

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: Science Year Group: Year 1 and Year 2		Area of learning: Everyday Materials (Year A)
Links to previous work/Remember when	<ul style="list-style-type: none"> • In EYFS, children will have used materials creatively. • They should know about texture, form and function. • Most of their learning about materials will be through play, for example knowing that they can form plasticine, but they can't form wood. • They will have some understanding of the names of materials but may not have thought too much about the properties which make them so useful to us and dictate how we use them in the world around us. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways. • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 	
Term	Year 1 and 2	Key Skills to be taught
Spring 2025 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made. • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • describe the simple physical properties of a variety of everyday materials. • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions

Vocabulary

Rough/smooth, flat/bumpy, sharp/blunt, strength, hard, soft, stretchy/stiff, shiny/dull, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/translucent, wood, metal, plastic, glass, rock, materials, properties, magnet, magnetic, non-magnetic.

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Sequence of learning	Learning objectives/outcomes	Suggested lesson outline
<p>1</p> <p>Start this lesson with the Explorify 'What's going on?' video for Y1 and 2 entitled 'Playtime'</p>	<p>Learning Objective: I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Key knowledge: We are all familiar with the objects we use every day. We need to know what these objects are made of and why they are made from these materials. In today's world we use the following materials to make common things around us. We use plastic, concrete, glass, water, sand, stone, clay, wood, ceramic tile, metal and brick.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Ask simple questions and recognise that they can be answered in different ways. 2. Observe closely, using simple equipment. 	<p>Recap – Use the Explorify video of children playing to start a discussion about objects around us and start to link them to material names. What materials names do the children know?</p> <p>Material names In and around our school and our classroom we can find many of the material names we need to know. Take the children on a material hunt inside and outside of the school, reinforcing all the time that the children are aware of what materials are being used. At this stage, it is about naming them rather than any of their properties.</p> <p><i>Children complete a table of information detailing what materials are found in and around the school and its grounds. The table should record the object name, material name and where it was found. Children should then have an opportunity to ask questions about a couple of these materials related to why we use them.</i></p>
<p>2</p> <p>Start this lesson with the Explorify 'Odd one out' picture 'Wonderful Water'.</p>	<p>Learning objective: I can describe the simple physical properties of a variety of everyday materials, noting that they are different from each other.</p> <p>Key knowledge: We use materials for different reasons. For example, we use glass for a different reason to the reason we use brick. We call this the properties of the material. Some</p>	<p>Recap – What materials did we find inside the school and around the school grounds in our last lesson? Share and discuss the wonderful water on Explorify.</p> <p>Material properties The properties of different materials dictate when and why we use them. Children should explore a wide range of materials, taken from the list in Lesson1. They should specifically identify the simple physical properties of a variety of the materials they meet each day.</p> <p><i>Children complete a table for the materials presented to them identifying the main</i></p>

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	<p>properties we use are hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 1. Observe closely, using simple equipment. 2. Perform simple tests. 3. Identify and classify. 	<p><i>property of the material. This could be extended for Year 2 and more able children by looking at the materials in more detail and identifying how many properties each material has. For example, glass, can be transparent, and is waterproof and stiff.</i></p>
<p>3 Use Explorify 'Odd one out' activity 'Flexible Solids' at the start of the lesson.</p>	<p>Learning Objective: I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Key Knowledge: We can compare different materials and group them on the basis of their properties. We can make a group of materials that are all stiff for example or are all stretchy.</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> 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. 	<p>Recap – In our last lesson we talked about the properties of materials. How many of these properties can you remember?</p> <p>Compare and group Discussion should take place in the classroom to decide on likely groups that could be created from a range of materials that are on the children's tables or in the classroom. Working in groups, the children should demonstrate that they understand grouping and comparing materials by practically grouping them in different ways. Limit this to 2 groups at a time, for example, bendy and not bendy. This could be repeated a few times for clarity with different properties.</p> <p><i>Children need not record any written outcome for this lesson, but it would be good to have some photographic evidence in their science books to show their understanding.</i></p>
<p>4</p>	<p>Learning objective: I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Key knowledge: We can perform simple tests to explore and answer questions. These tests can help scientists decide who to build and</p>	<p>Recap – Use this video to recap learning about materials. https://www.youtube.com/watch?v=C4UICEMlo9k</p> <p>Deciding on an investigation Children should decide how to compare everyday materials based on their physical properties by planning a simple test to answer a question they have asked. Children should decide their own question, for example, 'What is the best material for an umbrella? ... for a bookshelf, for a gymnast's leotard?' once they have decided</p>

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	<p>make things that will do what we need.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> ● Performing simple tests ● Identifying and classifying ● Using their observations and ideas to suggest answers to questions ● Gathering and recording data to help in answering questions 	<p>on a question to investigate, they should use a pictorial guide to help them decide how to test it.</p> <p><i>Children record using simple words and pictures a basic plan to help them answer the question they have chosen.</i></p>
5	<p>Learning objective: I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Key Knowledge: We can perform simple tests to explore and answer questions. These tests can help scientists decide who to build and make things that will do what we need.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> ● Performing simple tests ● Identifying and classifying ● Using their observations and ideas to suggest answers to questions ● Gathering and recording data to help in answering questions 	<p>Recap – What did we plan to do in our previous lesson? What was the question? What material property are we investigating?</p> <p>Answering the question Children carry out a practical activity using simple measurements and equipment to gather data, carry out simple tests, record simple data and talk about what they have done.</p> <p><i>With help, children record and communicate their findings in order to answer the question. They should use the vocabulary of materials and their properties in order to help they state what they have found out. They should be able to state which is the best material, but not necessarily why. This comes in the Year 2 unit – uses of everyday materials.</i></p>
6 (Assessment Activity)	<p>Learning Objective:</p> <p>To demonstrate what has been learnt about everyday materials.</p>	<p>ASSESSMENT LESSON</p> <p>Children will complete an assessment task, which could be summative, or it could be a quiz style assessment or written task which draws on the knowledge learnt.</p>

Learning Outcome/product

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Assessment records	List only those children who have not achieved the expected outcomes.