

Year 1 Science Lesson Plan		Resource Checklist
Everyday materials		<ul style="list-style-type: none"><li>• pBuzzes</li><li>• What materials are objects made from video clip (link in main section)</li><li>• A selection of everyday objects, e.g. waste paper bin, hand whisk, chopping board, knife, glass, wrapping paper.</li><li>• A variety of musical instruments</li></ul>
Learning Objective & Outcomes		
<p><b>Learning Objective:</b></p> <p>To identify the materials that a selection of everyday objects are made from</p> <p><b>Learning Outcomes:</b></p> <p>I can identify different materials in everyday objects</p> <p>I can describe the properties of different materials</p> <p><b>National Curriculum Coverage:</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials</p> <p>Describe the simple physical properties of a variety of everyday materials</p>		
Starter		
<p>Show a selection of everyday objects and see if the pupils can identify what they are, what they are used for and the material they are made from.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>• What materials are used in this object?</li><li>• What is it used for?</li><li>• How do you know if it's made of ... wood/metal/paper/glass/stone?</li><li>• Why is the material a good choice for this object? What would happen if it was made from... ?</li></ul>		
Main		
<p>Watch the video What materials are objects made from: <a href="http://www.bbc.co.uk/education/clips/zf7jmp3">www.bbc.co.uk/education/clips/zf7jmp3</a></p> <p>As a class, work together to sort a set of pictures of musical instruments into categories by material. Discuss the properties of each material. What effect does the material have on the sound? Can the children use good describing words to say what the wooden/metallic/skin instruments sound like?</p> <p>Ask pupils to pick an instrument and find a partner. They should tell their partner what material their instrument is made from and explore to see if they can make three different sounds on it.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>• Which instrument (and material) gives a jingly/thudding/ticking... sound?</li><li>• Can you make a sound with this instrument that is long/short?</li><li>• Can you make a sound with this instrument that is loud/quiet?</li></ul>		
Plenary		
<p>Ask the children to get their pBuzzes. Discuss what material a pBuzz is made from. How is the sound made? (Not from the plastic it's made from, but by vibrating air.)</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>• What words can you use to describe the sound of wood being hit?</li><li>• What about metal?</li><li>• What about skin?</li><li>• If we made a musical instrument from paper or rock, what sort of sound would it make?</li></ul>		
Assessment & Evaluation		
<p><b>What to look for:</b></p> <p>Children can correctly identify materials by their appearance and their properties.</p> <p>Children can test the materials by touch, sight and sound to help to sort and group them.</p>		<p><b>How will you know if the lesson has been successful?</b></p> <p>Can all the children identify and sort the materials?</p> <p>Can most of them describe the properties of a material?</p> <p>Can some of them say why certain materials are better for some objects than others?</p>

## Notes for Next Time

*This space is for you to reflect on the lesson and make any notes you need.*

