

# Science



<p>Key Stage1 Year B</p> <p>Summer Term 1</p>	<p><b>Uses of everyday materials</b></p>			<p><b>Resources</b></p>
<p>Science skills Developed through:</p> <ul style="list-style-type: none"> <li>❖ asking simple questions and recognising that they can be answered in different ways</li> <li>❖ observing closely, using simple equipment</li> <li>❖ performing simple tests</li> <li>❖ identifying and classifying</li> <li>❖ using their observations and ideas to suggest answers to questions</li> <li>❖ gathering and recording data to help in answering questions.</li> </ul>	<p><b>Read and spell vocabulary:</b>  <b>Scientific vocabulary:</b> features, sort, group, observe, similar, different, differences, patterns, identify, compare, classify, describe, recognise, diagram,  <b>Topic specific vocabulary:</b> Names of materials – increased range from year 1            Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. bend/bending, stretch/stretching</p>			<p><u>Materials:</u>            Transparent            Translucent            Opaque            Reflective            Non-reflective            Flexible            Rigid            Wood            Plastic            Metal            Glass            Brick            Rock            Fabric            Paper            Cardboard</p>
	<p><b>What we want children to know:</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Science skills to be developed:</b></p> <ul style="list-style-type: none"> <li>• Classify materials</li> <li>• Make suggestions about alternative materials for a purpose that are both suitable and unsuitable</li> <li>• Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl’s costume, test materials for waterproofness to select the most appropriate for a rain hat</li> </ul>	<p><b>Possible evidence:</b></p> <p><b>Shows understanding of a concept using scientific vocabulary correctly</b></p> <ul style="list-style-type: none"> <li>❖ Name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use</li> <li>❖ Label a picture or diagram of an object made from different materials</li> <li>❖ Identify what properties a suitable material needs to have for a given object</li> <li>❖ Whilst changing the shape of an object can describe the action used</li> <li>❖ Use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot</li> <li>❖ Recognise that a material may come in different forms which have different properties</li> </ul> <p><b>Applying knowledge in familiar related contexts, including a range of enquiries:</b></p> <ul style="list-style-type: none"> <li>❖ Sort materials using a range of properties</li> <li>❖ Explain using the key properties why a</li> </ul>	

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			<p>material is suitable or not suitable for a purpose</p> <ul style="list-style-type: none"><li>❖ Begin to choose an appropriate method for testing a material for a particular property</li><li>❖ Use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?</li></ul>	
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