












































## Science Year 3 - Uses of Everyday Materials (Rescue Curriculum / Anglo Saxons)

<p><b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>		<p><b>Prior Objectives:</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple properties</li> </ul>	
<p><b>Lesson 1 - Monday</b></p>  Skill - Identify  Knowledge - What is a material?	<p><b>Lesson 2 - Tuesday</b></p>  Skill - Grouping  Knowledge - Natural materials come as they are and man-made materials are altered.	<p><b>Lesson 3 - Wednesday</b></p>  Skill - Describe  Knowledge - Opaque materials do not let any light through (cannot see through them).	<p><b>Lesson 4 - Thursday</b></p>  Skill - Comparing  Knowledge - the properties of materials
<p><u>WALT: Identify different materials.</u></p> <p>WILF:            -Find different objects            -Describe the objects            -Name the materials.</p> <p>Introduce the word 'Material'. Ask the children to tell you as much as they can about what they already know (on whiteboard teacher write down answers).</p> <p>Give the definition of 'material'.</p> <p>Ask the children to name the material used to make things found in the classroom (glass window - wooden table - plastic book cover).</p> <p><b>Recording:</b>            On Whiteboard - Photo for books</p>	<p><u>WALT: Name natural materials and how they're adapted for use.</u></p> <p>WILF:            - Name a material.            - Say whether it is man-made or natural.            - Think about how it has been changed.</p> <p>Look at a variety of manmade and naturally occurring materials.            (plastic, glass, polythene, twigs, cones, shells, acorns, sand, wood, water, clay)            Sort into two groups, with input from children.</p> <p>Explain that some natural materials can be used as they are. Explain how humans can also treat materials to make them more suitable for their uses.</p> <p><b>Recording:</b>            Children to sort objects into two groups on their table and take photographs.</p>	<p><u>WALT: Describe the property of materials</u></p> <p>WILF:            - Say what I can see / feel / smell about the material            - Describe a material as opaque, translucent and transparent.</p> <p>In pairs, Chn explore one material. Describe what they can feel, see and smell using rainbow talk sheets.</p> <p>Introduce the terms 'properties' and 'characteristics'.</p> <p>Explore a selection of resources (tracing paper, plastic cup, glue stick, mirror).</p> <p>Introduce the terms opaque, translucent and transparent.</p> <p>Give the children an object (window / wall ETC), talk partners to decide if it should be opaque, translucent and transparent.</p> <p><b>Recording:</b>            Rainbow Talk sheet to describe the material they were exploring - present findings to the class.</p>	<p><u>WALT: Compare everyday materials</u></p> <p>WILF:            - I can say what is the same            - I can say what is different</p> <p>Using the knowledge from the week, we are going to compare three materials.</p> <p>Revisit the vocabulary from the week.</p> <p>Together compare three materials using the vocabulary using the TRIANGLE diagram.</p> <p>Children to choose 3 materials and complete the triangle diagram in groups / pairs using the vocabulary mat for aid.</p> <p><b>Recording:</b>            On the whiteboard together            Then on the A3 sheet.</p>

<b>Assessment:</b> Poster comparing what we knew before / what we know after.			
<b>Key Vocabulary:</b> Waterproof, fabric, rubber, rock, paper, cardboard, wood, metal, plastic, glass, brick, twisting, squashing, bending, matches, cans, spoons			

<p>weak</p> 	<p>shiny</p> 	<p>sand</p> 	<p>glass</p> 	<p>boil</p> 	<p>heat</p> 	<p>change</p> 	<p>materials</p> 
<p>group</p> 	<p>dull</p> 	<p>hard</p> 	<p>clay</p> 	<p>magnetic</p> 	<p>cool</p> 	<p>bake</p> 	<p>natural</p> 
<p>object</p> 	<p>bendy</p> 	<p>soft</p> 	<p>rock</p> 	<p>metal</p> 	<p>freeze</p> 	<p>bend</p> 	<p>man-made</p> 
<p>sort</p> 	<p>waterproof</p> 	<p>rough</p> 	<p>fabric</p> 	<p>plastic</p> 	<p>melt</p> 	<p>twist</p> 	<p>manufactured</p> 
<p>stretchy</p>	<p>strong</p> 	<p>smooth</p> 	<p>paper</p> 	<p>wood</p> 	<p>squash</p> 	<p>stretch</p> 	<p>object</p> 