### Paper, rock, plastic, glass…

#### Remote learning curriculum pack Key stage 1 (Years 1 and 2)

#### Pack 6

# HIAS REMOTE LEARNING CURRICULUM PACK

#### HIAS Teaching and Learning Team

#### Spring 2021

#### Final version

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**HIAS Remote Learning Curriculum Pack**

**Using the Remote Learning Materials**

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home. Your school may also have given you English and mathematics resources, and this pack of activities can supplement and work alongside these.

These activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills, help them learn new ones, and allow for suitable independence.

How to use the pack and support your child:

* Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
* Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
* Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
* The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
* These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

**Paper, rock, plastic, glass…**



**Key theme:**

This theme is linked to the science curriculum for Key Stage 1 where children explore everyday materials.

Pupils should be taught to:

 **Year 1:**

* distinguish between an object and the material from which it is made.
* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
* describe the simple \*physical properties of a variety of everyday materials.
* compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Year 2:**

* identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**\*Physical properties** refer to **properties** that **can** be observed or measured without changing the composition of the **material**. Examples include colour, hardness and smell and freezing, melting and boiling points.

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| **Key Stage 1** |
| **The big idea**  |
| Free Umbrella Clipart Transparent, Download Free Clip Art, Free Clip Art on  Clipart Library**Design an umbrella considering the ‘best’ material** |
| **Key learning**  |
| Children need to distinguish between objects and the materials from which they are made. This activity will also help them to identify different materials and understand the appropriateness of materials to the object.Pupils in Year 2 need to:* identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular use.
 |
| **Useful questions** |
| * What different materials are used to make the umbrella sturdy and waterproof?
* Why are these the most effective materials?
* How can the umbrella be designed to make it the most attractive?
 |
| **How to do it** |
| This activity involves designing an umbrella. It will also be important for children to explore the different materials that umbrellas could be made from and the most effective materials to ensure that the person keeps dry in poor weather. **Getting started:**If possible, it would be useful to look at an umbrella and explore the materials that is made from before starting the activity. If this isn’t possible, then there are many pictures on the internet that will help. Get the child to explore what materials are the best to keep us dry by looking at and discussing waterproof clothing and footwear. **Think about:*** what material is used to keep a person dry.
* how the material is stretched across the spikes of the umbrella.
* the material that the spikes are made of that allows them to bend into shape and hold the fabric.
* the main structure of the umbrella and how the handle is designed to allow the person to hold the umbrella easily.

**Also look at:*** how colour is used effectively to make the umbrella attractive.
* how repeating patterns may be used to make the umbrella attractive for the user.

**Completing the activity:**Once the type of pattern has been decided on then:* Plan the design first by jotting down some ideas on paper.
* Draw the design on paper using a pencil outline.
* Use either coloured pencils, pens, or paints to colour in the outline carefully.
* Write some labels to describe the umbrella and what it is made of e.g., nylon, metal etc.
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| **Key Stage 1** |
| **The big idea**  |
| **Research and write about a famous person who has developed a new material** **\*Year 2 \*** |
| **Key learning**  |
| Children in Year 2 are encouraged to learn about the many famous people who have developed useful new materials. These could include: John McAdam, Charles Macintosh, and John Dunlop.  |
| **Useful questions** |
| * What material did the person invent and how has this changed our lives?
 |
| **How to do it** |
| Throughout the ages there have been many people who have changed the face of the world around us. This activity is about researching and writing about someone who has developed a new material that can be used in everyday life. Biographies are written about the life and time of someone and anyone can have a biography written about them. Children can draw the person with key words around them or write a short biography about them and what they have achieved. **Completing the activity:*** First decide on the person to research and write about and the material that they have developed.
* The activity can take the form of an information page with pictures and captions or a biography. The story of their life could also be told through pictures with labels sharing key words.
* Research the main areas of their life and take notes, making sure the facts are correct and in the right order. Note down any interesting facts about them as the notes are made.
* Consider how the material has changed lives and how it has been used to change the world around us.

**The main features of a biography are:*** They describe and discuss the life of a real person.
* The information is based on fact.
* They are written in formal language.
* They are written in the past tense and are usually written in chronological (time) order.
* They include dates and these must be accurate.
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| **Key Stage 1**  |
| **The big idea**  |
| Free Sofa Cliparts, Download Free Clip Art, Free Clip Art on Clipart Librarygarden bench clipart - Clip Art Library**Make a materials collage – outside and inside** |
| **Key learning**  |
| Children in Key Stage 1 explore the different materials that objects are made out of, so this activity will help them to name materials and consider how they are used. |
| **Useful questions**  |
| * Are there many objects that are made of the same materials?
* How could the collage give information about the different materials?
 |
| **How to do it** |
| A collage is a piece of art that is created by sticking different materials onto a backing paper. The materials used could be coloured paper, photos, or pictures.*N.B. Ensure that permission is given before photos and pictures are cut out of magazines and newspapers.* **Think about:*** giving the collage a theme. This could be based around objects that are made from different or the same materials.
* basing the collage around a shape to make it more interesting. For example, it could involve using the outline of different objects with the ‘fill in’ of the materials that are used to make it.

**Completing the collage:*** Find some paper or card that can serve as the background. This can be of any size but consider how many pictures will fill the collage.
* Gather different materials to create the collage.
* Consider how to place the materials on the background to make the collage interesting. An outline could be created with the pictures inside.

 Key facts about the materials could also be added to the collage.  |
| **Key Stage 1**  |
| **The big idea**  |
| **Make a matching materials card game** Elegant Card Clip Art Playing Cards Clip Art Bing Images - Vegas Cards Png  - Free Transparent PNG Clipart Images Download |
| **Key learning**  |
| Children have to explore the different materials that objects are made out of so this activity will help them to name materials and consider how they are used. |
| **Useful questions**  |
| * How will the game test the knowledge of materials?
* Could the game be extended in any way?
 |
| **How to do it** |
| This game can be created around some popular games like ‘Snap’, ‘Happy Families’ or ‘Top Trumps’. These can be researched online, or someone can show the child the rules of a known game. **Think about:*** whether the game will be based on one type of material or a range of objects and materials.
* whether the game can be played alone or with a small team of people.
* the rules of the game. These need to be written down and practiced first before the game is played.
* the materials that are available to make the game.

**How to make the game:** * Start by deciding on the theme of the game. It could be based around matching objects to the materials that they are made from or the definitions around materials in general.
* Card could be used to make the cards for the game. Draw a rectangle on the paper and complete the pictures first before they are cut out.
* Consider using dice or other objects to play the game and make it more interesting.
* Consider writing definitions for one card and then the materials or objects for the other. These could be drawn on one set of cards with the definitions written on the other set.
* Now make up the rules of the game. These might need to be written down and altered as the game is played.
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| **Key Stage 1**  |
| **The big idea**  |
| 20+ Free Street Lamp & Lamp Vectors - Pixabay20+ Free Street Lamp & Lamp Vectors - Pixabay**Use the outside for a materials property hunt!** |
| **Key learning**  |
| Children in Years 1 and 2 should explore the world around them and raise their own questions. Although they will need to be accompanied if they go outside the immediate home, this is an activity that can be done on a daily walk or in the garden. If it is not possible to go outside, then this activity can be undertaken by looking outside. Children in Year 1 need to name and describe different materials and children in Year 2 can also build on this. Year 2 children need to be able to identify and compare different materials and why they are suitable for their uses. |
| **Useful questions**  |
| * What are the range of materials that can be seen outside?
* How are the materials used suitable for what they are used for?
 |
| **How to do it** |
| **Getting started:*** Decide whether the activity will be done by going for a walk, walking around the garden, or looking outside the window. Ensure that the route is safe with safe stopping points along the way. If it outside the home, make sure that the child is accompanied by an adult.
* Decide on a focus with the child. Will they be looking for what the objects are made from, why the materials are suitable or both?

**Completing the activity:*** Before completing the activity, design a way of recording the ideas. This could involve creating a chart (see below for a Year 2 example) or by using a small notebook where the child could draw and label what they can see.
* During the activity, look at the different objects and decide what they are made of and how useful the material is for its purpose.

An example is:* A gate – made of wood (a useful discussion about the difference between man-made and natural materials). The gate needs to be hard wearing and able to be cut into different shapes. The gate may well have steel hinges and handles, which are strong and hard wearing in all weathers.
* Complete the chart or make drawings during the walk or the time in the garden.
* If the child is looking out of the window, then they could draw the outline of the window and draw all the objects that they can see. For example, they may see cars, lampposts, paths etc. it might be useful to discuss the difference between objects that are natural, such as trees and plants, and manmade objects.

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| **Object** *(this could be drawn or written)* | **Material(s)** | **Uses**  |
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**HIAS Teaching and Learning Team**

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a ‘plan, do, review’ approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.