Area of Learning: Science | **Year Group:** 1 & 2 | **Teacher:** LT/ RB

Unit Learning Outcome: Identify some naturally occurring materials and their properties and understand the effect heating has on a variety of different materials. (TOPIC: Dungeons and Dragons)

Prior Learning / Initial Assessment: Number of materials named but struggled to sort in any way. HA group beginning to sort but needed support to identify criteria for sorting. Some significant confusion between material and object.	**Essential Skills for Learning and Life: Numeracy** • Use standard measures of length and mass • Sort objects and classify them with more than one criterion.	• Describe and communicate findings • Use mathematical language. • Record results in lists, tables, pictograms and block graphs
Key Vocabulary: Fair test, solid, melted, material, natural, man-made, bend, twist, stretch, changed, investigation, results, table **Resources:** Resource sheets, hoops for sorting, materials for sorting, cardboard and plastic boxes, bread, toaster, pancake ingredients, chocolate		

	Key Skills and We Are Learning To...	Main Teaching Activity / Assessment for Learning / **Key Questions**	Differentiation	Assessment of Learning
1	**WALT** to describe and sort materials. **Q. What different materials are there?** **Success Steps:** - I can suggest uses for certain materials. - I understand how to sort materials using diagrams. - I know how to identify criteria for sorting and comparing materials.	**Starter**: Introduce sorting materials using video clip: http://www.bbc.co.uk/learningzone/clips/what-materials-are-different-objects-made-from/2485.html Ask children to handle a variety of objects and collections of objects *eg spoons, keys, wooden, objects, papers, fabrics* and ask them to describe them *eg hard, soft, shiny, dull, bendy*. Record comments on any vocabulary used. Record *eg by writing descriptions round a picture of the object using post-its.* How can we sort the objects? Take some suggestions. *Look at sorting materials based on their properties;* http://www.bbc.co.uk/schools/scienceclips/ages/5_6/sorting_using_mate.shtml **Plenary:** Use 'rainbowing' technique to report on our sorting to other groups. Have we used the same methods? Why? Are all of our objects under the right headings? Did we come across any difficulties? Relate this to times when we have to sort materials e.g. recycling. IWB internet activity on recycling/sorting objects depending on material. http://www.bbc.co.uk/schools/barnabybear/games/recycle.shtml	In groups, children to have a selection of different materials and sort them based on their properties. **HA / G&T** – Use (Venn Diagrams) **MA** – Use (Venn Diagrams) **LA / SEN** – Use hoops for sorting Teacher and TA move between groups questioning choices and taking comments. Take a picture and get the children to write (HA) describe and scribe comments (LA) on how they sorted their materials. **Use laptops with sorting websites for those finished.**	**Level 1:** I make observations about features of objects, **Level 2:** I respond to suggestions and make my own suggestions