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| Vocabulary |
| Scientist | Someone whose job it is to teach or do research in science.  |
| Scientific question  | A question that may lead to a hypothesis and help us in answering (or figuring out) the reason for some observations.  |
| Hypothesis | Is an idea which suggests a possible explanation for a particular situation or condition, but which has not yet been proved or correct.  |
| Comparative test  | A test that compares the effect of different actions or the characteristics of a different material.  |
| Prediction  | To say that something will/might happen.  |
| Findings | To learn the facts about something.  |
| Data | Information in the form of facts or numbers. |
| Question  | To ask someone about something.  |
| Grouping and classifying  | Putting things that have something in common in a group.  |
| Test | A test is a deliberate action or experiment to find out how well something works.  |
| Observation | To watch something carefully to learn about it.  |
| Absorb | To take in a substance. |
| Material  | A solid substance, for example a cloth.  |
| dissolve | To become completely mixed with a liquid. |

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| Key Diagrams |

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| Key Information |
| 1 | Carrying out a simple comparative test – **Is our sense of smell better when we can’t see?** * Lemon
* Mint
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| 2 | Observing changes over time – **Skittles in Water**Skittles are coated in food colouring and sugar. When you pout water over the skittles the coloured coating dissolves spreading through the water.  |
| 3 | Group and classify**Sorting liquorice allsorts in a variety of different ways.** How can they be grouped? How many different ways can they be group? |
| 4 | Comparative Test **Which materials are the most absorbent?**Conduct an experiment with materials, finding out which is the most absorbent.  |



Observing changes over time **Skittles in Water**

