

## Is it possible to be good at everything?

### SCIENCE



Gather and record data to help in answering questions, communicating ideas in a variety of ways. Use their observations and ideas to suggest answers to questions; talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways.

#### Long-term Memory Knowledge:

Materials can be used for more than one thing, e.g. metal can be used for coins, cans, cars and table legs.  
Different materials can be used for the same purpose, e.g. spoons can be made from metal, plastic, wood.  
A material's properties make it suitable/unsuitable for a particular purpose, e.g. metal is a good material for a spoon because it can be shaped but is strong whereas glass is not a good material as it can break. Children can recognise similarities and differences in materials and group them accordingly.

#### Key Vocabulary

<b>suitable</b>	the material is right or appropriate for a particular purpose, or situation
<b>squash</b>	crush or squeeze something out of shape
<b>bend</b>	shape something into a curve
<b>twist</b>	change the shape of something by holding each end and turning
<b>stretch</b>	make longer or wider without breaking or tearing
<b>absorbent</b>	soak up liquid easily
<b>waterproof</b>	keeps out water

#### Progression in Resources:

results tables and graphs  
metal  
plastic  
brick  
cotton  
rock

#### Relevance

<b>Now</b>	Children have an understanding of why certain materials are chosen to make particular products; they recognise that some are more suitable than others.
<b>Future</b>	Use knowledge of the properties of everyday materials to make decisions about products they purchase/use.
<b>Aspiration</b>	Use knowledge of materials to design products – either as a career or for personal use and pleasure, e.g. carpenter, jeweller. Develop new materials for particular purposes as the world and its needs continue to develop.

#### National Curriculum Links:

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### Essential Prior Learning:

Recognise and name some common materials, e.g. wood, metal, plastic, fabric.  
Describe some simple properties of known materials, e.g. hard, soft, dull, shiny.

#### Progression in Skill:

Begin to recognise the different ways in which they might answer scientific questions.  
Experience different types of science enquiries including; performing simple tests and doing simple comparative tests.  
Use simple features to compare materials and, with help, decide how to sort and group them (identifying and classifying).