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| **Session 6: Three Little Pigs: Alternative Materials** | | | | | |
| 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,  vi. 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 | | | * Watch the videos from the previous session and recap the learning. * Explore and use materials to recreate the alternative story of the Three Little Pigs (Yr1). * Predict which material will be the most successful and why (Yr2). * Video these alternative story re-tellings with commentary and explanations. | | |
| Key Vocabulary: rough/smooth, flat/bumpy, sharp/blunt useful, materials, properties | | | | | |
| Resources  Edible alternatives to the straw, sticks and bricks - strawberry laces, bread sticks or chocolate matchsticks and sugar cubes for example, trays, video recording devices, and freezer bags. | | | | | Weblinks  <http://nosycrow.com/apps/the-three-little-pigs/> - *Three Little pigs ipad app;*  <https://www.youtube.com/watch?v=CtP83CWOMwc> - *The three little pigs video clip.* |
| Before the session: Make available trays per group of chn and edible building materials.  Whole class: Ask the chn to sit on the carpet. Play the videos from the previous session, asking the groups of chn to explain what they learned from that session (or previous sessions) to the rest of the class when their video clip has been played. If a group of chn didn't make a video recording, ask them to share their learning anyway. Together as a class, recap why each building material was a good or bad material to use. Encourage the chn to explain using their learning and scientific vocabulary (the straw was too light and flexible to be of any use in a building project, the bricks were hard, heavy and strong, etc) Introduce the chn to the edible alternative building materials and challenge them to make three houses for the pigs, without eating the building materials! Ask the chn to wash their hands before they make their houses. Place these chn in small groups or pairs and give them a supply of edible building materials. Do not tell them which ones to use for each house but encourage them to explore them with their hands. Teacher to work with and move amongst all children. | | | | | |
| Year 1  Encourage these chn to look carefully at the properties of each material, verbalising what they can feel and using scientific vocabulary such as rough, smooth, bendy, hard. Ask them: *Which material is best for building a pigs' house? Which will be standing when the wolf blows hard?* | | | | Year 2  Ask these chn to use scientific vocabulary to explain their choices of building materials. Ask them: *Which material is better? Which would be strong enough if the Wolf blew gently but would fall over when he blew really hard? Can we combine the materials to make the pigs' house wolf-proof?* Ask the chn to explain their reasoning. You may want to make a video blog of these alternative story re-tellings with commentary and explanations to show their learning about materials and their properties. | |
| Plenary | Photograph the houses and, if the school policy allows, let the chn eat a small amount of the houses. Alternatively, give the chn a house each to take home in a freezer bag. Ask them to wonder and consider what life would be like if houses were really built of edible building materials. Ask them to share their thoughts.  You might read or retell the story of Hansel and Gretel and talk about the house made of sweets that tempted them! | | | | |
| Outcomes | | Children will:   * Explore and use materials to recreate the alternative story of the Three Little Pigs (Yr1) * Predict which material will be the most successful and why (Yr2) | | | |