

Exemplar 39

Properties and characteristics of materials

infant classes

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| <p>Initial problem: What are things made of?</p> <p>Background Young children often group things according to colour or how they feel, less often according to what they are made of.</p> | <p>Assessment: Among the techniques that may be used are</p> <ul style="list-style-type: none">• teacher observation: willingness to try different ideas; willingness to work with others• portfolio: annotated drawings of work• concept maps. <p>Resources A variety of common objects found at home or in school.</p> |
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| <p>Starting points</p> | <p>Children's interest can be captivated by a story like 'Cinderella', where objects are made of inappropriate materials or a parcel could arrive with a toy inside it.</p> <p>Discussion about all the different materials could ensue.</p> |
| <p>Development of lesson</p> | <p>Observation of a variety of objects will be stimulated by questioning; for example,</p> <ul style="list-style-type: none">• <i>What do you think this is made of?</i>• <i>Could you find out more?</i> <p>Encourage the children to find out more about the materials through</p> <ul style="list-style-type: none">• <i>touching materials</i>• <i>scraping materials</i>• <i>examining materials with a hand lens.</i> |
| <p>observing</p> | |
| <p>recording</p> | <p>Children can describe their findings orally or in drawings.</p> |
| <p>sorting and grouping</p> | <p>A collection of objects could be sorted into two groups. Children could suggest groups, or they could be directed to sort into groups such as hard/soft, heavy/light, smooth/rough.</p> |
| <p>Extension activities</p> | <p>Closer attention could be focused on groups, for example fabrics or metals. Children could consider what materials are used for. The idea of solids and liquids could be introduced, and children could discuss their ideas of the nature of solids and liquids.</p> |