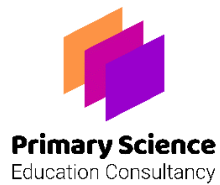






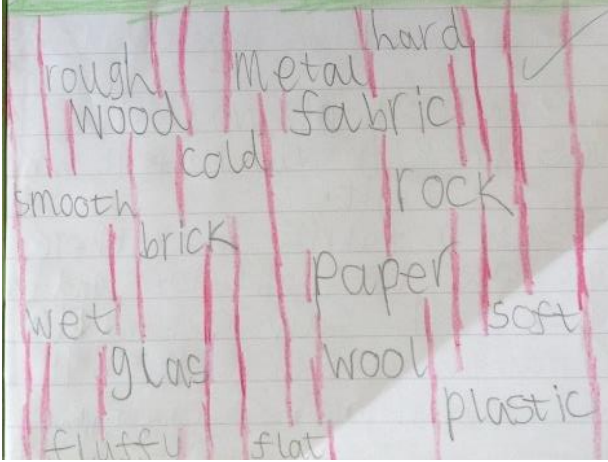
## Examples of Work


Glory

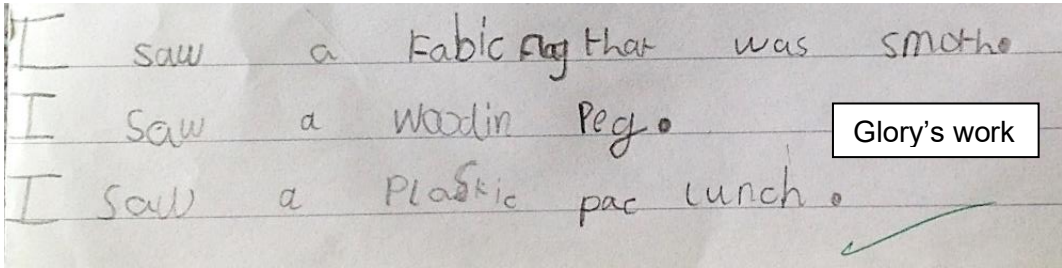
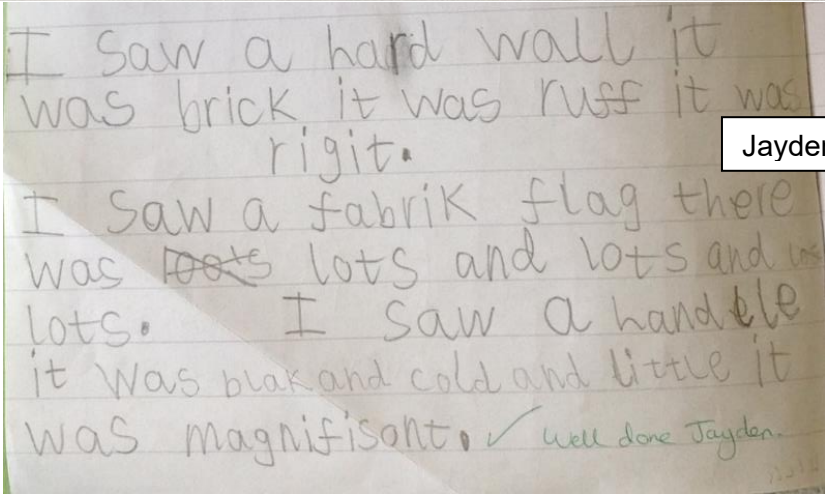
Uses of everyday materials - Year 2




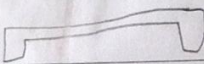


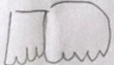
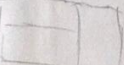
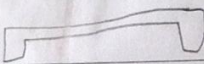


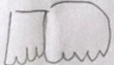
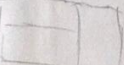
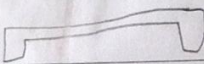


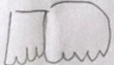
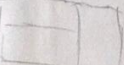
	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made (Y1).</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (Y1).</li> </ul>			
	Description of activity			
	Following a discussion, the children were asked to draw a title page showing what they knew about materials.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Glory's work</div> 	Knowledge
Teacher observations	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Jayden's work</div> 	Working scientifically
Another child, Jayden, also showed he was able to use vocabulary for properties, although he did not associate them with specific materials.		

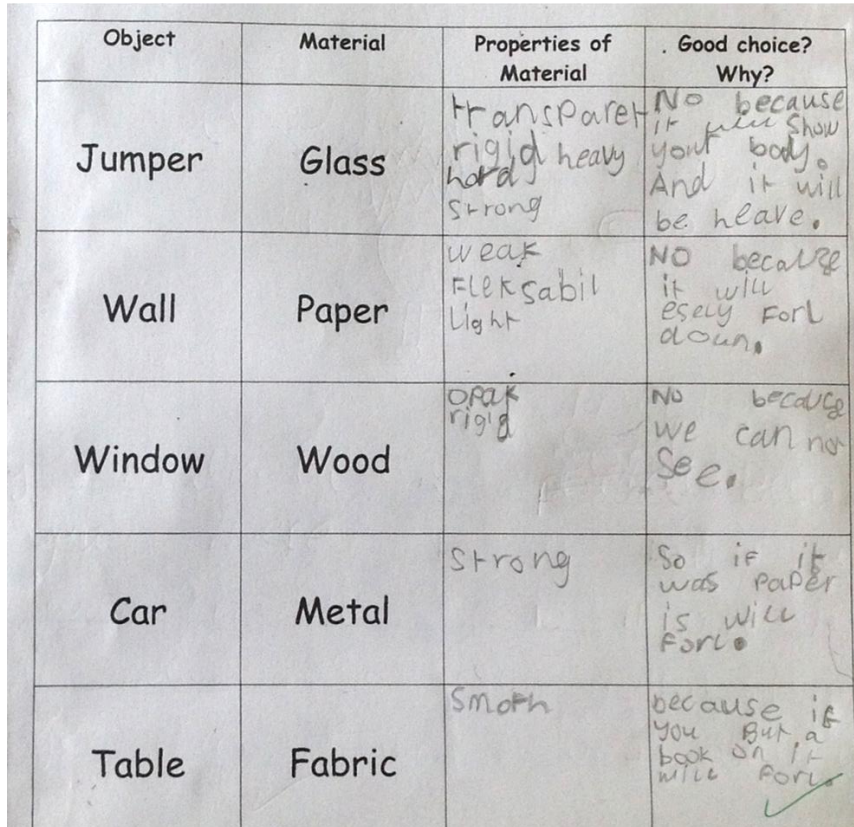
	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials (Y1).</li> </ul>			
	Description of activity			
Children first used adjectives to describe materials in a feely bag. Then they independently identified objects around the classroom and described the materials they were made from.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Teacher: "How does wood feel when you touch it?"</p> <p>Glory: "Rough and solid."</p>	 <p style="text-align: right; border: 1px solid black; padding: 2px;">Glory's work</p>	<p>This gives further evidence that Glory distinguishing between objects and materials. He only names one property.</p>
Teacher observations	Examples of work	Working scientifically
<p>Glory described the materials in the feely bag using all the vocabulary expected for Y1.</p> <p>Unlike Glory, Jayden used some adjectives to describe the materials and objects he saw.</p>	 <p style="text-align: right; border: 1px solid black; padding: 2px;">Jayden's work</p>	<p>Glory uses his knowledge to identify the material each object is made from.</p>

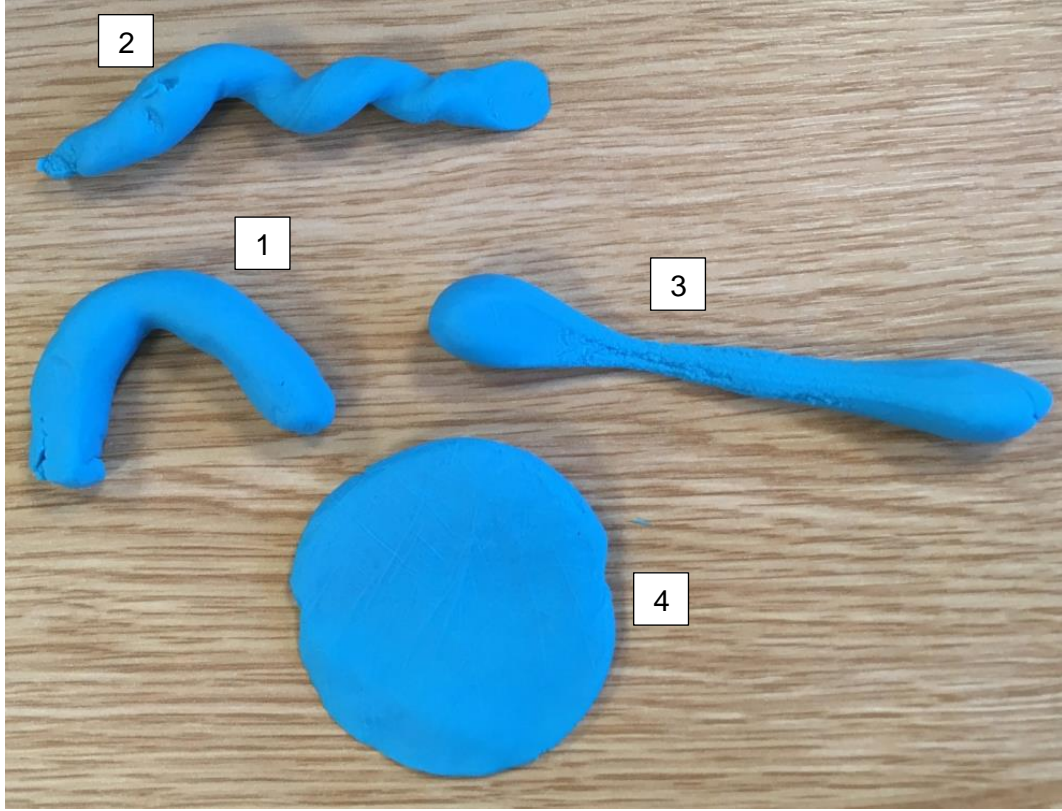
	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>			
	Description of activity			
	As a class, the children talked about objects in the classroom, what they were made from and their properties. The children were then asked to complete a worksheet.			


EVIDENCE OF LEARNING		ASSESSMENT																		
Oral evidence	Examples of work	Knowledge																		
Teacher observations	<p>25.09.15 LO: To identify materials that objects are made out of.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Object <small>(draw or write the word)</small></th> <th style="width: 20%;">Material</th> <th style="width: 50%;">Why is it made out of this material?</th> </tr> </thead> <tbody> <tr> <td>bench </td> <td>Wood</td> <td>So we cant fall down and we can sit down</td> </tr> <tr> <td>Chair </td> <td>Plastic</td> <td>So the bottom does not break</td> </tr> <tr> <td>mat holder </td> <td>metal</td> <td>So you can hold a mat</td> </tr> <tr> <td>curtain </td> <td>Fabric</td> <td>So we can cover the sun</td> </tr> <tr> <td>window </td> <td>glass</td> <td>So it does not blow away</td> </tr> </tbody> </table>	Object <small>(draw or write the word)</small>	Material	Why is it made out of this material?	bench 	Wood	So we cant fall down and we can sit down	Chair 	Plastic	So the bottom does not break	mat holder 	metal	So you can hold a mat	curtain 	Fabric	So we can cover the sun	window 	glass	So it does not blow away	<p>The vocabulary used during the discussion is not reflected in Glory's written work. He does show how the properties of the materials make them suitable for the particular uses.</p>
Object <small>(draw or write the word)</small>	Material	Why is it made out of this material?																		
bench 	Wood	So we cant fall down and we can sit down																		
Chair 	Plastic	So the bottom does not break																		
mat holder 	metal	So you can hold a mat																		
curtain 	Fabric	So we can cover the sun																		
window 	glass	So it does not blow away																		
		Working scientifically																		

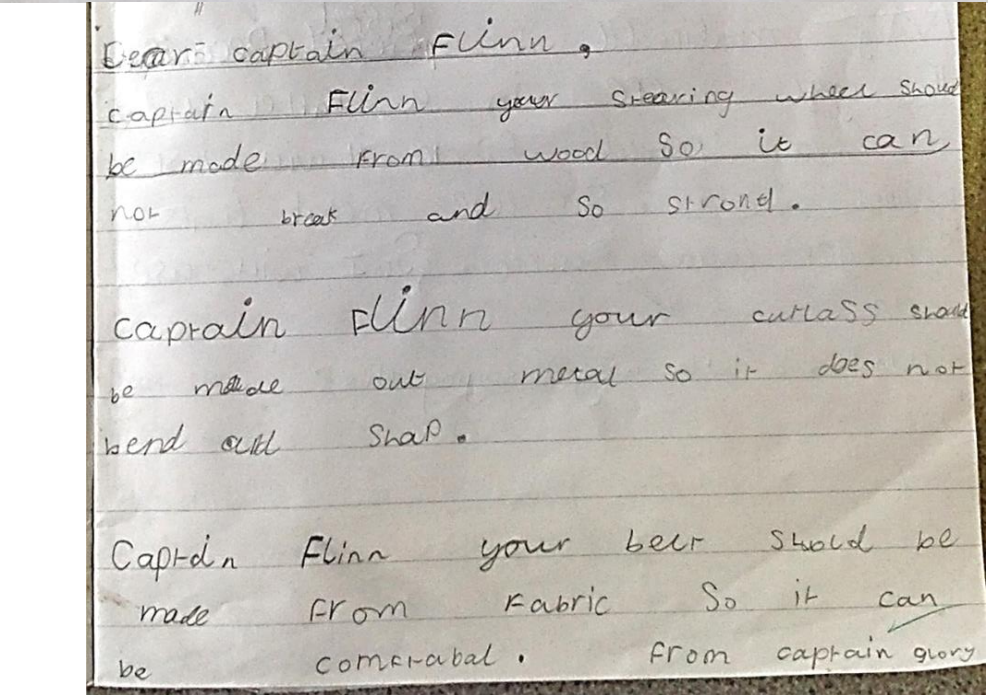
	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>			
	Description of activity			
	The teacher redesigned the worksheet from the previous activity to guide the children to think more explicitly about the properties of the materials used for different objects.			


EVIDENCE OF LEARNING		ASSESSMENT	
Oral evidence	Examples of work		
Teacher observations			Knowledge
Glory is more confident in explaining why a material is unsuitable than suitable.			Working scientifically

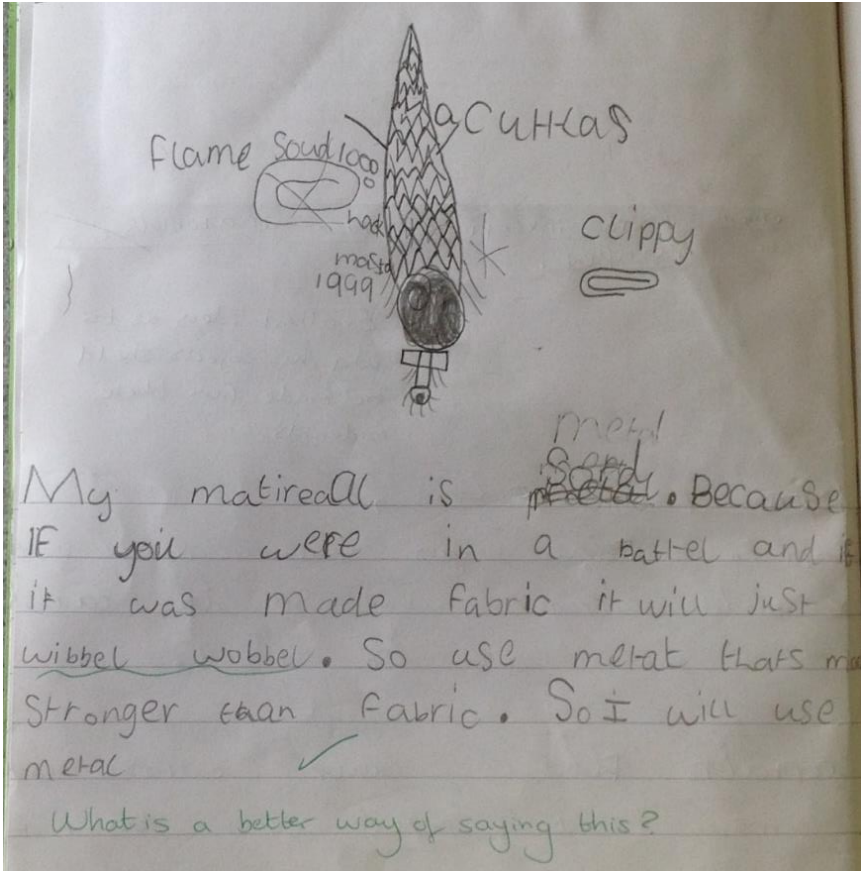
	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.</li> </ul>			
	Description of activity			
	<p>In the previous activities, several children used the words “flexible”, “rigid” and “stretchy”, but not with consistent meaning. In this activity, children matched vocabulary to actions when manipulating playdough, and talked about how some materials can be changed.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Teacher: “How did you change this one?” [1]</p> <p>Glory: “I changed it by bending. Playdough is bendy.”</p> <p>Teacher: “Is there another word for bendy?”</p> <p>Glory: “Flexible.”</p> <p>Glory: “I twisted this one [2]. I pulled and stretched it. It is stretchy.”</p> <p>“It nearly broke [3].”</p> <p>“I squashed it flat with my hand [4].”</p>		<p>Glory names and demonstrates the actions of squashing, bending, twisting and stretching, but does not confidently use flexible, rigid and stiff.</p>
Teacher observations		Working scientifically

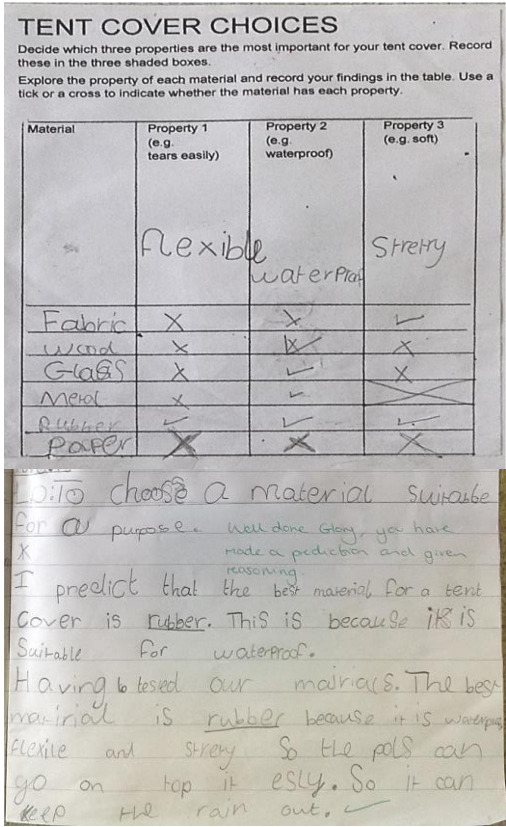
	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>			
	Description of activity			
	Children were then set a problem linked to their pirate theme, with a focus on the properties of stretchiness/stiffness and flexibility/rigidity.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	<p>But here's me problem! Me ship and crew need some advice before we leave. Your teacher has told me you may be able to help me when it comes to making new things for me ship and me crew. I've sent you some pictures of what I need, can you be so kind and tell me which materials these things should be made from?</p> 	<p>Glory is now also considering properties that make a material suitable for a purpose, but is not yet using the new properties vocabulary.</p>
		Working scientifically

	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>			
	Description of activity			
	The children were given an object and asked to think of a new use for the material it was made from. Glory had a paperclip.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>Teacher: "What is a better way of saying wibble, wobble?"</p> <p>Glory: "Bend and twist."</p>	 <p>Flame sword 1000 had metal 1999</p> <p>cutlass</p> <p>clippy</p> <p>metal</p> <p>My material is <del>metal</del> metal. Because IF you were in a battle and if it was made fabric it will just wibble wobble. So use metal that's stronger than fabric. So I will use metal</p> <p>What is a better way of saying this?</p>	<p>Glory is still not writing the vocabulary he uses in discussions, but this work shows that he recognises that the same material can be used for different purposes. He also recognises that metal in the form of a cutlass will not bend in the same way that a paperclip does.</p>
Teacher observations		Working scientifically

	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>			
	Description of activity			
	The children decided as a class which properties to test. Flexibility and stretchiness were tested individually. Waterproof was an interactive demonstration.			

EVIDENCE OF LEARNING		ASSESSMENT																																
Oral evidence	Examples of work	Knowledge																																
Teacher observations	 <p><b>TENT COVER CHOICES</b> Decide which three properties are the most important for your tent cover. Record these in the three shaded boxes. Explore the property of each material and record your findings in the table. Use a tick or a cross to indicate whether the material has each property.</p> <table border="1"> <thead> <tr> <th>Material</th> <th>Property 1 (e.g. tears easily)</th> <th>Property 2 (e.g. waterproof)</th> <th>Property 3 (e.g. soft)</th> </tr> </thead> <tbody> <tr> <td></td> <td>flexible</td> <td>waterproof</td> <td>stretchy</td> </tr> <tr> <td>Fabric</td> <td>X</td> <td>X</td> <td>✓</td> </tr> <tr> <td>wood</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Glass</td> <td>X</td> <td>✓</td> <td>X</td> </tr> <tr> <td>Metal</td> <td>X</td> <td>✓</td> <td>X</td> </tr> <tr> <td>Rubber</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Paper</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table> <p>To choose a material suitable for a purpose. Well done Glory, you have made a prediction and given reasoning. I predict that the best material for a tent cover is rubber. This is because it is suitable for waterproof. Having to tested our materials. The best material is rubber because it is waterproof, flexible and stretchy. So the poles can go on top it easily. So it can keep the rain out.</p>	Material	Property 1 (e.g. tears easily)	Property 2 (e.g. waterproof)	Property 3 (e.g. soft)		flexible	waterproof	stretchy	Fabric	X	X	✓	wood	X	X	X	Glass	X	✓	X	Metal	X	✓	X	Rubber	✓	✓	✓	Paper	X	X	X	<p>Glory identifies the most suitable material based on the properties tested, linking them to the purpose of a tent cover. His conclusion is more detailed than his prediction. His findings show that he is not yet secure in his understanding of flexible.</p> <p style="background-color: #FF0000; color: white; text-align: center; padding: 5px;"><b>Working scientifically</b></p> <p>Glory carries out simple tests and records his data in a prepared table and uses it to answer his question.</p>
Material	Property 1 (e.g. tears easily)	Property 2 (e.g. waterproof)	Property 3 (e.g. soft)																															
	flexible	waterproof	stretchy																															
Fabric	X	X	✓																															
wood	X	X	X																															
Glass	X	✓	X																															
Metal	X	✓	X																															
Rubber	✓	✓	✓																															
Paper	X	X	X																															
Glory was confusing flexible with elastic.																																		



Year

2

Topic

Uses of everyday materials

Focus of assessment (National Curriculum statements)

- Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.

Description of activity

The children were asked to find objects in the classroom, identify the material they were made from, and then test them to see if they could change their shape in different ways.

EVIDENCE OF LEARNING

ASSESSMENT

Oral evidence

Examples of work

Knowledge

"The metal test tube holder bends a bit, but the chair legs don't because they are stronger and thicker."

Date: 7/01/16

Object	Material	Bend	Twist	Squash	Stretch
Tube Holder	Metal	The metal can bend a little bit	can't twist	can't squash	can't stretch
ruler	Plastic	The plastic can bend	The plastic can twist	can't squash	can't stretch
wood	brick				

Glory's work

Glory recognises that flexibility is a property of the object not the material.

Teacher observations

Glory completed very little of the activity, so did not explore many objects or make comparisons.

In contrast, Jayden's work shows that he has explored materials which can bend, twist, squash and stretch, and can make comparisons. He understands elasticity, although he is not using the word.

		bend	twist	squash	stretch
scarfs	Fabric	It can bend	It can twist	It can squash	It can stretch
elastic band	rubber	It can bend like the scarfs	It can twist	It can	Yes
hard rubber		yes	yes	yes	It can
paper	bendy	It can	yes	yes it can	WOW

Working scientifically

Glory carries out simple tests and records his data in a prepared table.


Challenge: Can you use these conjunctions to write about what you found out? but however whereas although
















The scarfs can bend but the metal can not.

The hard rubber can twist but metal can't.

Did the scarf's shape change when you bent it or did it go back to normal? Back to it's normal shape.

Jayden's work

	Year	2	Topic	Uses of everyday materials
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.</li> </ul>			
	Description of activity			
	The children were asked to complete a worksheet prompting them to think about suitable properties for a range of objects and then use this to identify a material to match the required property for each use.			

EVIDENCE OF LEARNING		ASSESSMENT																																																
Oral evidence	Examples of work	Knowledge																																																
Teacher observations	<p>09.02.16 to make links between materials and how they are used.</p> <table border="1"> <thead> <tr> <th>Use</th> <th>flexible</th> <th>rigid</th> <th>stretchy</th> <th>squashy</th> <th>elastic</th> <th>stiff</th> <th>materials</th> </tr> </thead> <tbody> <tr> <td>Swimsuit </td> <td>✓</td> <td>X</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>X</td> <td>fabric rubber</td> </tr> <tr> <td>Dog lead </td> <td>✓</td> <td>X</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>X</td> <td>elastic metal rubber</td> </tr> <tr> <td>Climbing frame </td> <td>X</td> <td>✓</td> <td>X</td> <td>X</td> <td>X</td> <td>✓</td> <td>hard metal</td> </tr> <tr> <td>Tyres on a scooter </td> <td>X</td> <td>X</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>X</td> <td>rubber metal</td> </tr> <tr> <td>Putting in a mould </td> <td>✓</td> <td>X</td> <td>✓</td> <td>✓</td> <td>X</td> <td>✓</td> <td>stretchy squashy</td> </tr> </tbody> </table>	Use	flexible	rigid	stretchy	squashy	elastic	stiff	materials	Swimsuit 	✓	X	✓	✓	✓	X	fabric rubber	Dog lead 	✓	X	✓	✓	✓	X	elastic metal rubber	Climbing frame 	X	✓	X	X	X	✓	hard metal	Tyres on a scooter 	X	X	✓	✓	✓	X	rubber metal	Putting in a mould 	✓	X	✓	✓	X	✓	stretchy squashy	Working scientifically
Use	flexible	rigid	stretchy	squashy	elastic	stiff	materials																																											
Swimsuit 	✓	X	✓	✓	✓	X	fabric rubber																																											
Dog lead 	✓	X	✓	✓	✓	X	elastic metal rubber																																											
Climbing frame 	X	✓	X	X	X	✓	hard metal																																											
Tyres on a scooter 	X	X	✓	✓	✓	X	rubber metal																																											
Putting in a mould 	✓	X	✓	✓	X	✓	stretchy squashy																																											
<p>Glory mostly correctly identifies the properties required for particular uses. Discussion with him about the dog lead showed confusion between stretchy/elastic and extendable as, at home, he has a dog lead which reels in and out.</p> <p>He mostly chooses suitable materials on the basis of the required properties.</p>		<p>Glory shows understanding of the vocabulary for properties related to changing shape by selecting the suitable properties for each use. He then identifies appropriate materials for each specific use based on the properties required for that use.</p> <p>Glory records his ideas in a prepared table.</p>																																																



## Overall summary

### Secure

Glory has shown consistently that he can name the materials from which different objects are made and talk about properties using a wide vocabulary, although his written work does not always reflect this. He recognises suitable and unsuitable choices of material. He can identify what properties a material needs for a particular purpose and is able to test those properties before making his choice. He can change the shape of objects using named actions and can choose different purposes for the same material. He recognises that shaping a material in a different way affects the rigidity of the object.