

Everyday Materials: Lesson 2

Properties of Materials

Science KS1 Year 1



Everyday Materials: Properties of Materials

Science

Key Stage 1 Year 1

Learning Aims:

- looking at everyday objects
- looking at what objects are made of
- learn to describe the properties of different materials

Curriculum Link:

- describe the simple physical properties of a variety of everyday materials

Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

This practical, hands-on (literally) lesson builds upon the learning of the previous lesson and asks children to think more deeply about what materials 'everyday' objects are made of and their properties.

Keywords

Smooth. Rough. Waterproof. See-through (transparent). Stretchy. Shiny. Dull. Thin. Absorbent. Disintegrate. Liquid. Strong.

Keywords can be found in printable format at the end of this PDF, for your learning wall.



You will need:

A bag, which can act as a 'feely bag' to contain a selection of objects.

Different objects, made of a variety of materials. The suggested objects are those presented on the PowerPoint (you can, of course, adapt for the best needs of your class):

- A toy car
- A plastic cup
- A wooden spoon
- Kitchen foil
- A pair of woollen socks
- A paper cup
- A metal (aluminium) water bottle

Begin with the children sitting in a circle. You may want to split the children into two groups or more if you have a large class. You may wish to have different objects for each group, and then the groups share their thoughts with the class.

Ask each group to pass the bag around, and make sure each child spends some time feeling the objects inside.

Ask each child to describe the properties of what they are feeling: i.e. whether the object is hard, soft, bendy.

Ask the children to try working out what the individual objects might be.

When all the children have handled the bag, open the bag and reveal the objects.

Name each object and the material it is made of.

Notice properties that the children may not have felt but can now see.

Now share the worksheets with the children. We have provided a selection, each featuring a different object. The worksheets are on pages 5, 6 and 7, and can be printed.

This lesson could work without the accompanying PowerPoint. However, the PowerPoint provides additional visual support for your lesson.



PowerPoint Presentation

The slides in the accompanying PowerPoint are as follows:

- Slides 1 and 2 introduce the lesson and learning aims.
- Slide 3 introduces the fact that the same material can make many different objects. It features a wooden model railway, with the fact that wood comes from trees.
- Slide 4 features other objects made of wood.
- Slide 5 looks at the properties of wood: **strong, smooth, rough, waterproof.**
- Slide 6 looks at the properties of glass: strong, smooth, see-through (transparent), **rigid.**
- Slide 7 looks at the properties of plastic: strong, smooth, waterproof, **stretchy.**
- Slide 8 looks at the properties of metal: strong, smooth, waterproof, **shiny.**
- Slide 9 introduces a fun activity (or game): 'What's inside this bag?'. This can be shown while you introduce the activity.
- Slide 10 describes what the children will be looking out for as they pass the bag around.
- Slide 11 introduces the reveal of which objects were inside the bag.
- Slides 12 to 19 reveal the objects and can be used to support you as you describe each one, its material and properties.
- Slide 20 talks further about water and describes its properties: liquid, transparent.
- Slide 21 displays the worksheets on which children will record the objects.
- Slide 22 looks at new vocabulary which can be added to the learning wall. You can edit and adapt this as best suits your lesson.
- Slide 23 introduces a game, 'What am I?'. Ask a child to pretend to be a material (only you and the child know which one). The rest of the class ask questions about its properties to identify and name the material.
- Slide 24 is the closing slide.



Properties of Materials

Object 1 - Car



Draw a picture of object 1 below

A large empty rectangular box with a black border, intended for a child to draw the car.

Circle the correct word;

What properties does this material have?

Hard

Soft

Shiny

Dull

What material is the car made from?

Wood

Metal

Plastic

Our object was a

The material it was made of was

..... and

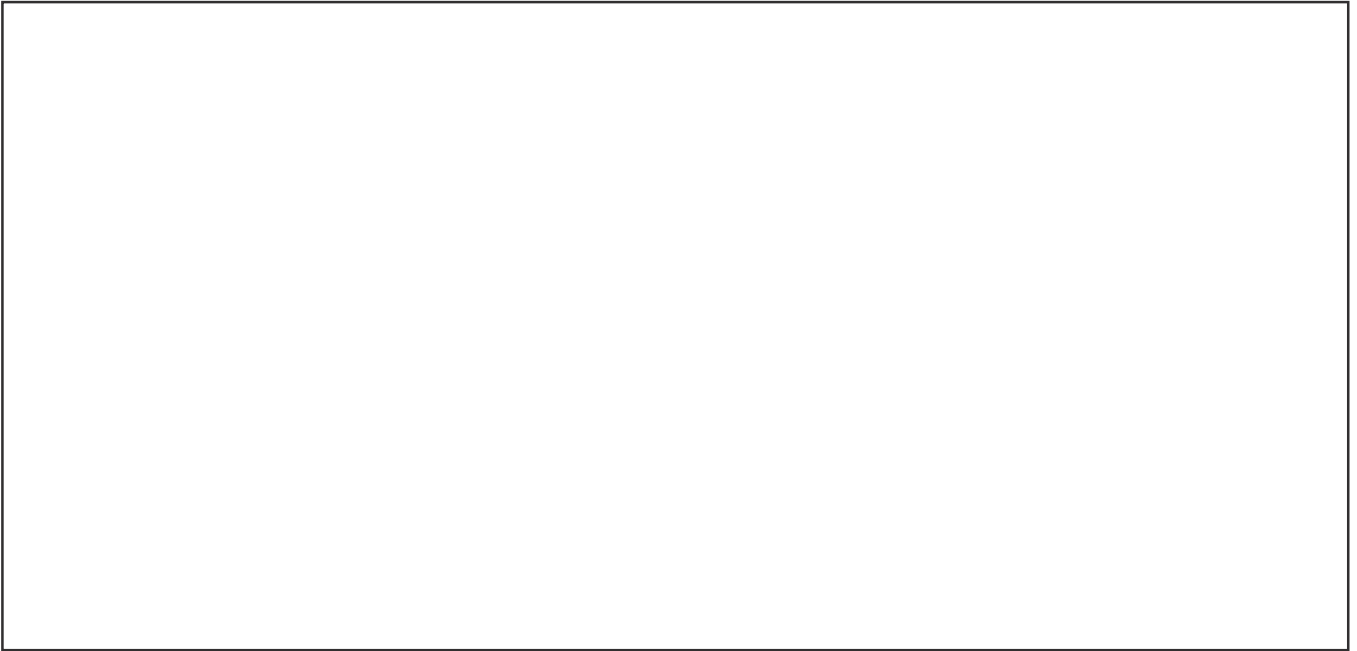


Properties of Materials

Object 2 – Wooden railway



Draw a picture of object 2 below



Circle the correct word;

What properties does this material have?

Hard

Soft

Shiny

Dull

What material is the car made from?

Wood

Metal

Plastic

Our object was a

The material it was made of was

..... and

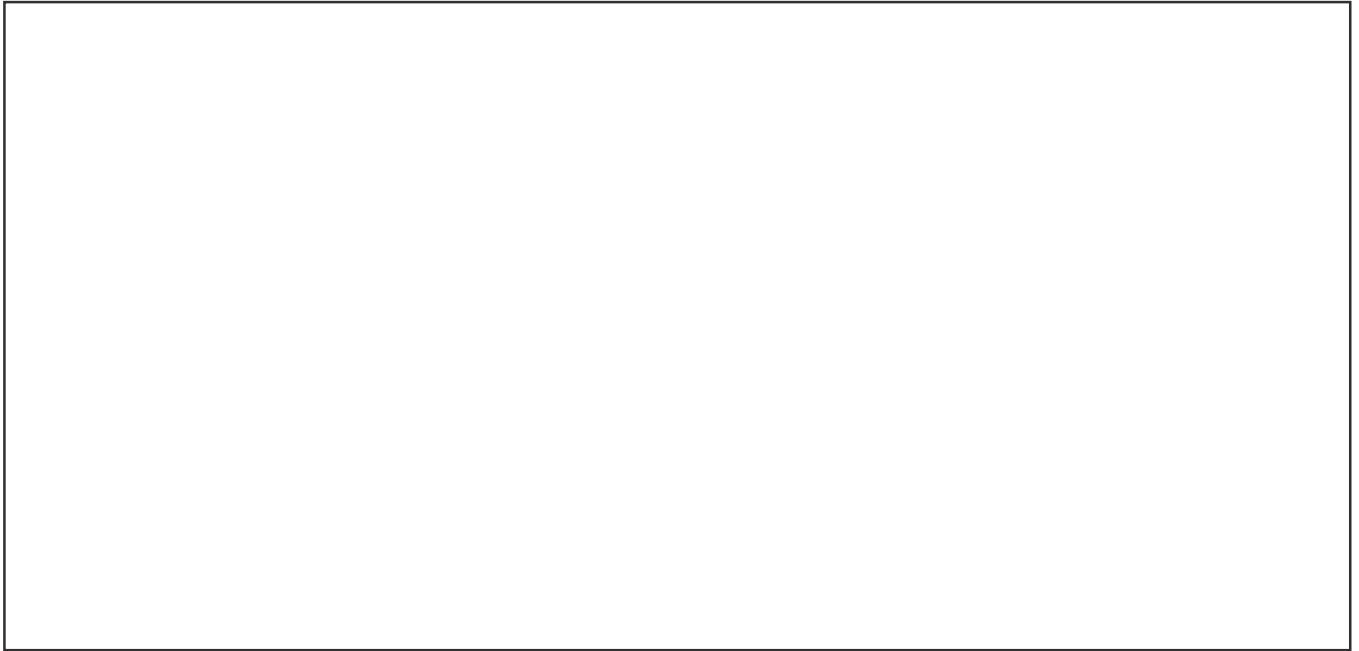


Properties of Materials

Object 3 – Plastic cup



Draw a picture of object 2 below

A large, empty rectangular box with a thin black border, intended for a child to draw a picture of 'object 2'.

Circle the correct word;

What properties does this material have?

Hard

Soft

Shiny

Dull

What material is the car made from?

Wood

Metal

Plastic

Our object was a

The material it was made of was

..... and



Everyday Materials: Keywords Flashcards



Smooth

Rough

Waterproof

**See-through
(transparent)**

Stretchy

Shiny



Everyday Materials: Keywords Flashcards



Dull

Thin

Absorbent

Disintegrate

Liquid

Strong



Smooth



Rough



Waterproof



See-through (transparent)



Stretchy



shiny



Dull



Thin



Absorbent



Disintegrate



Liquid



Strong

