



Science Topic Overview: **Materials** (whole class immersive)

Previous linked learning	I think I already know...	I would like to find out...																		
<p>Reception –</p> <ul style="list-style-type: none"> - Explore a variety of materials using all 5 senses. - Create a boat, discussing the best materials for it to float 																				
Key Vocabulary																				
<table border="0"> <tr> <td>Wood</td> <td>Smooth</td> </tr> <tr> <td>Plastic</td> <td>Shiny</td> </tr> <tr> <td>Glass</td> <td>Dull</td> </tr> <tr> <td>Paper</td> <td>Bendy</td> </tr> <tr> <td>Metal</td> <td>Stiff</td> </tr> <tr> <td>Rock</td> <td>Properties</td> </tr> <tr> <td>Hard</td> <td>Compare</td> </tr> <tr> <td>Soft</td> <td></td> </tr> <tr> <td>Rough</td> <td></td> </tr> </table>	Wood	Smooth	Plastic	Shiny	Glass	Dull	Paper	Bendy	Metal	Stiff	Rock	Properties	Hard	Compare	Soft		Rough		By the end of this unit you will be able to....	
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<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 - Distinguish between natural and man-made materials - 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 through investigating 'what material is best for a cleaning sponge?' <div data-bbox="1653 1117 2049 1428" style="text-align: right;"> </div>																				



Teachers notes:

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<p>Reception –</p> <ul style="list-style-type: none"> - Explore a variety of materials using all 5 senses. - Create a boat, discussing the best materials for it to float 	<p>Planning structure based on last year's planning (21-22)</p> <ul style="list-style-type: none"> - Lesson 1: Distinguish between an object and the material from which it is made Recap of previous learning and complete topic over view (perhaps a drawing and labelling of materials they already know) Introduce materials and begin looking at objects and the materials (lots of resources in blue science lockers) - Lesson 2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Recap from previous lesson and begin to work in reverse – being given a material, can children name objects made from it. Begin to extend the children to think about why - Lesson 3: Distinguish between natural and man-made materials. Start to get the children discussing n building early comparisons between man-made and natural. On the playground, can children collect and sort man-made and natural materials. - Lesson 4: Describe the simple physical properties of a variety of everyday materials. Properties, Hard, soft, rough, smooth, shiny, Dull, Bendy, Stiff What do we mean when we say properties? Discuss the meaning and begin to explain properties of materials – using the physical resources for the children to touch and explore. - Lesson 5 and 6: Compare and group together a variety of everyday materials on the basis of their simple physical properties through investigating the absorbency. Compare Extend over two lesson to get the children comparing and to build discussion around a verity o ways we can group materials (using hoops to arrange and group them as a whole class). Then single down on absorbency - discuss what the word means. Set up and get the children to carry out investigation concluding on what material may be best for an umbrella or coat. 																	
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