

Below are the slides for the Science lesson this week. Please work through the slides, discuss their content with your child and then follow any instructions given to complete the task.

Terminology:

WALT - We Are Learning To...

WILF - What I'm Looking For...

The other PDF for this week will show you a 'Revisit, Remember and Respond' task. This is to support the development of your child's 'sticky knowledge' and change to their long term memory.

Your child will need to match each animal to their diet type independently by drawing on prior learning and knowledge previously gained. Make sure that your child uses the correct terminology and can explain their choices clearly by referring to the pictorial clues underneath each animal. The 'True or False' activity (both slides are the same as these are to be cut up for those children in school!) is in response to knowledge gained during the actual Science lesson that has been taught so your child should be able to provide reasoning to support their decision as to whether each statement is true or false.



Everyday Materials

WALT: Identify the properties of everyday material water and investigate how it responds.

WILF:

- ★ I can make pertinent observations.
- ★ I can make a prediction and explain my choices.
- ★ I can talk about properties of materials (water/soap).
- ★ I can record and explain what I have observed.

SMART Notebook®
Limited Mode

2 of 9



[Extend Page](#)

Introduce the investigation - we will be investigating how soap works when mixed with everyday material water.

Record what is needed in books

You will need:

water

bowl

black pepper

liquid hand soap

paper towel (to absorb!)

SMART Notebook®
Limited Mode

3 of 9



[Extend Page](#)

We need to help Ted to keep clean!

Ted knows that water is a material but he wants to investigate it's properties and find out how effective it is to help wash his paws.

Why is water a suitable material to help wash Ted's paws?

Can we use water as a material on it's own? WHY/WHY NOT?



What could we add to the water to help?



SMART Notebook®
Limited Mode

4 of 9

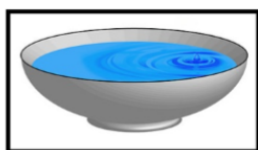


[Extend Page](#)

What's going to happen?

The surface of the water in the bowl will represent Ted's paws. The pepper represents the harmful germs and bacteria that Ted wants to get washed away.

We are going to investigate two tests with the water today to see what will happen if Ted washes his hands in the water with and without soap.



SMART Notebook®
Limited Mode

5 of 9



[Extend Page](#)

The instructions we need to follow



1 Fill the bowl with water, but not all the way to the top.



2 Sprinkle some black pepper on to the surface of the water. You should see the black pepper floating.



3 **Test 1:** Dip your finger into the centre of the bowl of water. Watch what happens to the pepper and record this.



4 Dry your hand, then dip your finger into the liquid hand soap.



5 **Test 2:** Dip your soapy finger into the centre of the bowl of water. Watch what happens to the pepper and record this.

SMART Notebook®
Limited Mode

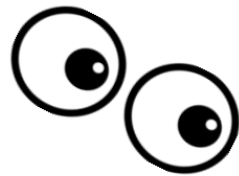
6 of 9



[Extend Page](#)



What happened?



Children to record what happened in their science books.

SMART Notebook®
Limited Mode

7 of 9



[Extend Page](#)