

Objective	Milestone 1 Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>Milestone 1</p> <p>To investigate materials</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Working scientifically</p> <p>Observe closely</p> <p>Identify and classify</p> <p>Use their observations to suggest answers to questions</p>	<p>I can find and name materials around our classroom</p> <p>Go on a materials hunt around the classroom - draw what you have found under the correct material words supported by adult</p>	<p>I can match materials to objects.</p> <p>Given pictures of objects in the classroom - children to write the material they think it is made from next to each object - use a word bank to help with spellings (in science books)</p>	<p>I can group objects by their material. I can write what material the objects are made from.</p> <p>Select objects from around the room and place them in material groups. Write as a list in Science books.</p>	<p>A large collection of commonly found objects made of different materials. A set of materials that are preferably not recognisable objects, i.e. a lump of wood, clay, paper, a piece of metal, plastic (bit of plastic bag, bit of a drinks bottle, eraser, etc.), cork, card, glass, fabric, ball of wool. A rough and a smooth stone.</p>
<p>Milestone 1</p> <p>To investigate materials</p>	<p>Programme of study: Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Working scientifically</p> <p>Observe closely</p> <p>Identify and classify</p>	<p>I can group materials according to their properties</p> <p>Science investigation - exploring materials and properties</p>	<p>I can describe the properties of materials</p> <p>Children choose 5 objects from a wide selection. They stick pictures of that object in books & list some properties of the object around their drawing. <i>Can they find at least 3 properties for each object?</i></p>	<p>I can describe the properties of materials and group them according to their properties</p> <p>Show children a group of objects & ask how they could be sorted depending on their properties. Use hoops and create venn diagrams</p>	<p>A piece of wood and an object made of wood, e.g. a spoon, ruler, chopping board. A range of other objects with different properties, e.g. small sponge ball, cricket ball or airflow plastic ball, mirror, paper, thin card, cardboard, fabrics, brick, elastic, rubber bands, etc. PE hoops.</p>

<p>Milestone 1</p> <p>To investigate materials</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p><u>Working scientifically</u></p> <p>Identify and classify</p> <p>Gather and record data</p>	<p>I can identify natural and man-made materials</p> <p>Practically sort objects into manmade and natural - take photographs</p>	<p>I can identify natural and man-made materials and talk about where the natural materials come from.</p> <p>sorting man-made and natural materials - cut and stick into books</p>		<p>2 sets of objects: one set of natural materials (wood, stone, wool - pulled from a fence that a sheep has rubbed against preferably!, piece of slate, rock containing metal ores) and one set of objects shaped from those materials (ruler, chair, spoon, jewellery, ornament, picture of sculpture, bit of or picture of kitchen worktop, roof slate, ring, saucepan, metal spoon). Set of objects including plastics, glass and paper. Selection of objects all made from same material, e.g. glass, wood or plastic. Information books about where things have come from.</p>
<p>Milestone 1</p> <p>To investigate materials</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p><u>Working scientifically</u></p> <p>Observe closely, using simple equipment</p> <p>Identify and classify</p>	<p>I can name materials used to make various objects</p> <p>Label the materials used to make the transport in the photos given in their books</p>	<p>I can name the materials used to make objects and talk about their properties</p> <p>Label the materials used to make vehicles. They then write some properties of the material around their picture.</p>	<p>I can test the properties of materials.</p> <p>Think of and test properties of the materials. Record in Science books.</p>	<p>Building materials, e.g. bricks, piece of plastic guttering, piece of slate or slate tile, tiles, breeze block, wood (untreated & treated if available), etc. Dropper or syringe to drip water from.</p>

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<p>Milestone 1</p> <p>To investigate materials</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Children use different papers to make a paper airplane - 4 different designs. <i>Do some fly better than others? Is some paper easier to manipulate than others? - work in mixed ability groups and compare types of paper used - take photographs for science books</i></p>	<p>A wide range of different papers, glue. Edible rice paper. Newspapers, dilute PVA glue, paints, brushes, wool of hair shades - blacks, browns, etc. Potatoes, sharp knife or variety of leaves or wood offcuts.</p>	

	Working scientifically Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions				