



Subject: Science
 Year group: 2
 Term: Autumn 2
 Unit name: Everyday Materials
 Strand: Physics

Prior Knowledge –

- Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)
- Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)

Key Vocabulary: Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff. Rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.

Key Scientists:

Charles Macintosh

Suggested books:



Iggy Peck Architect- Andrea Beaty



Rosie Revere Engineer- Andrea Beaty

National curriculum:




















- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- 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.

Excellence

Nurture

Key learning objectives- Highlighted boxes = Learning Objective for that lesson. The other two are your Success Criteria.		
Knowledge	Working Scientifically	Scientific Enquiry
To identify and compare the suitability of different materials.	To identify a variety of materials by look at objects closely. 	To compare and group materials together depending on their properties. 
To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	To record my results in a table. 	To identify and classify different materials. 
To find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching.	To draw a basic conclusion using scientific language and consider if materials are suitable for purpose. 	To group and classify materials based on how they feel. 
To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.	To carry out a simple comparative test using my own ideas. 	To compare the suitability of materials using a comparative test 
To compare and group together a variety of everyday materials on the basis of their simple properties	To make predictions based on the best materials to block out light and I can report and interpret my findings.  	To carry out a comparative test. 
To compare and group together a variety of everyday materials on the basis of their simple properties.	To evaluate my test and suggest improvements. 	To notice patterns in my results. 
Scientific Enquiry Key	Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same. 	Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control. 
	Research Using secondary sources of information to answer scientific questions. 	Identifying, grouping and classifying Making observations to name, sort and organise items. 
	Observation over time Observing changes that occur over a period of time ranging from minutes to months. 	Problem-solving Applying prior scientific knowledge to find answers to problems. 
Assessment- Key indicators: Can name an object, say what material it is made from, identify properties and make a link between property and use. Whilst changing a shape of an object can describe the actions used. Can use suitable vocabulary. Simple tests relevant to properties. Describe similarities and differences.		