

**Context:** Water provocation

Reception  
Age 4-5

Title: Floating and sinking

**Adult-initiated focus on predicting and testing**

The children were investigating floating and sinking, by predicting which items would float or sink and then them testing them out together in the water tray.

*L - I think I'm going to test my [wooden] spoon, it's made of plastic.*

*I – No It's made of wood.*

*L – Oh! It floats. The marble sinks down though.*

*I – I think this is gonna sink because it's heavy (door handle) – Yes it sanked!*

*G – Let's test my sponge. It didn't sink because it's light. This pear will sink to the bottom. And this carrot – it sinks to the bottom when I put it in.*

*R – I think it will float. Some things are floating and some are sinking!*

*C – Try it gently. I think this will float. It's a wooden spoon. Ah the carrot is squishy!*

*L – I think the pear will float.*

*B – I've got a wooden spoon. I think it will float because it's made of wooden.*

B then got a jug and tested out the marble to see if it would float in her own container.

*B – Ah the marble – it sinks!*



**Possible future provision/next steps**

Introduce the term 'predict'. Provide lots more exploration opportunities and chances for the children to test out their ideas, e.g. heavy things that float like a metal boat.

**Learning outcome (Birth to 5, The World):**

**Range 6:** Knows about similarities and differences in relation to places, objects, materials and living things.