




Topic: Changing Materials	Year Reception Age 4-5	Title: Frozen Balloons
Working Scientifically Observe closely		Concept context Melting, freezing and changes in materials.
Assessment Focus <ul style="list-style-type: none"> With support can children describe their observations and make simple comparisons. Can children use drawings/photos and labels to present their evidence. 		
<p>Activity <i>Today we will be scientists.</i> Prepare frozen balloons e.g. water, different coloured fizzy drinks. Pass around the balloon containing frozen water. Children discuss what it feels like (e.g. cold, hard). Can they guess what's inside? Unwrap the balloon and reveal the ice. How do they think it was made?</p> <p>Compare with a different frozen material. Discuss  similarities/differences.</p> <p>Could use magnifying glasses or torches to help children observe more closely.</p> <p>Children could take photos, discuss or draw pictures of what they discovered and label/annotate eg wet, cold, hard, lumpy etc.</p>		
		
<p>Adapting the activity Support: Adult to question and annotate. Build visual wordbanks to support any recording. Extension: How can we stop them melting? How can we melt them faster? Can we make the material solid again? Other ideas: What can we freeze next? Freeze a dinosaur or character inside each balloon to release.</p>		
<p>Questions to support discussion</p> <ul style="list-style-type: none"> What do you see/smell/feel? What do you think it is? What do you think will happen to it? Will it stay the same/change? How long do you think it will take to melt? How can we make it melt quicker? What is the same/different between the two balloons? Why do you think that? Why is it melting/not melting? 		
<p>Assessment Indicators Not yet met: Describe what they can feel using everyday language, but not yet linking to past or future changes of state.</p> <p>Meeting: Children can describe their observations, for example, <i>it feels cold and hard, it's got ice inside to make it cold.</i> They begin to observe and explain how materials change for example, <i>it's melting now, you need to put it in the freezer to cold it, when it's sunny the ice melts.</i></p> <p>Possible ways of going further: Children make comparisons between different frozen balloons or make links with other experiences they have had e.g. <i>in a hot a country it would melt faster.</i></p>		



Teacher box 3 - use Q, discussion and observation. See TAPS pyramid for more examples.