

Differentiation

Expect more and less sophisticated explanations.

ASSESSMENT

Do the children realise that the filter has not stopped the salt or sugar from passing through? Can they suggest an explanation?

PLENARY

Ask: *Has the filter trapped the salt or sugar? Can you suggest why? (When solids are dissolved they become such small pieces that they can get through the holes in the filter paper- like the water can.)*

OUTCOMES

- Can recognise that a dissolved substance cannot be separated from water by filtering.
- Can suggest explanations based on previous experience and ideas.

ENRICHMENT

Lesson 11 Properties of liquids

Objectives

- To plan and carry out an enquiry.
- To explore properties of liquids.

RESOURCES

A collection of different liquids such as shampoos, shower gels, washing-up liquids; droppers/pipettes; wipeable boards/trays; kitchen paper/paper towels; lolly sticks; timers.

MAIN ACTIVITY

Give the children time to explore the different liquids. Challenge them to put them in order, in as many different ways they can think of (for example: size of bottle, transparency (how see-through it is), viscosity (how runny it is). Ask them to feed back these ideas to the whole class and record them on the board. Ask each group to line up their liquids in order of how runny they think they are, based on their initial exploration. Ask: *How could you do a test to compare the runniness of the different liquids?* Give the children time to discuss it in pairs before carrying out a test. They could record their test as an annotated drawing.

ASSESSMENT

Can the children decide on a test for viscosity independently or do they need some support? Are they able to devise a way of measuring viscosity?

PLENARY

Invite the children to feed back their results. Ask: *Why might it matter how runny a liquid is? Can you think of any other liquids that are very runny/ very thick?*

OUTCOMES

- Can carry out a scientific enquiry and feed back their findings orally.
- Have experience of variation in the properties of liquids.

Differentiation

Challenge children by asking them to find a way of measuring the viscosity in some way. Others may focus on a qualitative judgement of which is the runniest.

Lesson 12 Assessment

Objectives

- To assess children's understanding of properties of materials.
- To assess their understanding of how to carry out a fair test.

RESOURCES

Assessment activity: 1 Two different types of boiled sweets; two transparent containers; water; a spoon. **2** Copies of photocopiable page 110 (also 'Assessment' (red) on the CD-ROM) for each child.

PREPARATION

These Assessment activities should be considered alongside the ongoing