



Materials & Their Properties

LEARNING GOAL

Describe and compare everyday materials using observable properties and choose materials for purposes.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Describe and compare everyday materials using observable properties and choose materials for purposes.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Words & ideas to notice

SCIENCE

Say the words, use them in conversation, then return to them during the activities.

Material

Use it in your own sentence or explanation.

Property

Use it in your own sentence or explanation.

Flexible

Use it in your own sentence or explanation.

Waterproof

Use it in your own sentence or explanation.

Transparent

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to materials.

1

An object is what something is; a material is what it is made from.

2

Properties help us decide which materials suit particular jobs.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Adult: model the first item. Child: explain what you notice or how you know.

1 Sort objects by material: wood, metal, plastic, fabric, glass/paper.

2 Describe a material as hard/soft, flexible/rigid, waterproof/absorbent.

3 Choose a material for a raincoat and explain.

4 Find two objects made from the same material.

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Sort objects by material: wood, metal, plastic, fabric, glass/paper.
- 2 Describe a material as hard/soft, flexible/rigid, waterproof/absorbent.
- 3 Choose a material for a raincoat and explain.
- 4 Find two objects made from the same material.
- 5 Would tissue paper be a strong choice for an outdoor umbrella? Why?

SHOW YOUR THINKING

Use the idea in a new way

SCIENCE

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Choose a material for a raincoat and explain.
- 2 Find two objects made from the same material.
- 3 Would tissue paper be a strong choice for an outdoor umbrella? Why?
- 4 Can one object contain more than one material? Give an example.
- 5 Sort objects by material: wood, metal, plastic, fabric, glass/paper.

SHOW YOUR THINKING

Talk 1 Would tissue paper be a strong choice for an outdoor umbrella? Why?

Talk 2 Can one object contain more than one material? Give an example.

Talk 3 What strategy, clue or observation helped you most with materials?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Test small safe material samples with drops of water over a tray. Observe which absorb water and which repel it.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Design a container for a specific purpose and label the chosen material and useful properties.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

- 1 Would tissue paper be a strong choice for an outdoor umbrella? Why?
- 2 Can one object contain more than one material? Give an example.
- 3 Create one new example that would help another Grade 1 learner practise materials.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Usually no; it is absorbent/weak when wet.
- Yes, e.g. pencil = wood/graphite/paint/metal/rubber.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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