

Knowledge Organiser

Science

Year 1

Spring 1 and 2

Materials

Previous learning:

- Sense of touch – Autumn objects (EYFS – Autumn 1)
- Investigating magnets (EYFS – Autumn 1)
- Observing changes in state (EYFS – Autumn 2 and Spring 1)

Key Vocabulary	Objectives <i>taken from Progression Document</i>	Key Knowledge
<p>absorbent opaque transparent stretchy stiff dull rough smooth</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of materials on the basis of their simple physical properties.</p>	<p>Children will be able to identify the material from which an object is made.</p> <p>Materials can be described by their properties e.g., shiny, stretchy, rough etc</p> <p>Children will then be able to make comparisons and group according to these properties.</p>

Working Scientifically

TAPS Assessment (Choose most suitable)

Reflection

Recognise that sorting questions can be answered in different ways

Concept context

Describe properties of materials

TAPS Assessment (Choose most suitable)

Transparency

Plan: Recognise that sorting questions can be answered in different ways

Concept context

Describe properties of materials

TAPS Assessment (Choose most suitable)

Floating and Sinking

Do: Perform simple tests to compare and group

Concept context

Compare and group together a variety of everyday materials on the basis of their simple physical properties

TAPS Assessment (Choose most suitable)

Bridge Testers

Collect data to compare bridges

Concept context

Properties of materials: strength of bridge shapes

Possible opportunities:

Classifying

- Classify objects made from the same material (e.g. lots of things made from plastic).
- Classify one object made from different materials (e.g. cups made of different materials).
- Classify different fabrics based on texture (e.g. to make a feely-book for a child).
- Classify paper/plastics/fabrics.

Comparative/Fair Testing

- Test objects made of different materials to see how effective they are e.g. umbrellas/hats/coats for waterproofness, cloths/nappies for absorbency, socks for elasticity, bounciness of balls, sunglasses for protection from the sun, picnic plates for stiffness, door mats for wiping your feet, different papers for writing on/painting etc.