



Science – Uses of everyday materials (Year 2)

Outcome: Create an advert prompting a material

Chemistry



Prior Knowledge and Skills

- 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)

Ideas and inspiration:

Charles Macintosh (Chemist and inventor of waterproof clothing)

<https://bpes.bp.com/super-scientists-charles-macintosh-primary>



Victoria Callaghan (Develops sustainable packaging for BASF plc)



Dr Pearl Agyakwa (Materials scientist who studies why some materials wear out and other don't) https://pstt.org.uk/application/files/1116/2851/6355/Materials_scientist_-_Pearl_Agyakwa.pdf

Vocabulary:

suitable / unsuitable, use / useful, object, material, property, fabrics, elastic, foil, card / cardboard, rubber, wool, clay, hard/soft, stretchy, rigid, flexible, waterproof, absorbent, strong / weak rough/ smooth, reflective, transparent, opaque, translucent, push / pushed, pull / pulling, twist / twisting, squash / squashing, bend / bending, stretch / stretching, roll / rolling squeeze / squeezing

Developing Knowledge and Skills

Scientific Knowledge:		Working Towards	Within	Expected	Above
	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 (Skills): Do:		Working Towards	Within	Expected	Above
	Identify and classify				
	Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.				
Working Scientifically (Skills): Record:		Working Towards	Within	Expected	Above
	Gather and record data to help in answering questions.				
Working Scientifically (Skills): Review:		Working Towards	Within	Expected	Above
	Use observations and ideas to suggest answers to questions.				
	With help, record and communicate their findings in a range of ways and begin to use simple scientific language.				
Working Scientifically (Enquiries): Identifying, grouping, and classifying:		Working Towards	Within	Expected	Above
	Use own criteria to classify materials				
Working Scientifically (Enquiries): Comparative/ fair testing:		Working Towards	Within	Expected	Above
	Test materials for different uses.				

Highlights: _____
