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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 materialsRecording findingsWorking Scientifically Recording findings Performing simple testsGather 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 predictionsExplain 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 investigationsMaking simple measurementsCollating 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 testsGenerating 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 scientificallyPerform simple tests and draw conclusions from resultsGathering information to investigate and record findings  |