



The Canons CE Primary School



Year 1 – Everyday Materials		
Prior Learning	In Year 1	Future Learning
In the EYFS children will be taught to: • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar and/or different properties • talk about what they see, using a wide vocabulary • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	In Year 1 children will be taught to: • identify and name everyday materials • recognise objects and the materials they are made from • describe the properties of everyday materials • describe the similarities and differences between everyday materials • group materials by their properties • describe why certain materials are used for certain purposes e.g. bricks and houses.	In Year 2 children will be taught to: • squash, bend, twist and stretch certain objects and describe how the material makes the shape change • recognise that certain objects can be made using different materials • recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors • identify the suitability of everyday materials for particular uses. (<i>Uses of everyday materials</i>)
	Key Vocabulary	
	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, rubber, card/cardboard, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	
Famous Scientists	Common Misconceptions	Possible Evidence to be Secure
• William Addis - toothbrush inventor • Charles Mackintosh - waterproof coat • John MacAdam – roads • Chester Greenwood - earmuffs	Some children may think: • only fabrics are materials • only building materials are materials • only writing materials are materials • the word 'rock' describes an object rather than a material • 'solid' is another word for hard.	Children can: • label a picture or diagram of an object made from different materials • describe the properties of different materials.



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Working Scientifically

National Curriculum Statutory Requirements

1. Ask simple questions and recognise that they can be answered in different ways.
2. Observe closely, using simple equipment.
3. Perform simple tests.
4. Identify and classify.
5. Use their observations and ideas to suggest answers to questions.
6. Gather and record data to help in answering questions.

Highlighted = main focus during this topic

Teaching Ideas – Different Types of Scientific Enquiry

Comparative and Fair Testing	Identifying and Classifying	Observation Over Time	Pattern Seeking	Research
Which materials are the most flexible? Which materials are the most absorbent?	We need to choose a material to make an umbrella. Which materials are waterproof?	What happens to materials over time if we bury them in the ground? What happens to shaving foam over time?	Is there a pattern in the types of materials that are used to make objects in a school?	How are bricks made? Which materials can be recycled?

Teaching Ideas – How Pupils Could Work Scientifically

Teaching Ideas – Possible Evidence to be Secure

(Bracketed Number = National Curriculum Statutory Requirement Link)

- Classify objects made of one material in different ways e.g. a group of objects made of metal. (4)
- Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials. (4)
- Classify materials based on their properties. (4)
- Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters. (3)

Children can:

- sort objects and materials using a range of properties (4)
- choose an appropriate method for testing an object for a particular property (3)
- use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?". (6)