

Learning objective

QCA Unit 1C 'Sorting and using materials'

- To understand that materials are chosen for specific purposes on the basis of their properties.

Resources



'Build your own' file; photocopiable page 133 'Choosing materials', one for each child; wooden chair, metal hammer, plastic rain hat, woollen scarf.

Links to other subjects


Speaking and listening

Objective 11: To explain their views to others in a small group, and decide how to report the group's views to the class.

- Encourage the children to work together on the sheets, discussing what they are going to write, and how they will report back to the class.


Whiteboard tools

Use a Pen from the Pen tray to write on the page. Use a Highlighter pen to highlight the best material in the whole-class shared work.

 Pen tray

 Select tool

 Highlighter pen


 Gallery

Materials for a purpose

Starter

Remind the children of previous work they have done on identifying, describing and grouping materials. Ask them to name some common materials (for example, wood, metal, plastic, fabric, glass and stone) and to describe the properties of each material. Display images of a range of objects made from different materials and ask the children to identify the material the object is made from and to give reasons why that material was used.

Whole-class shared work

- Ask the children to imagine that they are toy makers, and need to choose suitable materials to make different toys.
- Open the 'Build your own' file, which consists of a blank Notebook page and a ready-made Gallery collection of resources located in the My Content folder . Use the first Notebook page to display an image of a toy taken from the Science folder under My Content in the Gallery. Encourage the children to discuss what the material used to make that object should be like. Make a list of these properties.
- Write some common materials on the page. Using the list of properties, ask the children to choose which of the materials they think would be most suitable for making the toy. Tell them to discuss their ideas with a partner first and to give reasons for their thinking. Share ideas and circle the material they agree is most suitable.
- Using the same object, ask the children why the other materials would be unsuitable.
- Repeat this activity using different toy images from the Gallery, if further reinforcement is required.

Independent work

- Provide each child with a copy of photocopiable page 133. Ask the children to work in pairs to discuss which material would be most suitable for making each item, and to think of reasons why.
- Let them use the word bank at the bottom of the sheet, to help them complete the sentence for each object.
- Arrange for less confident learners to work with more confident partners. Ensure that the more confident child supports the less confident child and does not dominate.
- Encourage more confident learners to write more than one reason why their choice of material would be suitable. In preparation for the Plenary, they could write an unsuitable material for each object to be made from.

Plenary

- Invite the children to share and discuss their work, drawing conclusions about which material is most suitable for each object, and why.
- Show them real versions of each object, to confirm their conclusions.
- Ask them to suggest unsuitable materials for each object and give reasons why. Write their conclusions on a new Notebook page. Discuss which materials would be the most unsuitable, and why.
- Ask the children what they have learned during the lesson. Write down their conclusions on a blank Notebook page in the 'Build your own' file.