SCIENTIFIC ENQUIRY OVERVIEW

Everyday Materials

YEAR 1 | SPRING 1 | 6 LESSONS

LESSON	OBJECTIVES	SCIENTIFIC ENQUIRY	EQUIPMENT
L1 **What is it made of?**	• Name objects we use. • Spot different materials. • Match objects to materials.	**OBSERVING CLOSELY, USING SIMPLE EQUIPMENT; IDENTIFYING AND CLASSIFYING** Children explore a mystery box of common objects (wooden block, metal spoon, plastic toy, glass marble, fabric square) and match each to its material.	• Mystery box • Common objects • Collection trays (1 per group) • Recording sheets (1 per child)
L2 **Is it hard or soft?**	• Feel materials. • Test materials. • Sort hard and soft objects.	**PERFORMING SIMPLE TESTS; IDENTIFYING AND CLASSIFYING** Children press different items in feely bags, decide if hard or soft, and sort into hoops.	• 2 feely bags • Hard items collection • Soft items collection • Sorting hoops (1 per group)
L3 **Is it rough or smooth?**	• Feel surfaces. • Test surfaces. • Sort objects by texture.	**OBSERVING CLOSELY, USING SIMPLE EQUIPMENT; PERFORMING SIMPLE TESTS** Children feel surfaces in a mystery box and make rubbings to gather evidence of texture.	• Mystery box • Rough and smooth items • Paper for rubbings • Crayons or pencils
L4 **What keeps us dry?**	• Find objects that keep water out. • Test objects. • Sort waterproof and absorbent materials.	**PERFORMING SIMPLE TESTS; OBSERVING CLOSELY** Children drip coloured water onto different materials and sort into waterproof and absorbent.	• Coloured water • Droppers • Material samples • Trays (1 per group) • Sorting sheets (1 per child)

LESSON	OBJECTIVES	SCIENTIFIC ENQUIRY	EQUIPMENT
L5 **What looks shiny?**	• Spot shiny objects. • Test objects with light. • Sort shiny and dull objects.	**OBSERVING CLOSELY, USING SIMPLE EQUIPMENT (TORCHES); IDENTIFYING AND CLASSIFYING** Children shine torches on different objects and sort into shiny and dull groups.	• Torches (1 per group) • Shiny and dull objects • Decorative materials • Recording sheets (1 per child)
L6 **Which material is best?**	• Choose right materials. • Match materials to their uses. • Solve material problems.	**USING OBSERVATIONS AND IDEAS TO SUGGEST ANSWERS; GATHERING AND RECORDING DATA** Children solve problems (e.g. 'What material would be best for a raincoat?') using their findings from earlier lessons.	• Example objects • Material samples • Problem-solving sheets