

<b>States of Matter</b>			
W.B	Objective	Lesson/ Activity	Observations
8 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Describe what an object feels like</li> <li>Notes changes in Ice cube when left to melt</li> <li>Asks why Ice cube is melting- May be able to identify why it is melting.</li> </ul>	<p>Exploring Ice Children to explore Ice and be encouraged to describe the feel of it. Using Ice cubes with Hidden objects inside children to identify ways which they can get the object out of the Ice Cube.</p> <p>Children to make comments on what is happening to the Ice Cubes.</p> <p>Children to sequence pictures of the Ice cube melting.</p>	
15 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Observe effects of putting water in the freezer</li> <li>Observes the effect of putting an Ice cube in the sun.</li> <li>Anticipates that things from the freezer will be cold</li> </ul>	<p>Recall what happened in the previous science Lesson with the Ice cubes. When asked can make suggestions about how we can make ice- May be able to suggest cold places we can put Ice.</p> <p>Children to look for objects/ resources to place into a bowl/ cup and locate a freezer to place their mixture in.</p> <p>Explore freezing different coloured water.</p> <p>Children to check freezer regularly to observe effects the cold is having. Observe effect putting an Ice cube in the sun</p>	

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		<p>has on the Ice cube.</p> <p>Using Clicker 6 describes what they have done and what they have found out.</p>	
22 <sup>nd</sup> January	<ul style="list-style-type: none"> <li>• Selects pictures of things they think will melt</li> <li>• Knows some resources melt</li> <li>• With help, will test items that they think will melt</li> </ul>	<p>Complete an Investigation into things that melt and things which don't melt when heat is applied. Heat could include hot water, microwave, Warm hands, warm air from hair dryer.</p> <p>Children to select objects and experiment.</p> <p>Complete chart displaying their results and sorting symbols into the correct groups.</p>	
29 <sup>th</sup> January	<ul style="list-style-type: none"> <li>• Begins to use the term Liquid and solid.</li> <li>• Identifies solids and Liquids</li> <li>• Pour liquids from one container to another.</li> </ul>	<p>What is a Solid? Solids are hard and cannot change shape</p> <p>What is a Liquid? Liquids can pour and flow.</p> <p>Children to be introduced to terms and explore a variety of objects.</p> <p>Children to explore a variety of liquids with different consistencies- Pour from one container to another.</p> <p>Children to sort the group of resources and identify whether they can be poured, are hard or can change shape. Children then to sort pictures and group accordingly.</p>	

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		Children to share findings and identify what they have learnt.	
5 <sup>th</sup> February	<ul style="list-style-type: none"> <li>• Uses term solid, Liquid, Gas</li> <li>• Measures amount held in containers.</li> <li>• Knows that containers can hold different amounts.</li> </ul>	<p>Children to use a container and measure how much solid and liquid they can fit in. Start with small balls. Can we fit anymore in? Count total amount and record results.</p> <p>Empty container and fill with sand- weigh how much we were able to fit in.</p> <p>Empty and fill with water- measure how much we can fit in. Record results in chart.</p> <p>Try different containers and identify that different size and shaped containers can hold different amounts.</p>	
19 <sup>th</sup> February	<ul style="list-style-type: none"> <li>• Selects a substance to mix with water</li> <li>• Feel new substance</li> </ul>	<p>Children to recall some solids and Liquids from the previous lesson.</p> <p>Children to explore what happens when they mix a solid and a solid. What happens when we mix a liquid and a liquid?</p> <p>Children to investigate and describe what happens when we mix a solid and a liquid together. Record results.</p>	
5 <sup>th</sup> March	<ul style="list-style-type: none"> <li>• Pats Balloon to keep it in air</li> <li>• Observes the effect of balloon and other object falling</li> <li>• Identifies that a balloon needs air in to</li> </ul>	<p>Explore different Balloons:</p> <p>Solid- Frozen water balloon</p> <p>Liquid- Balloon filled with water</p> <p>Gas Balloon filled with air</p>	

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	<p>inflate it</p> <ul style="list-style-type: none"> <li>• Use terms solid, Liquid, Gas</li> </ul>	<p>Do they look the same? Do they feel the same? Can the children identify which is solid, liquid or gas?</p> <p>What Happens when we hold 2 balloons up in the air- 1 filled with air, 1 filled with a solid? Do they both hit the floor at the same time? Can the children identify why?</p> <p>Children to play with balloons. Can they pat a balloon to keep it up in the air?</p> <p>What do we need to put inside a balloon to make it inflate? Children to explore inflating balloon with air they breathe out and balloon pumps.</p> <p>Compare to helium Balloon and discuss</p>	
12 <sup>th</sup> March	<ul style="list-style-type: none"> <li>• Identifies that a balloon needs air in to inflate it</li> <li>• Use terms solid, Liquid, Gas</li> <li>• Comments on new product produced</li> </ul>	<p>Look at solids, Liquids and gasses in terms of food and cooking.</p> <p>Explore what happens when we add heat to products</p> <p>Bread- toast</p> <p>Boil water</p> <p>Different ways of cooking egg.</p> <p>Look at the bubbles in fizzy drink- Gas</p> <p>Add mento to coke and watch the reaction and describe.</p> <p>Fizzy drink and Balloon experiment</p> <p>Use thermometer to measure Temperature of</p>	

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		<p>different liquids.</p> <p>Children to describe and identify process record results.</p>	
19 <sup>th</sup> March	<ul style="list-style-type: none"> <li>• Uses terms solids, liquids and gasses</li> <li>• Talk about temperatures</li> <li>• Notices that resources dry when heat is added.</li> </ul>	<p>Wash a variety of clothes (Solids) using water (Liquid)</p> <p>Investigate how we can get the clothes dry-choose places to put the clothes and predict what will happen and which Item of clothes will dry first.</p> <p>Discuss simple water cycle and evaporation. Sequence Symbols and pictures to describe actions.</p> <p>Record results in table.</p>	
26 <sup>th</sup> March	<p>Re- Cap and revise what we have learnt about States of Matter</p> <p>Children to answer simple quiz/ produce an information sheet about what they have learnt.</p>		