

Medium Term Plan

Year 1- Everyday materials

- 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.

Prior learning	Future learning
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. (Nursery - Materials, including changing materials) • Explore collections of materials with similar and/or different properties. (Nursery - Materials, including changing materials) • Talk about the differences between materials and changes they notice. (Nursery - Materials, including changing materials) 	<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)

What pupils need to know or do to be secure

Key learning	Possible evidence
All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.	<ul style="list-style-type: none"> • Can label a picture or diagram of an object made from different materials • Can describe the properties of different materials
Key vocabulary	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through

Common misconceptions

- Some children may think: • only fabrics are materials • only building materials are materials • only writing materials are materials • the word 'rock' describes an object rather than a material • 'solid' is another word for hard.

Apply knowledge

Activities	Possible evidence
<ul style="list-style-type: none"> • Make close observations of leaves, seeds, flowers etc. • Compare two leaves, seeds, flowers etc. • Classify leaves, seeds, flowers etc. using a range of characteristics. • Identify plants by matching them to named images. • Make observations of how plants change over a period of time. • When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them. 	<ul style="list-style-type: none"> • Can sort and group parts of plants using similarities and differences • Can use simple charts etc. to identify plants • Can collect information on features that change during the year • Can use photographs to talk about how plants change over time