Science – Year 2 – Autumn Term
Uses of Everyday Materials

Links with other subject units this term
Geographical village fieldwork incorporating scientific reasoning relating to the use of certain materials in nearby human and physical features
Prior Learning
• Distinguish between an object and the material from which it is made • Identify and name a variety of common everyday materials • Describe the simple physical properties of these everyday materials • Compare and group these materials on the basis of their simple physical properties
Key vocabulary for this unit

materials, suitability, properties, recycling • squash, bend, twist, stretch • opaque, flexible, absorbent, transparent, elastic, waterproof, smooth, rough	Common materials which children would be expected to be able to identify and describe the properties of by the end of this unit: wood, glass, plastic, metal, paper, cardboard, fabric, rubber

Learning Sequence	
Identify Uses	• To identify and compare the suitability of a variety of everyday materials for particular uses by identifying the materials we see around us.
Out and About	• To identify and classify the use of everyday materials in our school and surrounding area • To gather and record simple data to help us answer questions about the uses and purposes of different objects

Comparing suitability	• To identify and compare the suitability of a variety of everyday materials for specific uses
Changing shapes	• To find out how the shapes of solid objects made from different materials can (and can't) be changed by squashing, bending, twisting and stretching)
Recycling	• To introduce children to the concept of solid items of various materials being recycled and how this is achieved in the home, school and locality
Discovering new materials	• To find out about significant scientific breakthroughs which have resulted in new and transformative everyday materials (e.g. tarmac) and to learn the background and the key people involved – opportunity to develop pupil science capital

Assessment milestones	
Working Scientifically • To gather and record simple data to help answer questions about the uses and purposes of different objects e.g. complete a table or chart provided by the teacher	**Knowledge** • To understand the basic process and value of recycling materials. • To identify materials and their properties using a widening variety of scientific language as outlined in the key vocabulary in this term • To provide justification for their use in everyday objects