






<p>Programme of Study Statements Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>					<p>Key Vocabulary Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p>
<p>Investigations and Skills for thinking like a Scientist</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					<p>Sticky Knowledge: Animals see light sources when light travels from the source into their eyes. • Animals see objects when light is reflected off that object and enters their eyes. • Light reflects off all objects (unless they are black). Non shiny surfaces scatter the light, so we do not see the beam. • Light travels in straight lines.</p>
<p><u>Comparative Tests</u></p> <p>Which materials are the most flexible? Which materials are the most absorbent?</p>	<p><u>Identify & Classify</u></p> <p>We need to choose a material to make an umbrella. Which materials are waterproof?</p>	<p><u>Observation over time</u></p> <p>What happens to materials over time if we bury them in the ground? What happens to shaving foam over time?</p>	<p><u>Pattern seeking</u></p> <p>Is there a pattern in the types of materials that are used to make objects in a school?</p>	<p><u>Research</u></p> <p>How are bricks made? Which materials can be recycled?</p>	<p>Prior Knowledge: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Revised Early Learning Goal- Natural World)</p>
<p>• Potential Evidence to support our Scientists (I can..): Can label a picture or diagram of an object made from different materials</p> <ul style="list-style-type: none"> • Can describe the properties of different materials • Can sort objects and materials using a range of properties • Can choose an appropriate method for testing an object for a particular property • Can use their test evidence to answer the questions about properties e.g. “Which cloth is the most absorbent?” <p>Big Question: What are the things I use made from?</p>					<p>Future Knowledge: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</p>

Cultural Capital		
Visits and visitors Sort it centres/recycling centres	Experiences and events Recycling day. Eco committee opportunity.	Key texts <i>The Great Paper Caper</i> (Oliver Jeffers) <i>Who Sank the Boat</i> (Pamela Allen) <i>The Story of Cinderella</i> (Walt Disney)
Community events and links ‘Materials walk’ Litter picking in the community.	Global issues Where do resources come from? Recycling	Famous people/ Key Scientists William Addis (Toothbrush Inventor) Charles Mackintosh (Waterproof coat) John McAdam (roads)
Life Skills Curiosity Making Links	Key places Around the school grounds	