

Hook - The children will play a game in which they will hunt around the classroom for objects made of different materials and show it to me after the count of 3.

## Year 2: Medium Term Plan: Autumn Term 1 2022

Texts: The Three Little Pigs , The True story of the Three Little Pigs



Areas of learning (theme/subject)

Which subject areas will be included through this project?  
Science, Literacy, History, DT

Resources

Variety of materials for sorting and comparing. Scissors, tape, pens, pencils, wax crayons, paper, pipettes, various containers,

Significant individuals

Dr Alex King (contemporary materials scientist) - talks about materials and their properties -



### Curriculum

*What will we learn?*

Children will be able to:

Know which everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard are suitable for particular uses.

Know how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## Uses of Everyday Materials

### Creativity:

How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?

The children will conduct investigations into different properties of materials

Children will design their own strong, waterproof house

Children will choose suitable materials to make their own house for the big bad wolf to live in (link to the true story of 'The Three Little Pigs')

Working Scientifically, children will classify materials sorting them into groups in a variety of ways.

Children will have recognised that it is important for objects to be made from suitable materials. Children will have recognised that the same type of object can be made from different materials.

Which building materials are absorbent? Why must they have this property? Explore what buildings are made of and generate questions about the absorbency of building materials.

Consider and investigate the hypothesis "Hard materials cannot absorb water" and make predictions about different materials before testing them.

Make decisions about how to record the results of the investigation in a clear way for others to follow.

Devise an investigation to test a variety of materials (plastics, metals, different types of wood and bricks) for their absorbent property.

Observations. They should observe closely, using simple equipment.

Secondary sources. They should use simple secondary sources to find answers.

Recording. They will gather and record data to suggest answers to their questions.

With help, they will record in a range of ways and begin to use simple scientific language Children will have applied their knowledge of material properties to design a poster for the builder's yard owner explaining the uses of a brick.

### Connections

What are the connections to our curriculum past and present?

Pupils will have studied materials in Year 1. They should be able to:

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their physical properties.

### Community

What links can we develop 'Near and Far'? What opportunities will we create to use the outdoors?

#### Outdoor learning

Materials hunt outside. Can they name the objects and the materials used?

Go on an investigative walk. They are going to look at their environment and observe certain things closely, just like scientists do! Walk them around the school, inside and outside, and focus their attention on the different building materials around them.

As part of our topic lessons children will go on a walk around the local area to see the different types of houses and what they are made out of. Children will also learn what buildings of the past were made of and why this was not always the most suitable material.

