

Year 1 – Autumn 1 – Materials

English Journey – The Three Little Wolves and The Big Bad Pig

NC Science

- 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.



What materials are used to make houses?

What does the world around us look like in Autumn?

I can observe signs of Autumn

Pose: What does the world around us look like in Autumn?

Children look out the window. What can you see? Take children for a walk around the field. What can you see? Record children's observations.

Children will explore different aspects of Autumn: weather, clothing, activities and seasonal fruit. Have four stations set up around the classroom.

1. Weather – children look at the weather over the past 7 days and create a weather chart to present to the class.
2. Clothing – Provide children with an outline of a person and they have to dress the person ready for Autumn.
3. Activities – children carry out different activities that we only do in Autumn: carve a pumpkin, create a bonfire picture and create a Halloween mask.
4. Seasonal food – children taste and name different seasonal fruits and vegetables: sweet potato, pumpkin, cranberries, broccoli.

Pose: What materials are used to make houses?

Visit: building site

Children visit a home estate building site. Here they will learn about how the houses are being built.

Children will look at the foundations of a house, a house that is being built and they will have a look around the show home and make comparisons between a house and a home.

Questions to ask:

- What materials can you see?
- What material are they using? Why?
- What materials can you name?



I can identify and name a variety of everyday materials.

Pose: What materials will you need to build your home?

Plan (adult led): Children need to be able to name different materials before they can predict which materials they will need.

Ask children in their pairs to write the name of a material on a post it note. Collect all of these on the board and read them out to children.

Provide children with a range of materials and labels of materials. In their table groups children match the label to the material.

How do you know this is plastic?

How do you know this is metal?

Predict: Which materials will you need to build your house?

Working independently, children select the materials they think they will need to build their house. They complete a table with the headings: material, name of material, what will it be used for?

Discuss children's predictions and the reasoning behind them.

What materials will you need to build your house?

What objects will you have in your house and what are they made of?

I can distinguish between an object and the material from which it is made.

Pose: What objects will you have in your house and what are they made of?

Gather the children together on the carpet. Show them the tray with the cloth over the objects. Say: In a minute I am going to take the cloth away and you must look very carefully at the objects. One of them will be the odd one out.

When you think you know, don't call out but just put your thumb up. Show the children the tray and only tell them that they need to be thinking about the material each object is made from. Play this several times. Why have you chosen this object? What makes it different from the other objects? Is there another object we could put on the tray to keep it company?

Another object made from the same material? Talk about all the different ways they might choose the odd one out - there can be more than one correct answer.

Provide children with concept cartoons: I think this is made of wood. I think this is made of plastic. Children tick the person they agree with.

Can they verbalise their reasoning?

Odd One Out: Show children a range of items made from two materials.

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Can we sort objects by the material they are made from?

I can compare and group a variety of objects.

Pose: Can we sort objects by the material they are made from?

Plan (adult led): Choose two materials that we are going to look for today (plastic and metal).

What objects are made from plastic and metal? What objects are made from just metal? What objects are made from just plastic? We need to look at a range of objects and decide what materials they are made from.

Pick (adult led): The item we look at will change every time.

Predict: What objects are made from plastic and metal? What objects are made from just metal? What objects are made from just plastic? Record children's predictions on the board.

Present: Gather children together on the carpet. Together look at a range of objects and decided which materials they are made of. Use hoops to create a venn diagram on the carpet. Which objects are made from plastic? Which objects are made from metal? Which objects are made from metal and plastic?

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I can describe the physical properties of materials.

Pose: What are the properties of materials?

Plan (adult led): There will different testing stations set up around the classroom. Each table will be a different station. On each table provide children with a range of materials and a property card. E.g. rough

Children feel each material and decide if it is rough.

Rotate around the tables to explore different properties: hard, soft, shiny, bendy, dull, rough, smooth

Pick (adult led): The item we look at will change every time.

Predict: Which materials do you think will be hard/soft/shiny/beny/dull/rough/smooth.

Present: Children complete a table by ticking the properties of each material.

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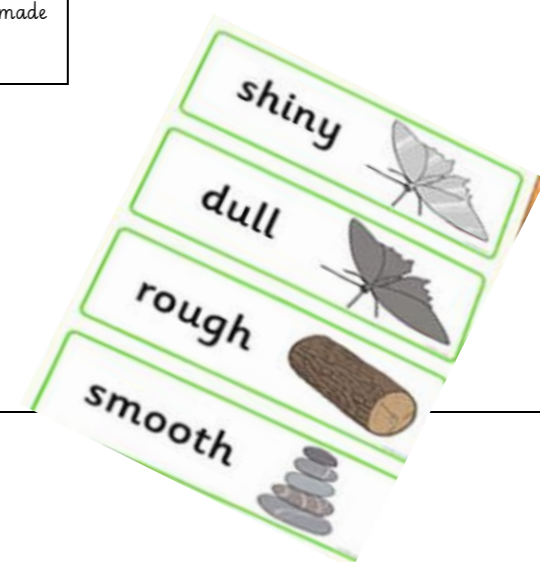
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NC Working Scientifically

- 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.

