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| Theme | **Mighty Materials (Senior Classes)** |
| Curriculum | **Strand:** Materials  **Strand Unit:** Properties and Characteristics of Materials  **Curriculum Objectives:**  Group materials according to their properties and/or composition.  Identify how materials are used.  **Skills Development:** Design, plan and carry out simple investigations. |

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| Engage | | |
| The Trigger | Wondering | Exploring |
| Scenario:  The school principal needs to purchase kitchen paper for the staffroom. A sales rep. has left 4 samples for the principal to choose from.    Watch the video of Rosie the Waitress / Juan Sheet / Plenty kitchen paper TV advert. | The principal has asked your class to examine and test the 4 samples and determine which would be best for mopping up spills.   * How would you know which would be best? * What do we know about kitchen paper? * What kinds of properties does it have? | * Examine the four samples of kitchen paper. Feel, manipulate, and examine them. * What are the differences and similarities? * Use your previous knowledge and scientific vocabulary to describe the samples amongst your group.   Vocab: Strong, weak, textured, dimpled, absorbent, resilient, etc. |

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| Investigate | | | |
| Starter Question | Predicting | Conducting the Investigation | Sharing: Interpreting the data / results |
| Which of the four kitchen paper samples absorbs the most water? | Which of the samples do you think might absorb the most water?  What is it about the sample that makes you think it might absorb most water?  Which do you think will absorb the least? Why do you think that? | Working in groups, the children will carry out an investigation to determine which sample of kitchen paper will absorb the most water.  Discuss what you will do, what materials you will need, how you can make it a fair test, what you will measure and how will you collect, organise and present the results. | The children will discuss their results within their group and present their findings on a chart, poster or graph (drawn or using excel), make a video clip, write a report, or use a method they deem suitable.  Are the children happy with their data? Have they verified their results? Did other groups get the same result? Do they need to conduct the investigation a number of times and calculate the average in order to determine a more accurate result? |

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| Take The Next Step | | |
| Applying Learning | Making Connections | Thoughtful Actions |
| * Is the most absorbent kitchen paper the best value? [maths extension] * Is the most absorbent kitchen paper also the strongest? * Which kitchen paper biodegrades the fastest? * What can we do with the information we got today? * Can we use this information in everyday life? * Discuss the claims made by kitchen paper brands on their packaging and in TV adverts. | | |

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| Reflection | * Did I meet my learning objectives? * What went well, what would I change? * Are there cross curriculum opportunities here? * Are the children moving on with their science skills? * What questions worked very well? * What questions didn’t work well? * Ask the children would they change anything or do anything differently. |