



Spring 2	Everyday materials – Building (based on the Three Little Pigs)					
<b>Prior learning</b>	EYFS learn about different materials – which is most absorbent and which is good for clothing.					
<b>Lesson objective</b>	Build a structure strong enough to withstand wind	Build a waterproof structure	Understand the properties of glass and its uses	Understand that materials are used to create a variety of furniture	Explore a variety of fabrics and understand their different properties	Explain the uses of materials and why they are suitable
<b>Key vocabulary</b>	solid strong brick clay wind	waterproof absorbent non-absorbent roof slate	transparent opaque suitable window pane window frame	fabric furniture cotton mattress soft	wool weather jumper suitable waterproof	evaluate material properties tile garden
<b>Creative context</b>	The Three Little Pigs					
<b>Substantive knowledge</b>	Describe the simple physical properties of everyday materials	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Describe the simple physical properties of everyday materials	Describe the simple physical properties of everyday materials	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Describe the simple physical properties of a everyday materials
<b>Disciplinary knowledge</b>	Perform simple tests	Perform simple tests	Use observations and ideas to suggest answers to questions	Use observations and ideas to suggest answers to questions	Identify and classify	Use observations and ideas to suggest answers to questions
<b>Recorded learning</b>	Draw a house structure and say what material they are going to use. Label, e.g. cardboard. Make the structure. Ensure they cut out holes for windows	Draw a roof onto the plan and say what material they are going to use. Label, e.g. tin foil. Make the roof structures and add it to the house. Does the roof let	Draw windows and door and say what material they are going to use. Label, e.g. film. Make their windows and the front door. Are the windows	Draw a bed and say what material they are going to use. Label, e.g. fabric. Make a bed for the house. What have they made their bed out of? What	What would the three little pigs wear in the summer, in the winter or on a rainy day? Sort an assortment of clothes (or pictures) into three	Add to house designs from the previous lessons or use the handout, explaining the properties of the materials they have used. For example, where they have



	<p>and a front door before they stick the structure together. Does the structure withstand the wind? Test with a hairdryer/fan.</p> <p>Challenge Task: Ask the children to record the results from their test.</p>	<p>the water in? Test how waterproof the children's roofs are by using a sponge to put a few drops of water onto their roof. What happens to the water?</p> <p>Challenge Task: Ask the children to measure and record how much water they use during their test and how much water runs off their waterproof surface.</p>	<p>transparent and the door opaque?</p> <p>Challenge Task: Write a sentence which explains why glass is the best material to use for windows and why other materials might be unsuitable.</p>	<p>materials would they use in real life?</p> <p>Challenge Task: Explain why the materials the children have selected are suitable. Ask them to write a simple sentence to share their reasons.</p>	<p>categories - winter, summer and rainy.</p> <p>Challenge Task: Ask the children to write a sentence which explains what their clothing choices have in common for the different seasons.</p>	<p>written 'cardboard wall', they should write 'strong'.</p> <p>Challenge Task: Ask the children to identify what alternative materials could be used for their house.</p>
<p><b>Future learning</b></p>	<p>Materials: Year 2 suitability of materials, manipulation of materials; Year 3 Rocks and soils; Year 5 compare and group materials based on properties, understand some materials will dissolve, solids, liquids, gases</p>					