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| Unit of study: Uses of Materials | | | | |
| Lesson | Learning  Objective | Science content | Learning Outcomes | Key Knowledge/Skills |
| 1.  2.  3. | Can I distinguish between an object and the material it is made from?  Can I name everyday objects and the materials they are made from?  Can I describe the different properties of materials and how they differ from each other?  Can I experiment with different materials to identify the properties?  Can I explain how solid shapes can be changed by squashing, bending, twisting and stretching?  Can I explain why we use different materials? | Can I talk about what they see, touch and feel?    Can I sort materials into groups by a given criteria?  Can I describe materials using their senses, using specific scientific words?  Can I describe materials using their senses?  Can I use scientific language to observe and describe how materials bend, stretch, twist? | Can I sort objects depending what materials they are made from?  Can I group/classify materials?  Can I name everyday materials and their uses?  Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?  Can I compare objects, materials and living things?  Can I sort and group these things?  Can I identify and create my own criteria for sorting?  Can I describe the simple physical properties of a variety of everyday materials?  Can I explain why the material moves the way it does?  Can I ask questions (such as what something is, Can I say how things are similar and different?  Can I describe how different materials move?  Can I explain the way things work?  Can I answer any of these questions based on my findings? | Working scientifically  Identifying and Classifying materials  Recording findings  Working Scientifically  Recording findings  Performing simple tests  Gather and record data scientifically to answer questions |
| Can I record findings on a table?  Can I say how things change and why they happen?  Can I make simple predictions?  Can I record my findings in a table?  Can I tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted? | Recording findings  Making simple observations and predictions  Explain and draw conclusions using scientific vocabulary |
| 4. | Can I explain why a material might be useful for a specific job? | Can I describe materials according to their properties?  Can I use words such as opaque, transparent etc.? | Can I recall materials and say what they are used for?  Can I predict what material would be most suitable for a small bridge?  Can I create bridges using different materials?  Can I observe and record results?  Can I evaluate the experiment and make suggestions on how it could be improved? | Working scientifically  Performing simple tests and investigations  Making simple measurements  Collating results |
| 5. | Can I explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?  Can I explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate? | Can I explain how materials are changed by heating and cooling?  Can I say whether things happened as they expected?  Can I suggest how to find things out?  Can I use prompts to find things out? | Can I use practical resources provided to gather evidence to answer questions generated by themselves or the teacher?  Can I carry out simple tests and record my findings?  Can I use observations? | Working scientifically  Performing simple tests  Generating questions and making predictions |
| 6. | Can I explain why a material might be useful for a specific job? | Can I identify and compare the suitability of a variety of everyday materials?  Can I carry out a simple fair test?  Can I explain why it might not be fair to compare two things? | Can I test the most suitable material for a jacket?  Can I explain the difference between waterproof and non-waterproof?  Can I investigate materials that would be suitable and say why? | Working scientifically  Perform simple tests and draw conclusions from results  Gathering information to investigate and record findings |