

Pentecost 2
Science Year 2: Everyday materials (Physics)

Scripture Link: 1 Corinthians 3:12

National Curriculum Objective

Enquiry Question: What can we find out about materials?

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	To know how to sort materials according to their properties.	To know the difference between natural and synthetic and be able to sort materials accordingly.	To know that the shape of some solid objects can be changed
Recall and Retrieval	name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	can name some objects that float and some that sink – can explain why.	Can name some synthetic and man made materials. Can define what is meant by synthetic and man made. What waterproof means.
Sequence of substantive knowledge throughout the lesson	That objects can be sorted according to their materials and their properties.	That natural materials are those found in nature such as plants, rocks and water. Synthetic materials are man made	That the shape of some materials can be changed when they are stretched, twisted, bent and squashed.
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; • performing simple tests; • identifying and classifying; • using their observations and ideas to suggest answers to 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; • using their observations and ideas to suggest answers to questions; • 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; • performing simple tests; • using their observations and ideas to suggest answers to questions;
Key Vocabulary	Tough, flexible, rigid, waterproof, absorbent, light, heavy, strong, transparent, opaque, smooth, rough, fragile, reflective, shiny, dull.	Natural, man made, plastic, plants, rocks, water, concrete, metal, paper, glass,	squashing, bending, stretching twisting.
Main teaching activity <i>If the school has another short</i>			

<i>term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links			

Pentecost 2
Science Year 2: Everyday Materials (Physics)

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	To know how to build a strong, waterproof house	To know which materials best protect an egg from cracking	To know that some materials bounce and others do not.
Recall and Retrieval	That the shape of some materials can be changed when they are stretched, twisted, bent and squashed. What synthetic and man-made mean and can give examples.	identify a variety of everyday materials including wood, plastic, glass, metal, water and rock. group different materials using criteria of my choice.	You might wear different materials in different climates – give examples and explain what a climate is.
Sequence of substantive knowledge throughout the lesson	That waterproof means that water cannot pass through the object.	That soft, deep materials provide protection for a fragile object.	That hard, inflexible materials have less bounce.
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; • performing simple tests; • using their observations and ideas to suggest answers to 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; • performing simple tests; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • 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; • performing simple tests; • identifying and classifying; • using their observations and ideas to suggest answers to questions; • gathering and recording data to help in answering questions.
Key Vocabulary	Strong, rigid, waterproof	Protect, cushion, soft, break, crack, wrap,	Rubbery, soft, flexible, bouncy, sort, explain, natural, man-made.
Main teaching activity <i>If the school has another short term planning format, this does</i>			

<i>not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider curriculum links			