



What's it made of? – Early Stage 1


Material World Strand


Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11
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Outcome	Lesson Sequence – Overview	Resources	Word Wall
<p>STe-4MW-ST identifies that objects are made of materials that have observable properties</p> <ul style="list-style-type: none"> ➤ make predictions about objects in the school environment ➤ observe and describe some objects in the school environment. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ use talk to inquire and report on observations of objects in the school environment ➤ contribute ideas to a class picture map and science journal ➤ describe objects in the school environment. 	<p>Lesson 1 <u>Minds on maps – Lesson focus p11:</u></p> <ul style="list-style-type: none"> • To capture students' interest and find out what they think they know about the things in the school environment. • To elicit students' questions about what things are made of in the school environment <p><i>Session 1 - A school walk</i></p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>predict what things they might see in the school environment</i> • <i>walk around the school area and identify, describe and discuss the objects in the school environment.</i> <p><i>Session 2 - Let's make a map</i></p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>contribute to a class picture map of the school environment</i> • <i>use sequencing to draw individual picture maps of the school environment.</i> 	<p>Session 1</p> <ul style="list-style-type: none"> • class science journal • word wall • map (see 'Preparation') • <i>optional:</i> digital camera <p>Session 2</p> <ul style="list-style-type: none"> • class science journal • word wall • 1 large piece of cardboard (see 'Preparation') • <i>optional:</i> digital camera • <i>optional:</i> computer with printer • <i>optional:</i> interactive whiteboard 	<p><i>bumpy</i></p> <p><i>change</i></p> <p><i>coloured</i></p> <p><i>compare</i></p> <p><i>different</i></p> <p><i>dry</i></p> <p><i>environment</i></p> <p><i>hard</i></p> <p><i>journal</i></p> <p><i>made</i></p> <p><i>man-made</i></p> <p><i>map</i></p> <p><i>materials</i></p> <p><i>natural</i></p> <p><i>object</i></p> <p><i>picture</i></p>

<p>STe-4MW-ST identifies that objects are made of materials that have observable properties</p> <ul style="list-style-type: none"> ➤ predict what material(s) an object is made of ➤ describe the properties of materials ➤ use senses to observe objects in the school environment ➤ identify some materials that objects in the school environment are made of. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ use the class picture map to locate an object to observe ➤ use written language and drawings to record observations of objects and the materials they are made of ➤ use talk to share observations with the class. 	<h2>Lesson 2</h2> <p><u>Object observers – Lesson focus p17</u> To provide hands-on, shared experiences of what objects are made of in the school environment.</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • <i>describe an object and the material(s) that it is made of</i> • <i>use the class picture map to locate and observe an object in the school environment</i> • <i>use descriptive language to share observations about objects and what they are made of.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • team roles chart • team skills chart • class picture map • 1 object made of only one material (see 'Preparation') • 1 enlarged copy of 'Tell me about it' (Resource sheet 1) • <i>optional:</i> digital camera • <i>optional:</i> computer with printer • role wristbands or badges for Manager and Speaker • 1 copy of 'Tell me about it' (Resource sheet 1) • 1 A4 copy of class picture map (see 'Preparation') 	<p><i>predict</i></p> <p><i>rough</i></p> <p><i>same</i></p> <p><i>school</i></p> <p><i>science</i></p> <p><i>senses</i></p> <p><i>smooth</i></p> <p><i>soft</i></p> <p><i>spiky</i></p> <p><i>test</i></p> <p><i>walk</i></p> <p><i>water</i></p> <p><i>wet</i></p> <p><i>use</i></p>
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<p>STe-4MW-ST identifies that objects are made of materials that have observable properties</p> <ul style="list-style-type: none"> ➤ observe and describe what objects in the classroom are made of ➤ identify some everyday materials ➤ sort objects according to the materials they are made of. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ use talk to predict, describe, make comparisons between materials and report observations to the class ➤ label some materials in the classroom. 	<p>Lesson 3 <u>The name game – Lesson focus p23</u></p> <ul style="list-style-type: none"> • To provide students with hands-on, shared experiences of the properties of materials used to make objects in the classroom environment. <p>Students:</p> <ul style="list-style-type: none"> • <i>predict what material an unseen object might be made of</i> • <i>use senses to explore and describe unseen objects</i> • <i>compare objects that are the same but made of different materials</i> • <i>use observations to sort objects according to the material that they are made of</i> • <i>match a group of objects with a label describing what they are made of.</i> 	<ul style="list-style-type: none"> • class science journal • word wall • class picture map • a 'Feely box' (see 'Preparation') • a range of objects made of different materials (see 'Preparation') 	
<p>STe-4MW-ST identifies that objects are made of materials that have observable properties</p> <ul style="list-style-type: none"> ➤ identify and describe the observable properties of materials ➤ compare the observable 	<p>Lesson 4 <u>Making sense of materials – Lesson focus p 27</u></p> <ul style="list-style-type: none"> • To support students to represent and explain their understanding of the observable properties of materials used to make objects in the school environment, and to introduce current scientific views about the observable properties of materials. 		

<p>properties of materials</p> <ul style="list-style-type: none"> ➤ discuss why people select materials for particular purposes. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ use written language or drawings to describe materials ➤ participate in a discussion and share ideas about selecting materials for particular purposes ➤ use talk to describe a drawing to the class. 	<p>Session 1 – Making Books</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • review the class science journal, word wall and class picture map • represent observations and descriptions of materials • discuss why people select materials for different purposes. <p>Session 2 Silly stories (optional)</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • suggest why some materials are more suitable than others to make particular objects draw a picture of an object made of an unsuitable and a suitable material. 	<p>Session 1</p> <ul style="list-style-type: none"> • class science journal • word wall • a sample object (eg, popstick, plastic tag, paper clip) (see 'Preparation') • 1 set of 'Material labels' (Resource sheet 2) (see 'Preparation') • 1 enlarged copy of 'What's it made of?' (Resource sheet 3) • self-adhesive tape or glue • class book cover entitled 'What's it made of?' (see Lesson step 3) • 1 copy of 'What's it made of?' (Resource sheet 3) • self-adhesive tape or glue • 1 small object (see 'Preparation') <p>Session 2</p> <ul style="list-style-type: none"> • class science journal • word wall • 'What's it made of?' class book 	
<p>STe-4MW-ST identifies that objects are made of materials that have observable properties</p> <ul style="list-style-type: none"> ➤ investigate what happens to materials when they get wet ➤ observe and describe the 	<p>Lesson 5 <u>Waterproof Wonders – Lesson focus p38</u></p> <p>To support students to plan and conduct an investigation of materials for water resistance, and to make an outdoor object for the school environment.</p> <p>Session 1 Testing things</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • discuss types of materials used for different purposes • test materials for water resistance. 	<p>Session 1</p> <ul style="list-style-type: none"> • class science journal • word wall • class picture map • role wristbands or badges for Manager and Speaker • 4 small trays or containers (eg, meat tray, small ice-cream container) • 1 piece of wood (eg, half a popstick) 	

<p>effect of water on different materials</p> <ul style="list-style-type: none"> ➤ compare the water resistance of different materials ➤ select materials based on water resistance to design an outdoor object. <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> ➤ participate in discussion and compare ideas about water resistance ➤ describe observations of materials before and after being wet ➤ use talk to identify and describe the materials used in an object. 	<p>Session 2 Using things</p> <p>Students:</p> <ul style="list-style-type: none"> • <i>provide reasons for selecting materials for a particular purpose</i> • <i>plan and make an object for the school environment.</i> 	<ul style="list-style-type: none"> • 6 cm x 6 cm piece of white crepe paper • 6 cm x 6 cm piece of writing paper • 6 cm x 6 cm piece of plastic (eg, plastic bag, ice-cream container) • 1 cup of cold water <p>Session 2</p> <ul style="list-style-type: none"> • class picture map • a range of materials for making an object (see 'Preparation') • a range of joining materials (eg, self-adhesive tape, glue, string and pegs) (see 'Preparation') • <i>optional:</i> digital camera • <i>optional:</i> computer with printer 	
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STe-4MW-ST
identifies that objects
are made of materials
that have observable
properties

- identify and describe the observable properties of materials used in their outdoor object
- explain why they selected the materials for their outdoor object

STe-1WS-S
observes, questions
and collects data to
communicate ideas

- use talk to describe the location of their object on the class picture map, providing reasons for positioning it in that area
- reflect on their learning about objects, materials and their observable properties and uses.

Lesson 6

Location, location! – Lesson focus p44

- To provide opportunities for students to represent what they know about objects in the school environment and the materials used to make them, and to reflect on their learning during the unit.

Students:

- *share and compare their ideas about the observable properties of materials*
- *reflect on their learning during the unit.*



- class science journal
- class picture map
- coloured self-adhesive dots