






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	2	Spring	Uses of everyday materials		
National Curriculum Programme of Study	<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. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 				
Prior Learning	<ul style="list-style-type: none"> 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) 				
Future Learning	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks) Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials) Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (Y5 - Properties and changes of materials) 				
Links to other subjects	Maths – weight English – Three Little Pigs, The Tunnel, History – The Great Fire of London				
Enrichment	Zoom in/Zoon out on different materials – Explorify.				
Working Scientifically	Comparative tests	Identify and classify	Observation over time	Pattern seeking	Research
					
	Which material would be best for the roof of the little pig's house?	Which materials are shiny and which are dull?	How long do bubble bath bubbles last for?	How does amount of water affect the strength of a kitchen towel?	How have the materials we use changed over time?
Working Scientifically Assessment Focus	Do: Record: Materials hunt Working Scientifically: Do: gather and record data to help in answering questions Assessment Focus <ul style="list-style-type: none"> Can children observe closely to find objects made of different materials? Can children record their findings? 				
Sticky vocabulary	wood, metal, plastic, glass, brick, rock, paper, cardboard, opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching Working scientifically vocabulary: observe, identify, same, different, investigate, record				
End points	<ul style="list-style-type: none"> All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. 				

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| | <ul style="list-style-type: none">• When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities.• A material can be suitable for different purposes and an object can be made of different materials.• Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc.• This can be a property of the material or depend on how the material has been processed e.g. thickness. |
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