

materials

A materials hunt

Lesson at a glance

Open on the carpet by pointing at everyday classroom things and asking what each is made of. Secure the word material with three real objects (pencil wood, plastic lid, metal hook) and leave a six-word bank on the board. Groups then hunt in fixed classroom zones, pointing and naming materials aloud. Favourites go on a sharing tray (or a quick scrap sketch if fixed). Pupils record three material-object matches in the Investigation Journal before a short tray share.

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 the six material words large on the board as a class word bank. Place one empty sharing tray at the front and scrap paper beside it. Mark simple in-sight zones (near desks, carpet books, coat pegs) and keep glass look-only.

**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 on furniture; glass and high shelves are look-only unless you hold the item. 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 coat hook while you talk. Write only Material = what something is made of plus the six-word bank. Model once aloud: I wonder, I predict wood, I look and feel, I think — then note one object can use more than one material.
- **Materials hunt:** Form groups of about four and point each to one zone before anyone stands. Rules aloud: stay in zone, gentle touch only on safe items, glass and high shelves look-only, no climbing. Circulate asking how it feels and whether more than one material is on the same object. Revoice object names into material names.
- **Favourites on the tray:** One favourite per group only; you approve before anything moves. Movable safe items on the sharing tray; windows and doors stay put with a quick scrap sketch instead. Pick one speaker per group and revoice their material in one short sentence so the slot stays to five minutes.
- **Record in your journal:** Talk through the page: three finds, each a material word from the board bank plus the object as a word or one drawing. Start hesitant writers on the tray favourite. Listen for material vocabulary rather than heavy spelling marks; challenge can add a second material on a mixed object.
- **Name that material:** Hold tray items one at a time. Ask Do you agree? and Where else in our room is that material? Draw out same material in different objects and mixed-material finds. Optional spoken home notice only — nothing to type or upload.

What it should show

Most pupils will name wood, plastic, metal, glass, fabric and paper on everyday classroom things and match at least three materials to objects in the journal (drawing counts as the object). Mixed finds like scissors (metal and plastic) are a strong outcome. If a child only says chair or pencil, revoice to the material name using the board bank.

Misconceptions & interventions

- **Pupils name the object instead of the material — It's a chair.** — Affirm the object, then revoice: Yes, a chair — and the material is wood (or plastic/metal). Point them back to the six-word bank on the board.
- **Everything hard is metal.** — Put a wooden pencil or hard plastic lid beside a metal hook and have them feel both. Ask which feel hard, then name wood, plastic and metal so hardness alone does not equal metal.

**Differentiation**

Emerging	Developing	Proficient
• Match finds to the six board words; start the journal with the tray favourite; partner or scribe and let one drawing stand for the object.	• Aim for three different materials in the journal and say how each find feels (hard/soft, smooth/rough, warm/cool).	• Hunt for two materials on one object (e.g. scissors: metal and plastic) and note both on the journal line.

Cross-curricular hook

Link to oral language: practise the sentence frame This is a _____. It is made of _____ during the tray shares.