quiz</p> <p>Plenary:</p> <p>Children to discuss their work with a partner and discuss any differences</p>	<p>Computers / laptops / tablets</p> <p>Headphones (if want some children to be able to listen to the text being read aloud)</p> <p>Worksheets</p> <p>Hyperlinks document saved for children to open as 'Word template' file to avoid read-only dialogue boxes</p>	<p>MUST: identify the material that an object is made from</p> <p>SHOULD: identify the best material for a job</p> <p>COULD: identify the properties of a range of objects</p>
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To access the complete version of this [Year 1 Everyday Materials planning](http://www.saveteacherssundays.com/science/year-1/379/), and all of the resources to go with it, visit

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