Key Vocabulary and Definitions:

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| Boiling  | the action of bringing a liquid to the temperature at which it bubbles and turns to vapour. |
| Change state | the process of one state of matter (solid, liquid or gas) changing to another. |
| Condensation | Turns a gas into a liquid |
| Cooling  | the action or process of making or becoming less hot or warm. |
| Evaporation  | Turns a liquid into a gas |
| Freezing  | When a liquid turns into a solid |
| Gases  | Do not have a fixed shape and can spread out to completely fill the container or room they are in. |
| Heating  | the process of making something warm |
| Liquids  | Liquids take the shape of their container. They can flow or be poured |
| Melting  | When a solid changes to a liquid |
| Solids  | Materials that keep their shape, unless a force is applied to it. |

What should I already know?

Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)

• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)

• Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)

• Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)

• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)

Scientific knowledge:

* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Teaching Sequence

1. To explain why there is condensation on the inside the hot water cup but on the outside of the icy water cup.
2. To explain how to speed up or slow down evaporation (TAPS).
3. To learn a song about the water cycle.
4. To present the water cycle as a scientific diagram.



Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

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| Term 3 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 |  The odd one out <https://explorify.uk/en/activities/odd-one-out/where-is-the-water>  | to explain why there is condensation on the inside the hot water cup but on the outside of the icy water cup  | To Observe  |
| Lesson 2 |  Have you ever?<https://explorify.uk/en/activities/have-you-ever/needed-to-dry-something-quickly>  | to explain how to speed up or slow down evaporation ( TAPs) | Ask questions and plan enquiries  |
| Lesson 3 |  What if?<https://explorify.uk/en/activities/what-if/water-didn-t-evaporate>   | to learn a song about the water cycle | To Observe  |
| Lesson 4 | What is going on ?<https://explorify.uk/en/activities/whats-going-on/frozen-in-motion>  | to present the water cycle as a scientific diagram  | To Record |