

YEAR 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EVERYDAY MATERIALS PHYSICS/CHEMISTRY	<p>The three Prime ELGs of Communication & Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</p>	<p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>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.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the</p>	

	texture, form and function.					formation of new materials, and that this kind of change is not usually reversible , including changes associated with burning and the action of acid on bicarbonate of soda	
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**EVERYDAY MATERIALS
COMPOSITES**

distinguish between an object and the material from which it is made
 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
 describe the simple physical properties of a variety of everyday materials
 compare and group together a variety of everyday materials on the basis of their simple physical properties

COMPONENTS

	1	2	3	4	5	End Point
	Can I name everyday materials?	Do I know the difference between the object and the material?	Can I describe properties of materials?	Can I group materials by their properties?	Can I choose the best material for purpose?	Children will be able to select the appropriate materials to make a roof for a Lego house
CONCEPTS Link to concept map	MATERIALS AND MATTER	MATERIALS AND MATTER	MATERIALS AND MATTER	MATERIALS AND MATTER	MATERIALS AND MATTER	Understand that materials have properties Understand materials are chosen for purpose because of their properties
SKILLS	Identify and name a variety of different materials	Observe and identify the materials used to make an object	Explore why objects are made from certain materials	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Apply knowledge of material properties to create a roof	Identify, name and compare the properties of materials
KNOWLEDGE Science Knowledge Organiser: Everyday Materials Year 1 (twinkl.co.uk)	Different objects are made from different materials	Know the materials that objects are made from	Know the properties of different materials	Materials can be grouped according to their properties	A roof will need a strong, rigid and waterproof material	Different objects are made from different materials due to the properties of those materials
LESSON LINK	MTP Term 2	MTP Term 2	MTP Term 2	MTP Term 2	MTP Term 2	
PROGRESSIVE VOCABULARY	material object	material object	material object property properties	smooth bendy not bendy waterproof not waterproof absorbent	smooth bendy not bendy waterproof not waterproof absorbent	Articulate and recognise subject specific vocabulary

				not absorbent transparent opaque	not absorbent transparent opaque	
CURRICULUM EXPERIENCES					Making a roof for a Lego house	Application of knowledge and skills to selecting the appropriate materials to make a roof for a Lego house
END POINT	Children will be able to identify and name water, fabric, plastic, wood, ceramic, leather, rock, paper, brick, glass, rubber.	Children will be able to identify materials used in objects in and around the school	Children will be able to describe the properties of materials	Children will match a material to its property	Children will select the most appropriate material to make a roof for a Lego house	

