

Uses of Everyday Materials: Identifying Uses

<p>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 identifying the uses of different materials.</p> <p>I can identify uses of different everyday materials.</p>	<p>Success Criteria: 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.</p>	<p>Resources: Lesson Pack Pencils</p>
	<p>Key/New Words: Identify, materials, wood, plastic, glass, metal, rock, brick, paper, cardboard, uses, used, properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, absorbent, not absorbent, waterproof, not waterproof, transparent, opaque.</p>	<p>Preparation: Where possible, have actual examples of wood, plastic, glass, metal, rock, brick, paper and cardboard (as opposed to objects made from these materials). Differentiated Identifying Uses of Everyday Materials Activity Sheet per child Uses of Everyday Materials Photo Cards as required Property Vocabulary Cards as required</p>

Prior Learning: It will be helpful if children are familiar with a variety of everyday materials and their properties.

Learning Sequence

	<p>What Do We Know Already? Ask children which everyday materials they can remember learning about in Year 1. Record any materials, properties, keywords and concepts children already know. Can children identify and name everyday materials?</p>	
	<p>Identifying Materials: Remind children of some everyday materials using the photos on the Lesson Presentation and actual materials. (Ensure children are suitably supervised when handling potentially more dangerous materials e.g. glass, brick, metal, wood and rock.) Explain some materials are natural and are found in the world around us, such as wood and rock and others are man-made such as plastic and glass.</p>	
	<p>Think Again... Look at some of the photos again, this time allowing children to discuss what some of the materials may be used for. Encourage children to look and/or move around the classroom to identify where different materials have been used to make familiar objects. Are children able to spot where everyday materials have been used to make familiar objects?</p>	
	<p>Identifying Uses of Everyday Materials: Children use the differentiated Identifying Uses of Everyday Materials Activity Sheet to suggest uses of different everyday materials. Are children able to explain what 3 different materials can be used for?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Children match the materials to their uses.</p> </div> <div style="text-align: center;"> <p>Children look at the Uses of Everyday Materials Photo Cards to help identify uses of everyday materials.</p> </div> <div style="text-align: center;"> <p>Children list and consider which everyday materials have the most and least uses. Extend children by asking to explain which properties materials have that make them suitable for that use. Use the Property Vocabulary Cards to support.</p> </div> </div>	
	<p>Same Material, Different Uses: Go through some of the uses children have identified during their activity. Discuss with the children that the same materials can be used for a number of different things, for example metal can be used for coins, keys, cars, cans and bridges.</p>	

Taskit

- Spotit:** Children could keep a list of the different uses of materials they spot at home, at school and whilst out and about.
- Tallyit:** Children could keep a tally of the number of times they see a material, such as metal, being used for a different purpose. How many different purposes do they find for one material? Which material has the most purposes?
- Paintit:** Children could choose one material and paint as many different uses of that material as they can think of.