

Year 1 – Term 4

## Is the world the same for everyone?

### SCIENCE



#### National Curriculum Links:

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.

#### Essential Prior Learning:

Children will need to recognise and name materials such as wood, plastic, glass, metal and rock.

#### Progression in Skill:

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).

Experience different types of science enquiries, including: performing simple tests, doing simple comparative tests.

Gather and record data to help in answering questions, communicating their 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:

Objects can be made from different materials such as plastic, glass, metal, wood and fabric. Designers choose to build/make things from particular materials according to the properties of the material and the purpose/function of what they are making.

Wood is strong and from a tree.

Plastic is waterproof.

Glass is fragile.

Rock is hard.

#### Key Vocabulary

<b>dull</b>	not bright
<b>bumpy</b>	uneven, raised patches
<b>smooth</b>	having an even surface
<b>waterproof</b>	keeps out water
<b>sinking</b>	stays at the bottom of a container of water
<b>floating</b>	stays at the top of a container of water
<b>materials</b>	what something is made from
<b>fragile</b>	can be broken easily

#### Progression in Resources:

Timer  
Water tray  
Plastic, metal, paper, wood, glass, rock

#### Relevance

<b>Now</b>	Children understand that certain objects are made from particular materials according to their properties; they begin to apply this, where appropriate in their learning and decision making.
<b>Future</b>	Children will be able to select appropriate materials based on their properties when making/repairing/purchasing things, e.g. choice of wood to repair a fence; buying waterproof waders to stand in a stream/river when fishing.
<b>Aspiration</b>	Children develop their knowledge of design to pursue a particular career, e.g. product tester, shipbuilder, Naval engineer. They work towards developing new materials that could replace existing ones and lessen the impact on the planet, e.g. an alternative to plastic.