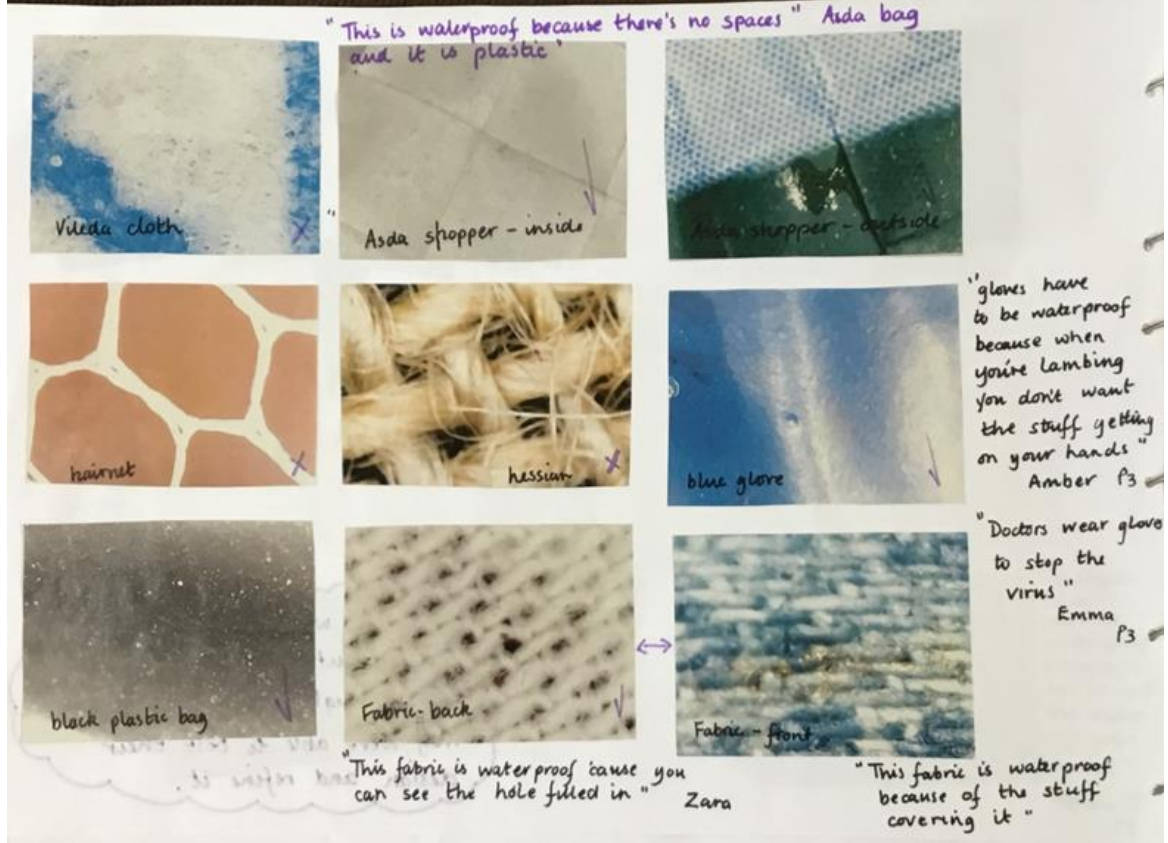


<b>Topic:</b> Materials	Primary 1-3 Age 4-7	<b>Title of example:</b> Waterproof close ups
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<b>Scientific skills focus</b> <b>Analyse and interpret:</b> Interprets findings and discusses links to the original question. Relates findings to their wider experiences of the world around them.	<b>Curriculum link</b> Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a
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**Example**  
 Children in a composite (mixed age) class explored TAPS [Incy spider shelter](#) and [Waterproof](#) activities to prompt investigations into waterproof materials. The teacher found that Primary 1s were able to independently choose materials, test and refine their design for an Incy shelter. Primary 2 and 3 were able to test a range of materials for waterproofness, with some P3s going further to identify why a material might be waterproof (holes vs no holes), which they explored with a digital microscope.



These P3s were able to relate their findings to their wider experiences:  
 "Gloves have to be waterproof because when you're lambing you don't want the stuff getting on your hands", "Doctors wear gloves to stop the virus".  
 Others observed closely, linking the absence of holes in the fabric to the original question.