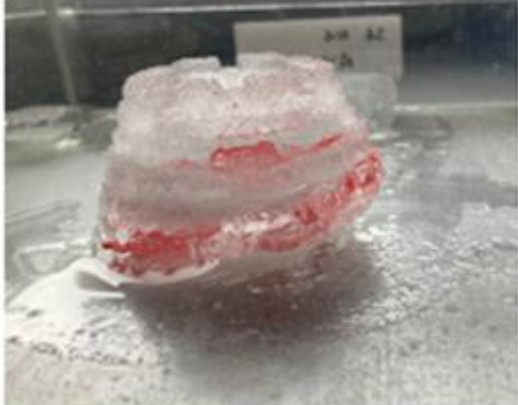

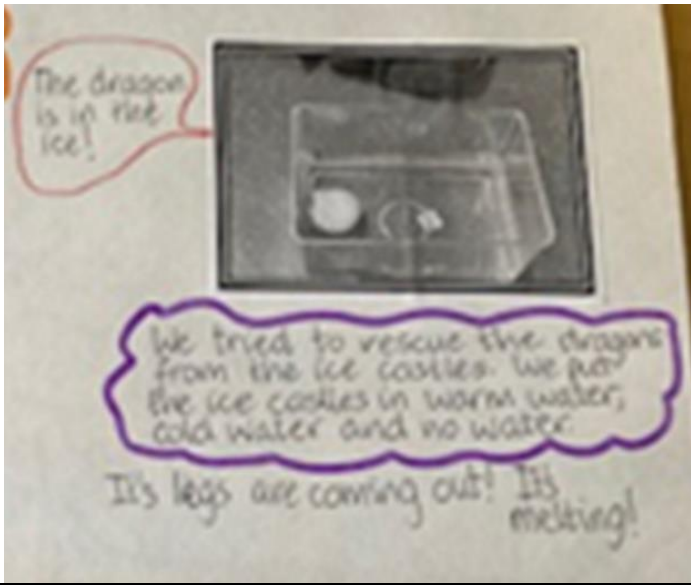


<b>Topic:</b> Materials	Primary 1-2 Age 4-6	Title of example: Ice castles
<b>Scientific skills focus</b> <b>Analyse and interpret:</b> Recognises similarities, patterns and differences in the findings and links these to the original question.		<b>Curriculum link</b> Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a
<b>Example</b> The class held an ice cube race to see what could help to melt them faster e.g. breathing on it, shaking it, holding it in gloves, holding in a jumper etc. They then explored ice castles (water frozen in small containers/buckets, including small plastic dragons) and described what they noticed and what they felt like: <i>'It's so cold.'</i> <i>'Is it a snowball?'</i> <i>'It's very cold and hard.'</i>		
 		
The children were then invited to see if they could rescue the dragons more quickly by putting the ice castles in warm water, cold water or no water.		
		
<i>'It's melting now.'</i> <i>'You need to put it in the freezer to cold it.'</i> <i>'When it's sunny the ice melts.'</i> <i>'It's legs are coming out. It's melting.'</i> <i>'There's a lot of water now.'</i>		Children meeting the objective would be able to discuss their observations about the ice melting.
Example from Mearns Primary School, East Renfrewshire		