

Advent 2
Science Year 1: Everyday Materials (Physics)

Scripture Link: 1 Corinthians 3:12-13

National Curriculum Objective

Enquiry Question: How can I identify and describe different materials?

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To explain the difference between objects and materials	To be able to identify and classify different materials	To group and classify materials by touch
Recall and Retrieval	That materials can be stretched, squeezed and can have different patterns on them. That some materials come from the natural world.	the difference between and object and the material the names of some common materials	How to group different materials using different criteria.
Sequence of substantive knowledge throughout the lesson	I know the difference between and object and the material I know what a material is and can sort common materials including wood, plastic, glass, metal, water and rock.	I can identify a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can group different materials using criteria of my choice.	I can group different materials by how they feel. I can describe how different materials feel
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • gathering and recording data to help in answering questions.
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.	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.	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.

Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	Mixed ability groupings	Teacher to model then allow children to have a go.	Children to work in pairs to identify the material and item. If they are struggling with the vocabulary, provide them with the vocabulary mat.
Challenge	Some children may need support with recording.	Teacher/TA to scribe vocabulary. Children to work in small groups but have own recording sheet to mark the tallies.	Give children the 'That's my rocket' page as they need to hunt for a material that looks like what a rocket could be made out of and describe its properties.
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links			

Advent 2
Science Year 1: Everyday Materials (Physics)

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To understand what a property is in relation to materials.	To explore the differences between opaque and transparent materials.	To know that some materials are stretchy and some are not.
Recall and Retrieval	group different materials by how they feel. name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	know the simple physical properties of a variety of everyday materials what is meant by a property when talking about materials	what opaque means what transparent means
Sequence of substantive knowledge throughout the lesson	I know what is meant by a property when talking about materials I know the simple physical properties of a variety of everyday materials	I know what opaque means I know what transparent means I can sort materials using these terms.	I understand what stretchy means. I can sort materials using this criterion I notice patterns in my results.
Key Skills/disciplinary knowledge	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; • observing closely, using simple equipment; • identifying and classifying; • gathering and recording data to help in answering questions.
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.	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, breaks/tears, rough, smooth, shiny, dull, see through, not see through. Opaque, transparent	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, breaks/tears,
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			

Scaffolding	Mixed ability groups and targeted groups	Talk through the writing frame and ask children what they might write.	Teacher/TA to scribe if necessary
Challenge	Challenge - ask them to test multiple materials based on their results	Model an example, Provide children with word bank if needed	Teacher/TA to scribe if necessary
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider curriculum links			