

Learning objectives

QCA Unit 1C 'Sorting and using materials'

- To know that every material has many properties which can be recognised using our senses and described using appropriate vocabulary.
- To record observations of materials.

Resources



Identifying and describing materials' flipchart file; photocopyable page 132 'Identifying and describing materials', one for each child; a variety of objects made from different materials including wood, metal, plastic, fabric, rock, paper and glass; drinking glass, teddy bear, spanner.

Links to other subjects

English

NLS Term 1 S4: To write captions and simple sentences.

- Encourage the children to write some riddles of their own, describing objects in simple sentences, for others to guess.

Whiteboard tools

Use the Pen tool to add text. Use the Marquee select tool to select and move objects on the page.



Pen tool



Marquee select tool

Identifying and describing materials

Starter

Display page 2 of the flipchart. Ask the children to identify some of the objects on the page. Allow them to handle the real objects made from a variety of materials, asking and answering the questions on the page.

Go to page 3 and ask the children to name the types of materials the different objects were made from: wood, metal, plastic, fabric, rock, paper and glass. Write these on the flipchart page. Ask the children to identify further examples of each material in the classroom.

Whole-class shared work

- Go to page 4 and read the questions. Using some of the objects from the Starter, ask the children to provide answers to the two questions. Write a list of suggested descriptive words on the flipchart page.
- Move to page 5. Using the list of common materials on page 3 and the descriptive words on page 4, ask the children to help you complete the sentences: *This is a _____ (glass). It is made from _____ (glass). It is _____ (transparent, smooth and breakable).* You may wish to have a real drinking glass available for the children to examine.
- Pages 6 and 7 allow opportunities for further reinforcement of the descriptive activity. Page 6 shows an image of a teddy bear and page 7 shows an image of a spanner. Again, it would be helpful if you could provide a real example of each item for the children to look at and hold.

Independent work

- Hand out copies of the photocopyable sheet and provide a range of objects made from different materials.
- Ask the children to choose three different objects and complete the sentences on the sheet for each object: *This is a _____. It is made from _____. It is _____ (descriptive words).*
- You may wish to display the materials words and the descriptive words provided by the children during the whole-class shared work, to support the children in their writing.
- Give less confident children a word bank to draw from for their descriptive phrases. Encourage them to spend time looking at each object, and then to hold it and shut their eyes so that they can concentrate on what the object feels like.
- Encourage more confident children to think of further, new words to describe the objects.

Plenary

- Open page 8. Read the descriptions of each object and ask the children to predict which kitchen object is hidden under the blue box (you may wish to have real examples or pictures of the items available for them to choose from). Drag the box under each description to the bin in the bottom left corner of the screen to reveal the object.
- Repeat the activity for pages 9 and 10.
- Go to page 11 and ask the children what they have found out or learned from their explorations. Make notes on the flipchart page.