Topic Name	Materials – Once Upon A Time/ Toys
Big Question	Which materials should the Three Little Pigs have built their house from?
Scientists to use as examples	William Addis, Charles Mackintosh, John MacAdam, Chester Greenwood
Key Knowledge	distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, 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 the physical properties Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.
Key investigational skills	Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' Answer yes and no questions about objects and materials to aid sorting. To ask questions about what something is made from and it's properties. Ask a question about what might happen in the future based on observations. (car and ramp experiment) To compare objects based on properties of materials. Make observations linked to answering the question. Dental health experiment- to observe changes in the outside shell of an egg in different liquids. Toy car- experiment to see which surface the car travels on fastest. 3 little Pigs- to build houses for the pigs using a range of materials. Gingerbread man- to build a way for the gingerbread man to cross the river. Sort toys using their properties. To answer questions in a simple sentence about dental health experiment using our observations. To answer questions about the best materials to use to build a strong house. To record data from toy car experiment in simple tables, pictorially or by taking photos

Vocabulary	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through
Prior learning – what children should know	Use all their senses in hands-on exploration of natural materials. (Nursery - Materials, including changing materials) • Explore collections of materials with similar and/or different properties. (Nursery - Materials, including changing materials) • Talk about the differences between materials and changes they notice. (Nursery - Materials, including changing materials)
Future learning – next time they will be learning	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials
Visits	Builder/ Carpenter
Book links	Let's build a house – Mick Manning and Brita Granstrom Stanley's Stick Stick Man