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| **Year** | **Topic No.** | **Topic Name** | **Lesson No.** | **Lesson Name** |
| **1** | **5** | **Sorting and grouping materials** | **30** | **Different materials\*** |
| **Curriculum objectives** | C1.1A – Recognise that objects can be made from different materials  C1.1B – Name and identify some common materials  C1.1C – Understand that different materials have particular properties  ESE1.2 – Investigating: Make simple observations to compare objects and/or living things  ESE1.2 – Investigating: Identify and classify objects and/or living things | | | |
| **Learning focus** | Looking at different materials | | | |
| **Key vocabulary** | materials; wood; logs; furniture; stone; building; thousands; statue; glass; fabrics; soft; surface; furry; smooth; rough; cotton; cool; wool/woollen; warm; sheep; goat; plastic; human made; oil; mould; factory; metal; hard; bend; tools; softer; easily; shiny; jewellery | | | |
| **Book references** | Student book pages 104–113 | | Workbook pages 104–113 | |
| **Resources supplied** | N/A | | | |
| **Other resources needed** | A wide range of portable objects made from different materials  Word cards with the labels:  wood stone glass cotton fabric wool plastic metal | | | |
| **Lesson Outline** | | | | |
| **Before you teach:**  \*You may wish to split this into two lessons to have a more in-depth look at specific materials according to availability of display items and regional uses. The split would be wood, stone, glass and fabric in the first lesson and plastic and metal in the second.  See ‘support’ section for guidance on how to differentiate and support learners in the main activity.  **Introduction:**  Introduce the word ‘material’ as being what an object is made from. Display one object made from each of these materials, but do not label them:  wood stone glass cotton fabric wool plastic metal  Look at each object in turn and ask learners for suggestions about what it is made from. Put the label beside each object once its material has been identified.  **Main activity:**  Place the objects from the introduction with their labels spaced out in a central place in the room where learners can bring objects to add to the collection. Ensure the remaining objects are together in a place that learners can easily access them. Explain that it is an identification game and they must be careful not give the answers away by their reaction. Select one learner in turn (see ‘support’ section) to choose one of the remaining (unlabelled) objects and ask them to place it with what they think is the labelled material it should go with. Ask another learner if they think it is in the correct place or if they want to move it. Repeat this with the other items using a ‘placer’ and a ’checker’ each time.  Group learners in pairs and ask them to discuss the materials shown on student book pages 104 to 113 by answering the questions together. | | | | |

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| **Workbook:**  Complete workbook pages 104 to 113.  **Plenary:**  As a whole group work through each spread in the student book, asking learners for three facts about each material. | |
| **Support** | In the main activity game, avoid having more confident learners checking on less confident learners; instead, ensure less confident learners are chosen near the start of the activity so they have the widest range of choice of object. This way they will find an object they can identify confidently and you can ask anyone to check it. Conversely, your most confident learners can be chosen when there are only a few objects left; and less confident learners can now be selected as their checker since here as they will be (fairly) confident of their predecessor’s ability to be correct. |
| **Extension** | An investigation into how plastics are damaging our world. |
| **Homework / Follow-up** | Finish any remaining questions on workbook pages 104 to 113. |

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| **Year** | **Topic No.** | **Topic Name** | **Lesson No.** | **Lesson Name** |
| **1** | **5** | **Sorting and grouping materials** | **31** | **Colours and textures** |
| **Curriculum objectives** | C1.1D – Describe simple properties of materials using senses  C1.1E – Understand that materials can be sorted in a number of ways including colour, texture and hardness  ESE1.2 – Investigating: Make simple observations to compare objects and/or living things  ESE1.2 – Investigating: Identify and classify objects and/or living things  ESE1.2 – Investigating: Use a simple dichotomous key | | | |
| **Learning focus** | Looking at colours and textures of materials. | | | |
| **Key vocabulary** | sort; colour; red; circle | | | |
| **Book references** | Student book pages 114–117 | | Workbook pages 114–117 | |
| **Resources supplied** | N/A | | | |
| **Other resources needed** | A range of objects made from different materials, including some that are different from those used last lesson. These objects are to be used by learners for sorting so ensure some items made from the same materials differ in colour and/or texture. Also include shiny, metal objects and hard, plastic objects | | | |
| **Lesson Outline** | | | | |
| **Before you teach:**  There appear to be a lot of workbook pages associated with this lesson, but most are very short answers.  You may wish to do a quick recap on using an identification key during this lesson depending how well learners felt they understood it last time.  **Introduction:**  As a whole group look at student book page 114 and point out the ways in which objects can be sorted. Invite learners to tell you how the two groups of materials shown in the circles at the top of student book page 115 of the student book have been sorted. Look at the objects at the bottom of student book page 115 and ask how they have been sorted.  **Main activity:**  Group learners in pairs and provide each pair with objects to sort. Write the list of objects on the whiteboard (or similar).  Sort the objects by:   * colours; * texture: rough or smooth; * hard or soft objects.   Then sort the same objects into:   * shiny, metal objects; * hard, plastic objects   Finally, still in pairs, ask learners to work through student book pages 116 and 117 using the identification key to identify the objects on student book page 116. | | | | |

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| **Workbook:**  Complete workbook pages 114 to 117.  **Plenary:**  As a whole group complete the task on student book page 118 together. For each object in the table, ask learners for words to describe them and identify the materials. | |
| **Support** | Give extra time to complete the workbook tasks while others do extension activities. |
| **Extension** | In pairs learners could complete the activity on student book page 119.  While slower learners complete any remaining workbook tasks, others could make an identification key (see student book page 117) for the objects on workbook page 114. The tick table they have made on workbook page 114 will help them to find their first question. |
| **Homework / Follow-up** | Complete the self-assessment task on workbook pages 118 and 119.  If doing a topic test, consolidate learning and key vocabulary. |