

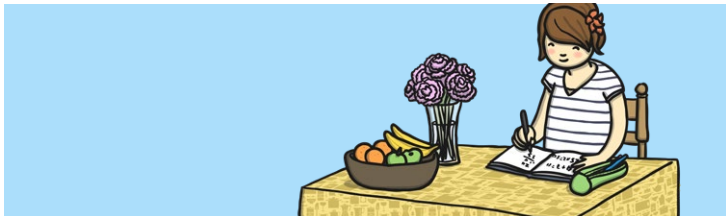
Introduction

This 'Everyday Materials' unit will teach your class about everyday materials including wood, plastic, metal, water and rock. Children will learn to identify and name everyday materials and will have the opportunity to explore the properties of these materials. Children also will carry out a simple investigation to help them decide which material would be most suitable to use for an umbrella. At the end of the unit children apply their knowledge of everyday materials to sort objects by their properties. A range of learning activities are used in this unit including, discussions, labelling and matching activities, games, and an investigation to encourage where children have the opportunity to ask and find the answers to questions.



Health & Safety

(including food allergies) - Relevant risk assessments, in line with your school policy may need to be completed, particularly in lesson 1 where children could be handling glass, metal and wood.



Home Learning

Object Description : In this task, children will find a numbers of objects which they will draw and label. They will also try to identify which materials the objects are made from.

Alien Explanation : In this task, children will imagine an alien has landed, who has no concept of materials. Children will choose a material to describe to the alien by write simple descriptive sentences.



Wider Learning

Ways into Science: Everyday Materials by Peter Riley. This is a good KS1 book which helps children learn about materials and their properties.

Assessment Statements

By the end of this unit...

...all children should be able to:

- Identify and name everyday materials.
- Describe simple properties of everyday materials.
- To observe closely.
- Sort objects 2 ways.

...most children will be able to:

- Distinguish between an object and the material it is made from.
- Make a prediction.
- Perform simple tests.
- Use their observations to answer simple questions.
- Sort objects 3 ways.

...some children will be able to:

- Describe and compare the properties of everyday materials.
- Make a prediction and suggest a reason.
- Suggest how a simple test could be made fair.
- Use their observations, ideas and experiences to ask and answer simple questions.
- Explain an outcome and suggest reasons for it.

To look at all the resources in the Everyday Materials unit [click here](#).

To find out more about PlanIt download our [free guide here](#).

Lesson Breakdown

1. Naming Materials

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name.

- I can identify and name different materials.

Resources

- Where possible, have actual examples of wood, plastic, glass, metal and water (as opposed to objects made from these materials).



2. Objects and Materials

To distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from.

- I can tell the difference between an object and the materials it is made from.

- None



3. Properties

To distinguish between an object and the material from which it is made by looking and touching different materials.

- I can describe the properties of everyday materials.

- Gather a selection of materials and objects made of different materials.
- Feely bag, rock, wood, plastic and metal.



4. Testing Properties

To describe the simple physical properties of a variety of everyday materials by testing different objects.

- I can identify which materials have certain properties.

- Gather a selection of materials and objects made of different materials.
- Shallow containers filled with water.



5. Umbrella Investigation

To observe closely by watching what happens to teddy.

- I can watch closely.

To perform simple tests to find out which material would be suitable to make an umbrella from.

- I can test different materials.

To use their observations and ideas to suggest answers to questions by deciding which materials would be suitable to make an umbrella from.

- I can use what I have learnt to make a decision.

- Investigation resources per group: a small bear, a plastic pot, an elastic band, a pipette, a pot with water in and 4 different (pre-cut) materials to test.



6. Sorting

To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects.

- I can sort objects by their properties.

- Gather a selection of materials and objects made of different materials.
- Sorting Hoops
- Camera



To look at all the resources in the Everyday Materials unit [click here](#).

National Curriculum Aim Lesson Context Child Friendly