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| Suitable for Key Stage 1 | | |
| **Investigating Materials and Charts** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To identify different everyday materials. * To record information * To use tally charts, Venn diagrams and block diagrams. | **Science: -** Identify and name a variety of everyday materials, including wood, plastic, glass, metal and rock.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials based on their simple physical properties.  **Maths: -** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.  Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  Ask and answer questions about totalling and comparing categorical data. | * R1: Tally chart * R2: Categorising items * R3 Venn diagram |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Explore the term ‘material’ and understand what it means. * Be able to identify a variety of everyday materials, including wood, plastic, glass, metal, paper and rock or stone. * Be able to describe the simple physical properties of a variety of everyday materials. * Practice how to create tally charts. | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  Discuss – Where are we?  What is the building used for?  Who is likely to use the building?  How does the building make you feel?  What can you see in the building?  Remind the children of the work they have been doing on materials. Can they see anything that is made of wood, plastic, glass metal, paper and rock or stone?  Introduce resource 1(R1) tally chart. Children note how many of each material they find and the total. | | |
| **Main activity *(30 mins)*:**  Children walk around the church inside and outside completing R1. Come back together and discuss their findings, what did they find that was wooden, plastic etc. Which material did they find the most, the least? What was the most interesting item they found? Did they find anything that was made of two or more materials? Was there any material that was found that wasn’t on the list eg fabric, paper?  Ask the children how they could group together the materials that they have found. Give an example of how you can categorise (group) the materials e.g. man made or natural, shiny or dull, hard or soft, smooth or rough, big or small.  Give each group a category and ask them to go back around the church searching for items in this category. Children can write, draw or take photographs of the items (R2)  Extension could include a Venn diagram can they find items which are shiny and dull and both or hard, soft and both. (R3) | | |
| **Plenary:**  Discuss the findings of the visit. Consider where else they would find these materials – can they spot any on the way back to school. | | |
| **After your visit** | | |
| * Pupils might work scientifically by: performing simple tests to explore questions, for example: ‘What is the best material for …? * Produce bar graphs to show their findings from the church. | | |

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| **Examples of different materials in a church** |
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