



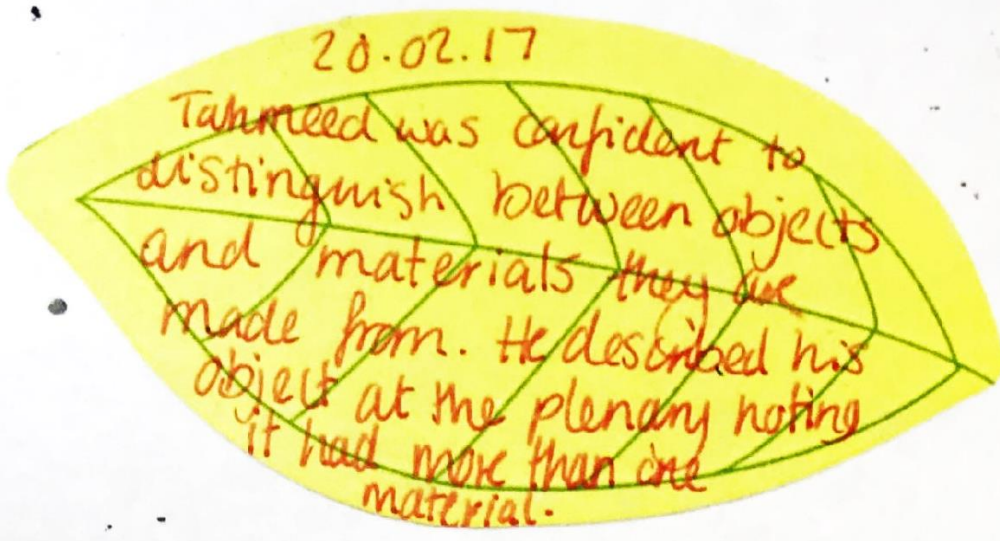



Examples of Work
Tahmeed
Everyday materials - Year 1


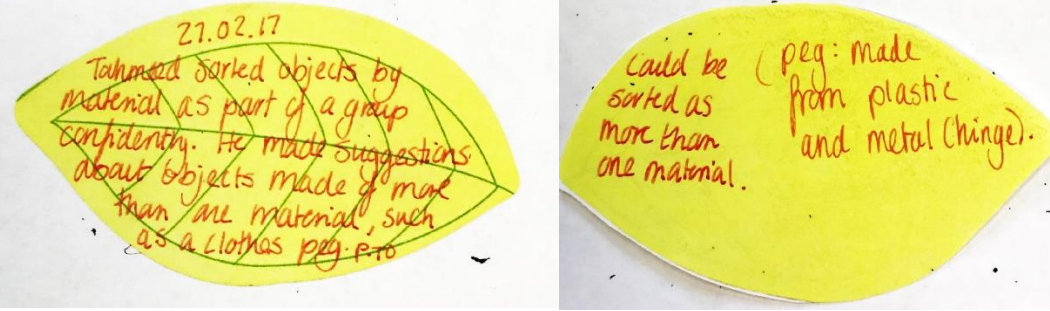
	Year	1	Topic	Everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 			
	Description of activity			
	The children were given one object that could be made of different materials and asked to talk about them with their partner. Tahmeed was given some spoons initially. He was then given cups.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“This is plastic. This is metal. This is wood. They’re all spoons and you eat with all of them.”</p> <p>“This is a plastic cup. This is a paper cup. This is also a plastic cup, but it is different. This is a glass, not a cup. It is made of glass.”</p>		<p>Tahmeed identifies the material that different objects are made from – plastic, metal, wood, paper and glass. He also recognises that plastic can come in different forms.</p>
Teacher observations		Working scientifically

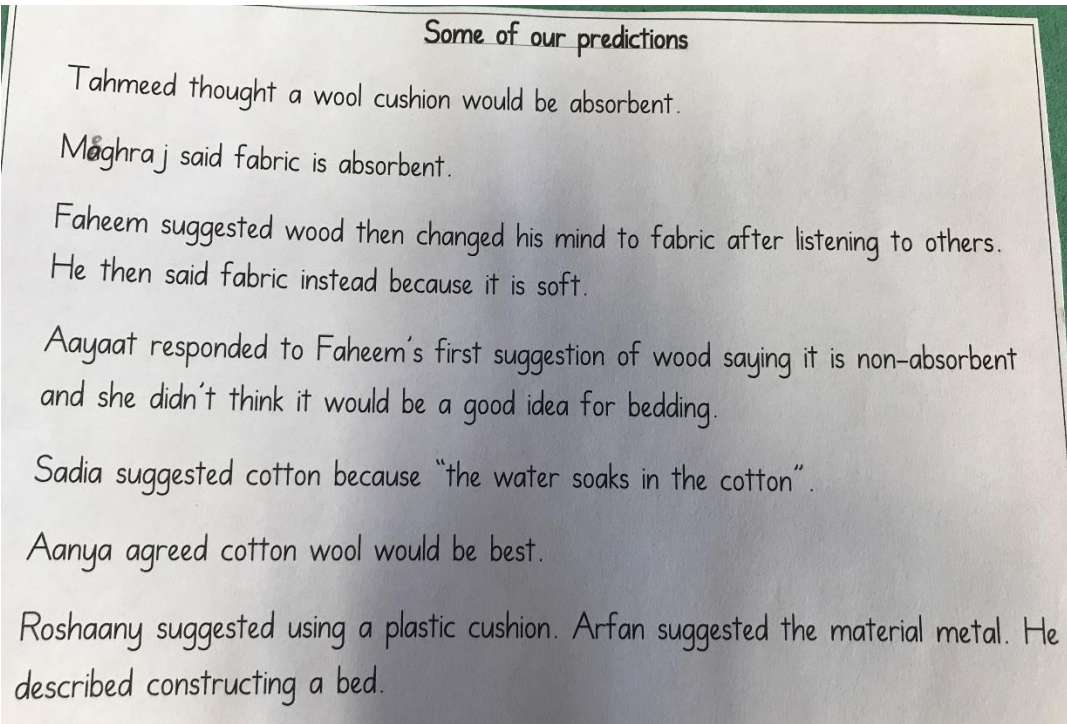
	Year	1	Topic	Everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 			
	Description of activity			
	In the plenary, the children were asked to choose an object to talk about. Tahmeed chose to talk about the scissors.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The scissors have plastic where you hold them and metal where you cut.”</p>		<p>The teacher’s assessment comment (see image) and Tahmeed’s oral comment give further evidence to show that Tahmeed is able to talk about objects and the materials from which they are made. At this point, the full range of required materials have not been explored.</p>
Teacher observations		Working scientifically

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	<ul style="list-style-type: none"> 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. 			
	Description of activity			
	The children were asked to choose how to sort objects into groups. They were encouraged to name the objects and talk about the materials they were made from as they sorted.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	
		Knowledge
<p>"I can see plastic, wood, rock, metal, water and glass. The twig goes here because it is made of wood. Water is a material. It's liquid. It's transparent."</p>		<p>Tahmeed names all the objects that he was given and correctly identifies the material they are made from, including the rock and water. He uses the word transparent to describe water.</p>
Teacher observations		Working scientifically
<p>Tahmeed's group sorted the objects according to the material they were made from. Tahmeed noticed that the peg could go in two groups – metal and wood. He placed it between them.</p>		<p>Tahmeed sorts the objects according to the material they are made from.</p>

	Year	1	Topic	Everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 			
	Description of activity			
<p>Children were given the problem of identifying the best material for the bedding in a puppy's basket. They were given a range of materials to explore and discuss in their small groups. The class then discussed the properties that would make suitable bedding and the children were introduced to the term 'absorbent'. They made predictions.</p>				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Tahmeed uses the key vocabulary 'absorbent' in his prediction.</p>
		Working scientifically
		<p>These predictions demonstrate the children thinking of their own ideas, using varying amounts of scientific vocabulary.</p>



Year

1

Topic

Everyday materials

Focus of assessment (National Curriculum statements)

- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Description of activity

The children were given resources and asked to test the materials to see how absorbent they were.

EVIDENCE OF LEARNING

ASSESSMENT

Oral evidence


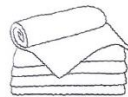



Examples of work

Knowledge

Absorbent Materials Investigation

Investigate these materials using a pipette and some water.

Are they **absorbent** or **non-absorbent**?

Material	Is it absorbent? Yes/No
 cotton wool	Yes
 fabric	Yes
 newspaper	The newspaper soaks up some water and the cotton wool is better. Yes
plastic 	No
metal 	No




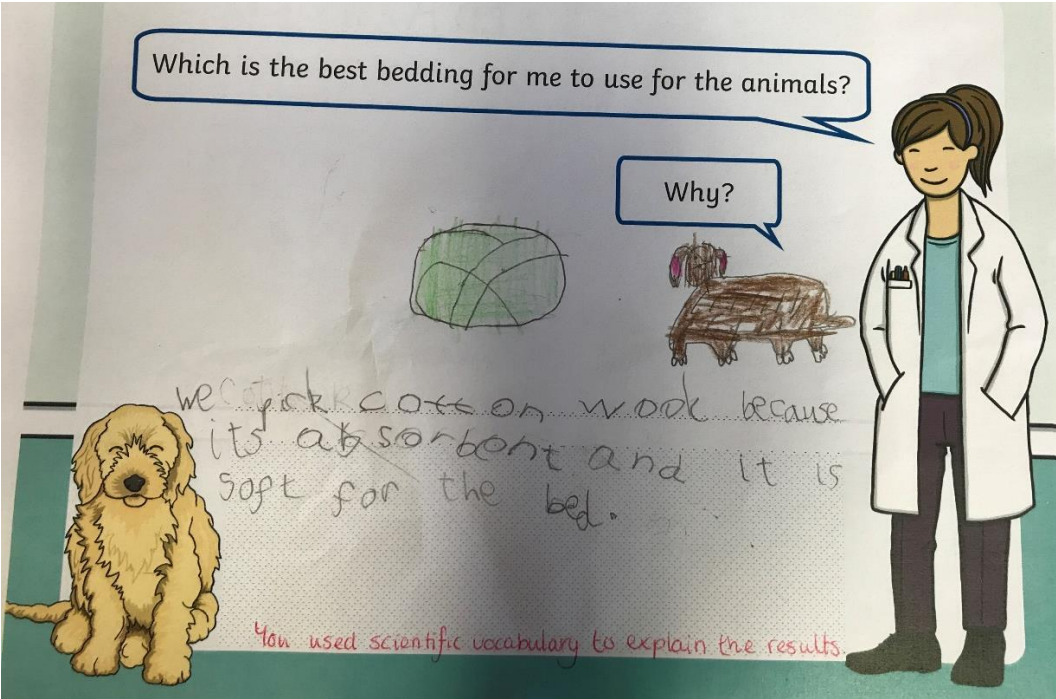
Teacher observations


Tahmeed's group poured some water on the table to see if the materials could soak it up.

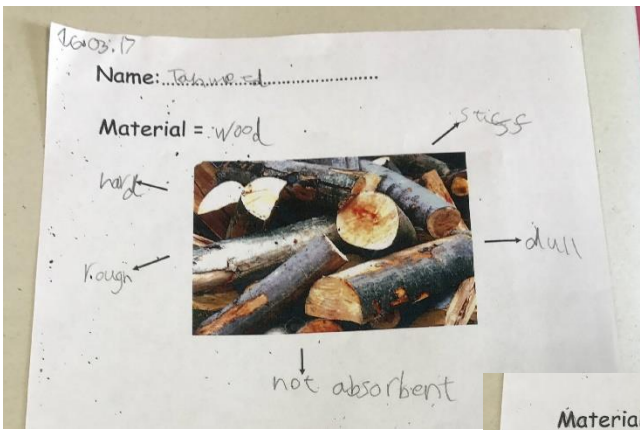
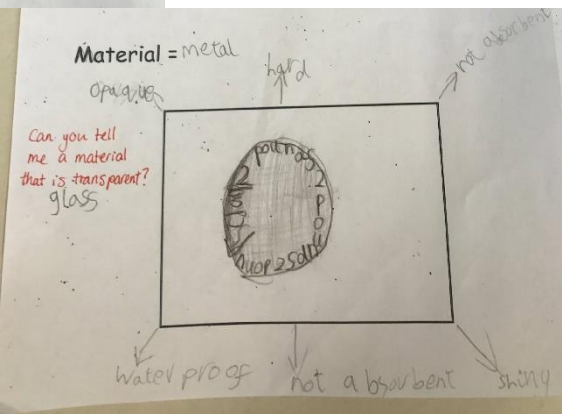
Working scientifically

The children carried out a simple test to decide to classify each material as absorbent or not.


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	Description of activity			
	Using their learning from the previous simple test, the children suggested a material that they felt would be suitable for the bedding and explained why.			

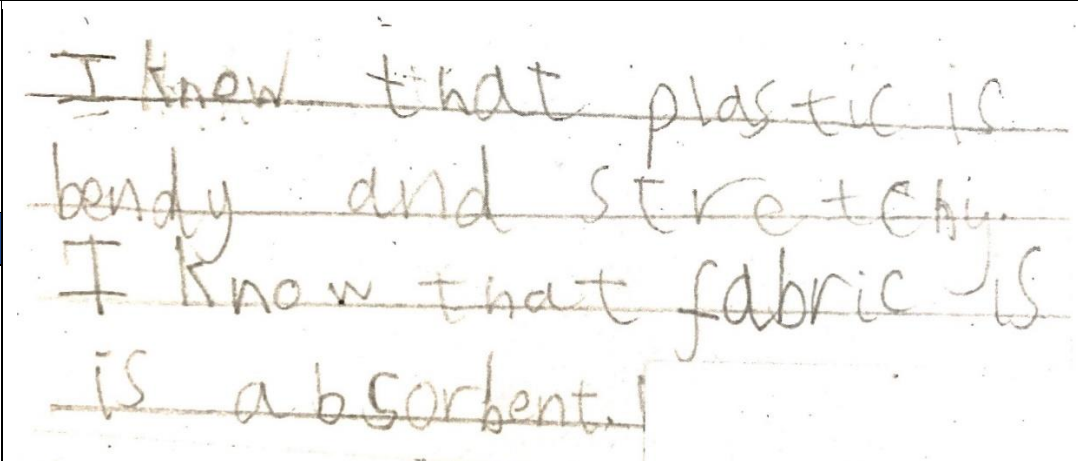
EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>Tahmeed refers to two properties of cotton wool when selecting this as the most appropriate material.</p>
		Working scientifically
		Tahmeed uses the evidence from his simple test when making his suggestion.


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	Description of activity			
	<p>The class engaged in a hot seating activity, where the class teacher (and then the children) pretended to be a material and the children had to ask questions about its properties in order to identify and name the material. Following this activity, children described wood and then a material of their choice using the scientific vocabulary they had been introduced to.</p>			

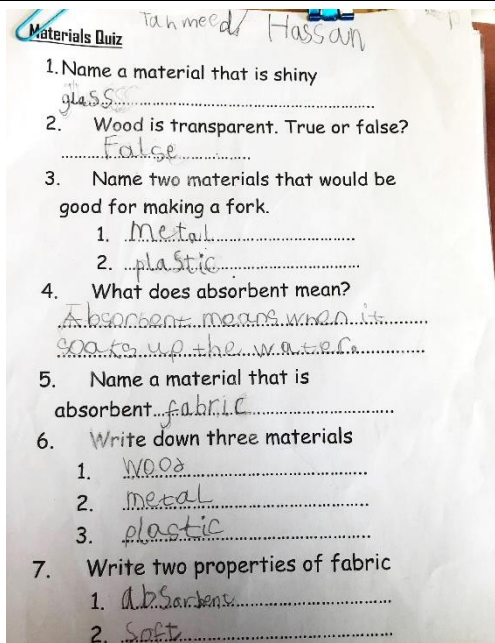
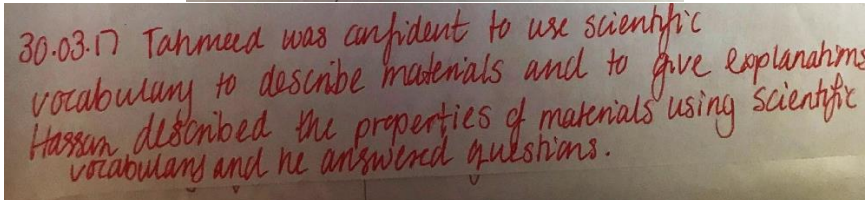
EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 	Tahmeed uses a good range of vocabulary to describe the properties of the wood and the metal.
		Working scientifically

Tahmeed refers to the materials not the objects and uses a range of vocabulary that was introduced - stiff, dull/shiny, absorbent, hard, rough, opaque, waterproof.

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	Description of activity			
	The children were given post-it notes and asked to write down what they had learnt about materials.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		This is further evidence that Tahmeed is secure with the national curriculum statements, but he would benefit from exploring a range of plastics.
Teacher observations		Working scientifically
Tahmeed does not show recognition here that plastics can have different properties.		

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	Description of activity			
	The children also completed a quiz with a partner while the teacher and teaching assistant listened to the talk.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 	<p>Again, Tahmeed names a range of materials and talks about their properties.</p> <div style="background-color: #FF0000; color: white; text-align: center; padding: 5px;">Working scientifically</div>



Overall summary

Secure

Tahmeed demonstrates, during different activities, that he can distinguish between an object and the material from which it is made. He identifies and names a variety of everyday materials, including wood, plastic, glass, metal, water and rock consistently. He describes the simple physical properties of a variety of everyday materials during hands on exploration, as well as comparing and grouping them based on their physical properties. He uses evidence from his simple test to answer a question.



Acknowledgements

- *Worksheets from Twinkl*

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