

Topic: Materials	Year 2 Age 6-7	Title: Waterproof materials
Working Scientifically Plan: Ask simple questions and recognise that they can be answered in different ways		Concept Context Use knowledge and understanding of properties of materials to compare suitability for different uses
Assessment Focus <ul style="list-style-type: none"> • Can children discuss/use different ways to test how waterproof materials are? • Can children compare the tests of waterproofness? 		
Activity <i>Today we are materials engineers.</i> Provide a collection of different types of materials. Discuss which could be the 'best' material – draw out that need to know best for what. Today we want to know the 'best' for waterproof coat/umbrella/cover for summer fair cakes etc – choose appropriate context. Discuss how to compare how waterproof the different materials are, for example: <ul style="list-style-type: none"> • Drip water onto the material until it seeps through • Pour a set amount of water onto the material • Wrap up a cotton ball in the material & put into water Children decide on and carry out a simple test to measure the waterproofness of different materials – groups try different ways to answer the question. Discuss as a class the different ways in which groups tested waterproofness. Adult collect utterances or ask target children or those who have not worked with an adult. These could be recorded in floorbooks or annotated photos.		
Adapting the activity Support: Support children to decide which test to carry out. Extension: Try more than one method of testing. Other ideas: Test different properties relevant to the purpose. Make product.		
Questions to support discussion <ul style="list-style-type: none"> • How will you know if it is waterproof? • How much water will you use? How long will you put it in the water for? • Can you order the materials: most to least waterproof? • Do you think everyone else will find the same result? • How else could you test the material? 		
Assessment Indicators Not yet met: Describes their idea/test but it may not help to answer the question and does not consider alternative methods. Meeting: Explains different tests, <i>e.g. you can find out which is waterproof by --- or ---</i> Possible ways of going further: Comments on the best way to find out and understands that a comparison has to be fair, <i>e.g. I need to add the same amount of water.</i>		



Teacher box 3 - use Q, discussion & observation. See TAPS pyramid for more eggs.