



Objects, materials and where they come from

What this pack helps with

Distinguish objects from materials, follow simplified source chains, compare made and naturally occurring examples, and justify a material choice.

Before you start

Read the labels aloud. Use the printed evidence first; check real-object material names with an adult rather than guessing from colour.

What you need

Pencil and one safe familiar object for the optional audit. No dismantling or unknown-material handling.

Use and safety

Keep object, material, raw source and manufacturing step separate. Do not dismantle objects, taste materials or handle unknown substances. Record “not sure” until a source is checked.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain answers, rubrics and next steps. Colour is optional.

Scope and source

Origin chains are simplified. Objects may use mixtures, coatings and several materials. “Made by people” does not mean fake, and this pack does not prove a complete manufacturing history. DfE Year 1 Everyday materials and KS1 working scientifically (England; OGL v3.0). Site material-origin labels are treated as supplementary activities. Original TheLearnDen tasks; not an official assessment.



OBSERVE · COMPARE · EXPLAIN

Objects, materials and where they come from

1. origin chains

Complete each object → material → source chain.

object	material	source
wool scarf	_____	_____
paper bag	_____	_____
cotton shirt	_____	_____
glass jar	_____	_____

wool

sheep

paper

wood from trees

cotton

cotton plant

glass

minerals including sand

2. object or material

Tick whether each word names the object or its material in this example.

word	object	material
spoon	☐	☐
metal	☐	☐
window	☐	☐
glass	☐	☐
jumper	☐	☐
wool	☐	☐

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3. same object options

Object: spoon

Circle every material that could make this object. Cross out the non-example.

wood metal plastic water

One reason:

4. nature and made

Sort the printed examples. Remember: made by people does not mean fake.

example	found or grown in nature	made by people from material
pine cone	☐	☐
wooden block	☐	☐
wool on a sheep	☐	☐
wool scarf	☐	☐



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5. choose material

Choose the property-labelled material that fits each use.

use	my choice	property reason
window pane	_____	_____
bath towel	_____	_____
bookshelf	_____	_____
rain cover	_____	_____

clear glass — lets us see through

absorbent fabric — takes in water

stiff wood — supports books

waterproof plastic sheet — keeps water out

6. source investigation

object

checked material

plant, animal, mineral or not sure

adult-checked source

one processing step or not sure

Do not dismantle objects, taste materials or handle unknown substances to discover an origin.



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7. home object audit

object and use

material or not sure

evidence used

could the same object use another material?

reason

Appearance alone may not identify a coating, composite or hidden material.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Respond to the evidence

Fixed keys check the printed model. Open investigations and designs are assessed against the actual evidence and the stated need.

- 1** **wool scarf: wool → sheep; paper bag: paper → wood from trees; cotton shirt: cotton → cotton plant; glass jar: glass → minerals including sand**

Wool scarf—wool—sheep; paper bag—paper—wood from trees; cotton shirt—cotton—cotton plant; glass jar—glass—minerals including sand. Use the labelled chains as simplified starting points. A manufactured material can pass through several processes and may contain more than one raw material.

Look for: Object, material and source are named as different stages. Plant, animal and mineral sources are not confused with the finished object. **Next:** Choose one chain and use an adult-checked book or source to add one processing step.
- 2** **object, material, object, material, object, material**

Spoon—object; metal—material; window—object; glass—material; jumper—object; wool—material. An object is a thing with a use or form; a material is what it is made from. Some words need context, so this key applies to the printed examples.

Look for: The pairs alternate object and material correctly. The learner can complete one sentence: “A ___ can be made from ___.” **Next:** Find one nearby object, name it, then check rather than guess its material.
- 3** **wood, metal, plastic**

Wood, metal and plastic can all be used for the printed spoon examples; water is not a solid spoon material. This task asks which labelled materials can form a spoon. It does not claim that every spoon is safe for every use.

Look for: The same object name is kept while the material changes. The non-example is rejected for a material-based reason. **Next:** Compare two real spoons whose materials have been checked by an adult.
- 4** **found or grown in nature, made by people from material, found or grown in nature, made by people from material**

Pine cone—found/grown in nature; wooden block—made by people; wool on a sheep—grown in nature; wool scarf—made by people. Describe the printed object, not the ultimate origin of every ingredient. “Made by people” does not mean fake: people make a wooden block from wood and a scarf from wool.

Look for: Raw or naturally occurring examples are distinguished from manufactured objects. The learner avoids treating “made” and “artificial” as synonyms. **Next:** Trace one made object back to a plant, animal or mineral raw material where an adult-checked source supports it.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Respond to the evidence

Fixed keys check the printed model. Open investigations and designs are assessed against the actual evidence and the stated need.

5 window pane: clear glass; bath towel: absorbent fabric; bookshelf: stiff wood; rain cover: waterproof plastic sheet

Window pane—clear glass; bath towel—absorbent fabric; bookshelf—stiff wood; rain cover—waterproof plastic sheet. Choose from the printed, property-labelled options. Real products may combine materials and designs; suitability depends on both the sample and the use.

Look for: Each choice matches the property needed for the printed use. At least one reason names a property rather than only repeating the material. **Next:** Ask what could go wrong if one property were changed.

6 Adult-assessed evidence

Example only: paper bag—paper—plant source (trees)—checked book/site—wood is pulped and made into paper. Record the evidence actually checked. Accept “not sure” where the source or process has not been verified. An object may contain several materials from different sources.

Look for: The material is checked before an origin is assigned. The evidence source is named. Uncertainty is recorded instead of guessed away. **Next:** Check one uncertain stage with an adult and update only that stage.

7 Adult-assessed evidence

Example only: spoon—eating—metal, checked label/adult—could also be wood—both can be shaped and are firm enough for this use. Use a safe familiar object. Accept pointing, drawing or adult scribing. Coatings and mixed materials should be recorded as uncertain rather than identified from colour.

Look for: Object and material names stay distinct. The reason links one checked property to the use. **Next:** Find a second version of the same object and compare only properties you can safely observe.