

Session	Skills	Key questions	Learning activities	Writing opportunity and evidence in books	Resources
1	Pre-learning assessment	What do I already know about materials? What do I want to find out about materials? Complete Coggle with children.	To create a mind map of what they already know about materials.	Mind maps of what they already know and what they want to find out.	Mind map templates.
2	Identify and name some everyday materials. Distinguish between an object and the material from which it is made.	Do you recognise any of the materials?	Place lots of different materials around so children can come and explore and see if they can find out what they are made of. Look at how some objects are made from different things and that sometimes an object is made from more than one object. Look at why this is. Make labels and sort the objects so it is with the correct label.	Labels	Large paper Pens Materials Objects made from more than one material

3	<p>Identify and name some everyday materials.</p> <p>Distinguish between an object and the material from which it is made.</p>	<p>How can I protect something soft?</p> <p>Which type of materials would I need to use?</p> <p>What would happen if I used something hard to protect it?</p>	<p>Experiment: Egg drop</p> <p>- Children to work in groups and encase their egg to stop it breaking when dropped.</p>	<p>Predictions</p> <p>Conclusion</p>	<p>Eggs</p> <p>Range of materials - both hard and soft</p> <p>Sellotape</p> <p>String</p> <p>Science plan</p>
4	<p>Identify and name some everyday materials.</p> <p>Distinguish between an object and the material from which it is made.</p>	<p>Humpty Dumpty sat on a wall and he broke! How could we stop Humpty from getting broken? Use your knowledge of materials to stop him getting broken. Which materials would he need to save him?</p>	<p>Experiment: Can children use their knowledge of materials to independently plan a way to encase Humpty Dumpty so when he falls off the wall he doesn't break.</p>	<p>Plan of egg</p> <p>Predictions</p> <p>Conclusion</p>	<p>Eggs</p> <p>Range of materials - both hard and soft</p> <p>Sellotape</p> <p>String</p> <p>Science plan</p> <p>Different heights of walls</p>
5	<p>Use senses to explore a wide range of materials. Talk about some shapes that can be changed, e.g. by pinching, squashing, bending, twisting and stretching.</p> <p>Name some familiar solids and liquids.</p>	<p>Can all objects be changed?</p>	<p>Explore changing materials - include solid to liquid and liquid to solid.</p>	<p>Recording how the materials could be changed</p>	<p>Range of materials</p> <p>Ice</p>

6	<p>Identify and name some everyday materials.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name some everyday materials.</p> <p>Distinguish between an object and the material from which it is made.</p>	<p>Which different ways could we cross the river?</p> <p>How could you make sure your object was strong enough?</p>	<p>Experiment: The Three Billy Goats Gruff want to cross the river but the bridge is broken - can you find a way for them to cross?</p>	<p>Plan of way to cross the river</p> <p>Conclusion</p>	<p>Three Billy Goats Gruff</p> <p>Range of materials - both waterproof and not</p> <p>Science plan</p> <p>River to cross</p>
7	<p>Post - learning assessment</p>	<p>What do I now know about materials?</p>	<p>Complete a mind map of what they now know about materials?</p>	<p>Mind maps of what they now know about materials ?</p>	<p>Mind map templates.</p>



