



Science Topic: Everyday Materials (Our School)

Year: 1 Term: Spring 1

Key Knowledge/Content:

- 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 glass.
- The properties of a material determine whether they are suitable for a purpose.

Scientist Focus:

Ole Kirk Christiansen (Carpenter)

Famous for creating the company of Lego, which began selling wooden toys.

Links to:

Prior learning:

Children have made simple observations about the materials around them, in the classroom and outside.

Future learning:

Children will look at everyday materials that they might see on a rainy day, investigating properties such as waterproof, shiny/ dull and absorbent.

Key vocabulary with definition:

Prior vocabulary:

- Smooth- No bumps or marks when you run your hand over something.
- Rough- Not smooth or even when you run your hand over something.
- Hard- Very firm to touch.
- Soft- Very fluffy or moveable to the touch.

New vocabulary:

- Material- What something is made from e.g. wood, glass, plastic, metal, wood.
- Properties- Something that can be seen, measured or felt about a material.
- Flexible- When a material or object can bend out of shape.
- Transparent- Can be seen through.
- Recycling- Where some materials are taken and reused, made into something else.
- Shiny- Bright or shining.
- Dull- Not as bright or shining.
- Lego- A brand of toy which popularly includes small, plastic bricks used for building.
- Bricks- Hard blocks of rock and cement, often used to build houses and schools.

By the end of this unit

All children can: name some everyday materials, matching with simple objects in our school, and **make observations** about the noticeable properties.

Most children can: use the properties of everyday materials to decide on the best materials for a particular goal and **compare** different materials based on their properties.

Some children can: explain why some everyday objects are made of specific materials and **describe** which materials in school can be recycled.

Background understanding for teachers and parents:

This unit will look at everyday materials in the context of our school, focusing on the materials that make up the structure and objects within it. Children will notice the properties that make up certain objects and use these properties to match some materials to a particular purpose.

Curriculum Driver (one):

Communication

Evidence outcome:

Use the story of the Three Little Pigs to communicate learning about materials, explaining why the straw and stick houses were blown down while the brick house remained strong.