

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Science	Year: KS1 year B Everyday Materials
NC/PoS: <ul style="list-style-type: none"><li>distinguish between an object and the material from which it is made</li><li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li><li>describe the simple physical properties of a variety of everyday materials</li><li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul>	
Prior Learning (what pupils already know and can do) Know materials have different properties. Know there are natural materials and manmade. Can group collections of materials with similar and/ or different properties. Can discuss differences between materials.	
End Goals (what pupils MUST know and remember) To know objects are things we can see or touch and can be made from one or more materials To know a material is the matter from which a thing is or can be made from To know a natural material is any product that comes from plants, animals or the ground To know examples of natural materials are water, wood, rock, cotton, iron, oil, leather To know man-made materials are materials that have been produced by man To know examples of man-made materials are plastic, metal, glass, brick, paper, fabric, foil To know that everything is made up of materials To know materials can be grouped according to their properties To know different materials have different properties To name different properties: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent	
Key Vocabulary: object, material, plastic, metal, glass, brick, paper, fabric, foil, water, wood, rock, cotton, iron, oil, leather, air, natural, manufactured, ice, silk, paint, sponge, fur, feather, sand, wool, concrete, property, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent, flexible	
Session 1: review prior learning: give the children different materials to sort  Children learn to distinguish between object and material Objects are things we can see or touch and can be made from one or more materials and a material is the matter from which a thing is or can be made from Suggested resources: <a href="https://www.youtube.com/watch?v=7puHegpyGbY">https://www.youtube.com/watch?v=7puHegpyGbY</a> objects and materials <a href="https://www.youtube.com/watch?v=8uM_RU3vzXU">https://www.youtube.com/watch?v=8uM_RU3vzXU</a> Objects are made of materials  Vocabulary: object, material	
Session 2: Recap: what is the difference between an object and a material? Name at least six of each. Children learn to group objects through observation Suggested activities: Group objects according to material – include balloon filled with air and one filled with water, use a variety of household objects and ones from school Children can record in their own way.	

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

Vocabulary: plastic, metal, glass, brick, paper, fabric, foil, water, wood, rock, cotton, iron, oil, leather, air

Session 3: Recap: How might we group materials?

Children research natural and manufactured materials

A natural material is any product that comes from plants, animals or the ground.

Examples of natural materials are water, wood, rock, cotton, iron, oil, leather

Man-made materials are materials that have been produced by man

Examples of man-made materials are plastic, metal, glass, brick, paper, fabric, foil

Suggested resources:

<https://www.youtube.com/watch?v=0yKoHAWVhuE> Natural and manmade materials



Vocabulary: natural, manufactured, ice, silk, paint, sponge, fur, feather, sand, wool, concrete

Session 4: Recap: what is the difference between a manufactured and manmade material? Give examples

Children learn to describe properties of materials

Different materials have different properties and a property is anything that describes a material

Different properties: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent

Suggested resources:

[https://www.youtube.com/watch?v=340MmuY\\_osY](https://www.youtube.com/watch?v=340MmuY_osY) Materials and their properties

Vocabulary: property, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent, flexible

Session 5: Recap: Name properties of different materials

Children learn to compare and group materials based on their properties

Materials have more than one property.

Suggested activity:

Children complete a material walk around the school

Give the children a property on card and they locate materials which have that property

Vocabulary: property, compare

Session 6: Recap: name a property – which materials have this property? Etc.

Children perform simple tests to explore questions about materials

Suggested activities:

Provide the children with a variety of materials and get them to predict which one would be most suitable. Test their predictions.

What is the best material for an umbrella?

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What is the best material for lining a dog basket?  
What is the best material for curtains?  
What is the best material for a bookshelf?

Vocabulary: prediction, predict, simple test

Link to career scientist:

[https://pstt.org.uk/application/files/1116/2851/6355/Materials\\_scientist\\_-\\_Pearl\\_Agyakwa.pdf](https://pstt.org.uk/application/files/1116/2851/6355/Materials_scientist_-_Pearl_Agyakwa.pdf)