Y2 – Everyday materials – Why do we use different materials for different things? — Lesson 3

Lesson	3 of 6

Key lesson question	What are objects made from?

Learning objective

I can distinguish between an object and the material from which it is made.

National Curriculum links

NC KS1:
Children will:

- distinguish between an object and the material from which it is made
- describe the simple physical properties of a variety of everyday materials

Working scientifically:

- identify and classify
- observe closely, using simple equipment

Resources

- lesson presentation (PPT)
- objects in a feely bag made from plastic, wood, metal, rubber and glass (a feely bag/box for each group)
- activity worksheets
- practical activity ideas

Teaching input

- **Scientific skills –** Review the 'scientific enquiry type' and 'working scientifically skills' the children will use in this lesson, highlighted on the slide.
- **Why do we use different materials for different things? –** This slide shows the lesson questions that the children will answer in this unit. The current lesson's question is highlighted on the slide..
- **Key vocabulary for this lesson –** Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Identifying and classifying –** Reintroduce Harriet the builder. Choose a child to read what Harriet says about the scientific enquiry type, 'Identifying & classifying'.
- **Let's recap –** Look at the photos on the slide, ask the children to discuss the names of the materials each object is made from with their learning partner. Review answers on the following slide.
- **Object and material – 10 slides –** Read the message from Blot (or change the character to use class mascot/puppet). Establish that in this lesson they will be identifying object names and the materials from which they are made. The next 9 slides follow the same pattern – children are asked to identify the object and the material from which it is made. Use the sentence starters to help scaffold the children's responses and build oracy. Review answers on the next slide and then ask the children why that particular material might be good to make that particular object. The properties of each type of material are then described on the following slides.
- **More materials –** In this example, children are asked to identify the two materials that one object is made from. Allow discussion before taking feedback from the class. Reveal the answers on the following slide. Then ask the children why these materials are good to make a window. The properties of each type of material are then described on the following slide.
- **Activity –** Introduce and model the activity. Remind the children that they will be using their senses to identify each object, name the material and describe its properties. This is best done as an oral activity in small groups with an adult support. You could display sentence starters to support the children's responses (This object is …….The material it is made from is … and …). children can record their observations on their activity worksheet (or the supporting adult can act as scribe). Alternatively, children could be videoed presenting each object to their group.
- **Challenge –** Ask the children to discuss the question with their learning partner and consider how they can group the objects. Take feedback from the class before revealing two possible answers on the following slide. The objects can either be grouped by their object name (spoons, bowl etc.) or by the material they are made from (metal, wood, plastic). Children may suggest other ways of grouping or classifying the objects such as by colour.

Main activity

Divide children into small groups (3–4). Give each group a 'mystery bag' or box/tray of 4–6 mixed objects. Children take turns picking an object, naming it, feeling it and discussing: What is it made from? How does it feel or look? What can we say about it? (hard, soft, rough, shiny, etc.) Children (or an adult helper) record findings on their activity worksheet. The children could draw or write the object. An adapted worksheet is available in the lesson resources. Include objects made from more than one material to make this activity more challenging.

Challenge

Children are to look at the objects and discuss the question 'How could you group these objects?' with their learning partner. Take feedback from the class before revealing answers on the following slide.

Cumulative quiz questions

7. What is this object? What material is it made from? (wood)
8. Why are water bottles made from plastic?
9. Spoons can be made from plastic. Could you make a spoon from any other material?

Self-assessment

- I can distinguish between an object and the material from which it is made.

Key vocabulary

object – something you can see and touch
material – something an object is made from
plastic – a human-made material that is shaped to make things
metal – a hard, shiny material
glass – a see-through material that can break easily
rubber – a stretchy material that can bounce
wood – a natural material that comes from trees