

materials

A materials hunt

Lesson at a glance

Open by inviting quick guesses about what everyday classroom objects are made of. Secure the word material with three real items in hand (pencil, plastic lid, metal hook) and leave a six-word bank on the board. Groups then hunt inside one classroom zone, pointing and naming finds aloud. Favourites go on a sharing tray (or a quick scrap-paper sketch if fixed). Pupils record three material-object matches in the Investigation Journal before a display-only tray talk.

Learning objectives

- Name common materials of everyday classroom objects
- Match at least three materials to a thing made from each

Before the bell – prep

Print one Investigation Journal page per pupil. Write wood, plastic, metal, glass, fabric, paper large on the board as a class word bank. Place one empty sharing tray at the front and scrap paper beside it. Mark simple stay-in-sight zones before the bell; keep magnifiers optional and ready.

**Materials**

Item	Qty	Per	Source	Low-cost substitute
Investigation Journal page	1	pupil	classroom	a blank A4 page folded into three rows for material, object and picture
sticky labels or sticky notes for the class word bank on the board	6	class	classroom	write the six words directly on the board in large print
collecting tray for sharing favourites	1	class	classroom	a shallow cardboard box lid or a large plate
hand magnifier	1	group	school kit	look closely with eyes only, or one shared class magnifier passed around
scrap paper for quick sketches of fixed objects	1	group	classroom	the back of a spare worksheet
classroom objects already in the room (pencils, books, bags, chairs, window, fabric items)	1	class	classroom	a small teacher tray of sample materials brought from home (wooden spoon, plastic lid, metal key ring, fabric scrap, paper)

Safety watch-point

No climbing; glass and high shelves are look-only unless you stand there. Keep pathways clear. No glass on the sharing tray unless you handle it.



Teaching moves

- **What is a material?:** Hold up a pencil, a plastic lid and a metal hook while you say material = what something is made of. Model once aloud: I wonder, I predict wood, I look and feel, I think wood with a bit of metal. Leave the six-word bank up; do not drill the list before the hunt.
- **Materials hunt:** Form groups of about four on the carpet and point each to one zone before anyone stands. State rules: stay in zone, touch gently only what is safe, glass and high shelves are look-only, no climbing. Circulate for 8–9 minutes prompting feel, mixed materials, and the sentence This is a _____. It is made of _____.
- **Favourites on the tray:** One favourite per group only — you approve before anything moves. Small safe items may go on the sharing tray; windows and doors stay put with a quick scrap-paper sketch instead. Pick one speaker per group and revoice their material in one short sentence.
- **Record in your journal:** Sit everyone down for the full journal slot. Each pupil records three finds as a material word plus object word or single drawing. Leave the board word bank up; start with the tray favourite if a child is stuck. Listen for material vocabulary rather than chasing spellings.
- **Name that material:** Hold up tray items one by one and ask who can name something made of wood, plastic, metal, glass, fabric or paper. Draw out same material in different objects and objects that use more than one material. Display-only talk — no typing.



What it should show

Most Stage 2 pupils will match at least three classroom finds to wood, plastic, metal, glass, fabric or paper, often starting with pencil (wood), bottle or lid (plastic), scissors or hook (metal), window (glass), jumper or curtain (fabric), and book page (paper). Affirm mixed-material notices (scissors: metal and plastic). Gently redirect object-only answers (“it’s a chair”) to the material name.



Misconceptions & interventions

- **Pupils name the object instead of the material — “it’s a chair” or “a pencil”.** — Revoice on the spot: Yes, a chair — and the material is wood (or plastic/metal). Point them back to the board word bank and ask them to finish It is made of _____.
- **Everything hard is metal.** — Hold a wooden pencil or hard plastic lid beside a metal hook. Ask which feel hard, then which is cool and shiny — hard can be wood, plastic or metal.



**Differentiation**

Emerging	Developing	Proficient
• Partner or teacher-scribe; start with the tray favourite as match one and copy material words from the board word bank; drawing may stand for the object.	• Aim for three different materials from the zone hunt, saying how each find feels (hard/soft, warm/cool) before recording.	• Hunt for two materials on one object (e.g. scissors: metal and plastic) and note the second material beside the journal match.

Cross-curricular hook

English oral language — practise the sentence frame This is a _____. It is made of _____ during the hunt and tray shares.