|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 5: Three Little Pigs: Brilliant Builders?** | | | | | |
| Science curriculum area: **Everyday materials** | | | **Everyday Materials:**  i. distinguish between an object and the material from which it is made (1EM)  ii. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1EM)  iii. describe the simple physical properties of a variety of everyday materials (1EM)  iv. compare and group together a variety of everyday materials on the basis of their simple physical properties (1EM)  v. identify and compare the suitability of a variety of everyday materials, including wood,  metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2EM) | | |
| Working Scientifically | | | i. asking simple questions and recognising that they can be answered in different ways  ii. observing closely, using simple equipment  iii. using their observations and ideas to suggest answers to questions | | |
| Teaching Objectives | | | * Explore the different materials the Little Pigs used (Yr1). * Predict which material will be the most successful for the Little Pigs and why (Yr2). * Video a re-telling of the story with commentary and explanations. * Discuss why some pigs may not choose to use bricks (more expensive, heavier, harder work to build with etc) and suggest successful alternatives. | | |
| Key Vocabulary: rough/smooth, flat/bumpy, sharp/blunt useful, materials, properties | | | | | |
| Resources  'What's My Material?' cards, sticky tape, iPads, little twigs, hay or straw, art straws, Lego™, Playdough, clay, and video recording devices. | | | | Weblinks  <http://nosycrow.com/apps/the-three-little-pigs/> - *Three Little Pigs iPad app;*  [*https://www.youtube.com/watch?v=QLR2pLUsl-Y*](https://www.youtube.com/watch?v=QLR2pLUsl-Y) - *The Three Little Pigs video clip – one of many available;* | |
| Before the session: Print out the 'What's My Material?' cards and stand by the door, ready to stick the images on the backs of the chn in your class.  Whole class: Greet the chn at the door. Stick one of the 'What's My Material?' cards on the back of each child, making sure that they don't see it and others don't say what it is. Then ask all the chn to walk around the classroom, asking each other questions to help them work out what image is stuck on their own back. Suggest to the chn that they should ask questions regarding properties, such as: *Am I flexible? Am I soft? Strong? Magnetic? Natural or man-made?* When everyone has worked out the material on their backs, ask the class to sit down on the carpet. If possible, allow the chn to watch and explore 'The 3 Little Pigs' story on the Nosy Crow app (see Weblinks). Alternatively, you may wish to play a video clip (see Weblinks) or read the story to the chn. At the end of the story, discuss the materials used with the chn, asking questions such as: *Why did the first two houses fall down? Why did the third one stay standing? What materials did they build their houses out of? What material could have been used instead for the first two houses?* | | | | | |
| Year 1  Place the chn in small groups or pairs and challenge them to build the three pigs' houses using an array of materials: art straws, hay/straw, little twigs or lolly sticks, Playdough, clay and Lego. Allow them to explore the different materials and, as you move around, encourage them to talk about them using their scientific vocabulary. There are examples of house building with different materials in the resource. | | | | | Year 2  Encourage these chn to verbalise how the materials feel and behave, asking questions such as: *Does it feel soft? Strong? Will it be good material for building a house? Will it blow down when the Wolf blows? Why will it blow down? What useful properties do the materials need to have to be good materials for house building?* Ask each group of chn to tell you which material will be the most successful for house building and why. |
| Plenary | Video the chn retelling the story of the 3 little pigs, giving explanations as to why the houses fall down. You might want to do this in small groups, or as a whole class listening to a group of volunteers who feel confident enough to retell the story to camera. Ask the whole class to think about why some pigs may not choose to use bricks (more expensive, heavier, harder work to build with etc) and suggest successful alternatives. | | | | |
| Outcomes | | Children will:   * Explore, and understand the properties of, the different materials the Little Pigs used (Yr1) * Predict which material will be the most successful for the Little Pigs and why (Yr2) * Understand why some pigs may not choose to use bricks (more expensive, heavier, harder work to build with etc) and suggest successful alternatives based on previous learning | | | |