

Final Outcome: I can create a board game using suitable materials.

Component 6: I will create and evaluate a board game thinking about the suitability of materials used.

What we will know after this sequence:

- Why materials are selected for certain purposes.
- How to select materials based on their properties.

Vocabulary: Material, properties, suitability, suitable, unsuitable, purpose.

SEN: Structured support with cutting, sticking etc. Scaffolding for evaluation.



Component 4: Which materials are the most absorbent?

What we will know after this sequence:

- Identify materials that are absorbent.
- How to make predictions.
- That questions can be answered in different ways.

Vocabulary: Material, properties, absorbency, waterproof, strong, weak, hypothesis

How will this feed into my next learning:

- I will explain how the shape of objects made from some materials can be changed.

SEN: Small groups, instructions written with pictures.



Component 5: How can the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?

What we will know after this sequence:

- I can tell you four ways the shapes of some objects can be changed.
- I can demonstrate four ways to change the shape of some objects.

Vocabulary: Change, squashing, bending, twisting, stretching, squash, bend, twist, stretch.

How will this feed into my next learning:

- I will select materials to create a board game based on their properties and suitability.

SEN: Small groups, step by step process explained with pictures.



Component 3: I will explain the suitability of different materials for different uses.

What we will know after this sequence:

- I can explain why different materials can be used to make the same object.
- I can tell you which properties make some materials suitable for different purposes.
- I can tell you which properties make some materials unsuitable for different purposes.

Vocabulary: Compare, suitability, suitable, unsuitable, purpose.

How will this feed into my next learning:

- I will suggest ideas for investigations to answer scientific questions regarding materials.

SEN: Vocabulary list, scaffolding, pictures.



Component 2: I will compare the properties of different materials.

What we will know after this sequence:

- How materials are similar and different.
- How materials have different properties so therefore have different uses.

Vocabulary: properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, absorbent, not absorbent, waterproof, not waterproof, transparent, opaque.

How will this feed into my next learning:

- I will explain the suitability of different materials for different uses.

SEN: Vocabulary mats, scaffolded worksheet.



Component 1: I can identify everyday materials and classify objects by what they are made from.

We should know:

- The names of some common materials.
- What some objects are made from.

What we will know after this sequence:

- I can identify different everyday materials.
- I can suggest materials that familiar objects are made from.
- I can explain what 3 different materials can be used for.

Vocabulary: Identify, classify, materials, wood, plastic, glass, metal, rock, brick, paper, cardboard, uses, used.

How will this feed into my next learning:

- I will compare the properties of different materials.

SEN: Pictures of different materials, vocabulary mats, scaffolding.

