






The Marist RC Primary School		Knowledge Organiser		
Year 2, Science Spring 1 & 2		Uses of Everyday Materials		
Builds on and leads to ...		Enquiry/skills		
<p><b>Builds learning on from Year 1 ...</b></p> <ul style="list-style-type: none"><li>Distinguish between an object and the material from which it is made.</li><li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li><li>Describe the simple physical properties of a variety of everyday materials.</li><li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul> <p><b>Leads to in KS2 ...</b></p> <ul style="list-style-type: none"><li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks)</li><li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)</li><li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets)</li></ul>		<ul style="list-style-type: none"><li>asking simple questions and recognising that they can be answered in different ways</li><li>observing closely, using simple equipment</li><li>performing simple tests</li><li>identifying and classifying</li><li>using their observations and ideas to suggest answers to questions</li><li>gathering and recording data to help in answering questions</li></ul>		
What will I know by the end of the unit?		Vocabulary		
<ul style="list-style-type: none"><li>Can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use</li><li>Can label a picture or diagram of an object made from different materials</li><li>For a given object can identify what properties a suitable material needs to have</li><li>Whilst changing the shape of an object can describe the action used</li><li>Can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot</li><li>Can recognise that a material may come in different forms which have different properties</li></ul>	wood	from trees, it is hard, strong, stiff (used for doors, tables)		
	metal	manmade, it is hard, strong, shiny (used for cars, coins)		
	plastic	manmade, it is strong, shiny, bendy (used for pens, rulers)		
	glass	manmade, transparent, smooth, stiff (windows, glasses)		
	rock	from ground, it is hard and strong (walls and buildings)		
	paper	from trees, bendy, smooths, thin (school books, wrapping paper)		
	opaque	no light can pass through opaque objects		
	transparent	all light can pass through transparent objects		
	translucent	some light can pass through translucent objects		
	pull/push	opposite forces which can make things start or stop moving		
	squash	crush something so that it becomes flat, soft, or out of shape		
	bend	changing a straight object so that it is curved		
twist	change the shape of an object by turning it			
stretch	made longer or wider without tearing or breaking			
Diagrams / Maps / Images				
				<p><b>Assessment task</b></p> <p>3 spoons are made from different materials, why are they made from that material? How are the properties important for their use?</p>
Squash		Bend		
				
Twist		Stretch		

