
















Uses of Everyday Materials: Comparing Suitability

Aim: To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses by exploring the purposes of different objects. I can compare the suitability of different everyday materials.	Success Criteria: 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.	Resources: Lesson Pack Pencils
	Key/New Words: Compare, suitability, suitable, unsuitable, purpose.	Preparation: Differentiated Comparing Suitability Activity Sheets per child

Prior Learning: Children will have identified a variety of everyday materials and identified their uses in lesson 1.

Learning Sequence

	Properties: Use the Lesson Presentation to remind children of the properties of everyday materials (learned in Year 1). Quickly go through them to recap and check children's understanding of them. Encourage children to think of others and add them to the list.	
	Reasons for Using Materials: Discuss why children think objects are made out of particular materials, for example why are window panes made out of glass? Move on to look at the rulers, using the prompt questions to discuss materials and their uses.	
	Spoons: In their groups, children discuss which material spoons are made from (hopefully they will realise spoons are made from a variety of different materials). Encourage them to discuss this, using the questions on the Lesson Presentation as prompts. Are children able to explain why different materials can be used to make the same object?	
	Suitability: Introduce the word suitability. Go through the information and discuss with the children, encouraging them to ask questions and make suggestions.	
 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Children match the object with the most suitable material it could be made from. Encourage children to verbally explain their choices. (Some objects might be connected to more than one material and some materials might have more than one object connected to them. Encourage this discussion.)</p> </div> <div style="text-align: center;">  <p>Children read the mini-brief for an object, suggest which material would be suitable for the job and explain why. Encourage children to eliminate materials which wouldn't be suitable to help them reach their decision.</p> </div> <div style="text-align: center;">  <p>Children draw their own everyday object and explain why they think different materials have been used to make certain parts. Encourage children to choose an object which is made of more than one material.</p> </div> </div>		
	Discussion: Children discuss the question on the Lesson Presentation. Discuss which materials can be /are used to make coat hangers. Are children able to explain why different materials can be used to make the same object? Encourage children to discuss which material would be the most suitable in different situations. Can they identify which properties wood, plastic and metal have which make them a suitable material for coat hangers?	

Taskit

Debate: Children could choose an object and debate which material it should be made from. Encourage them to explain their thinking and justify their reasons.

List: Children could make a list of objects which are made from more than one material e.g. spoons.

Express: Children could think of their own expressions that describe something which would be of no use, for example a chocolate teapot.