



<p><b>Example topic:</b> Changes in our world</p>	<p>Primary 1/2 Age 4-6</p>	<p>Activity title: Making butter</p>
<p><b>Science skill focus</b> Recording and communicating</p>	<p><b>Curriculum link: Change over time</b> How can we make change happen? (CoT3)</p> 	
<p><b>Progression Focus</b></p> <ul style="list-style-type: none"> <li>• Can children describe changes?</li> <li>• Can children record and communicate their observations?</li> </ul>		
<p><b>Activity</b></p> <p>Possible introduction: discuss where the children think our food comes from – have some whole and convenience foods e.g. potatoes &amp; chips/crisps, milk &amp; yoghurt/cheese etc Do children know where butter comes from? Have cream and packet of butter. Support children to make butter: using small plastic containers, pour in cream to half full, shake for 5 minutes and make observations. Ask the children to explain their findings to an audience e.g. draw/tell/write instructions for another class.</p> <p><b>Adapting the activity</b></p> <p><b>Support:</b> Photo before and after, word bank, examples of food to put it in real life context.</p> <p><b>Extension:</b> What happens if we add salt? Compare cold/room temperature cream.</p> <p><b>Other ideas:</b> Use a marble in shaker, use whisk/fork – does this affect the time/texture? Consider single/double cream?</p>		
<p><b>Questions to support discussion</b></p> <ul style="list-style-type: none"> <li>• Where does butter come from?</li> <li>• What does the cream look/feel/taste like?</li> <li>• What do you think will happen?</li> <li>• What do you see is happening to the cream?</li> <li>• What does the butter look/feel/taste like?</li> <li>• How is the butter different/similar to the cream?</li> <li>• How long did it take?</li> <li>• Does it taste different to shop bought butter?</li> </ul> 		
<p><b>Pupil learning indicators</b></p> <p><b>Not fully achieved:</b> Pupils struggle to describe their findings to their audience. Descriptions and observations are made in simple term e.g. wet, hard.</p> <p><b>Achieved:</b> Pupil recording and communicating is clear for their audience. They use more descriptive/scientific language to describe their observations or instructions e.g. thicker, solid, runny, liquid... They notice and describe changes in the cream/butter.</p> <p><b>Exceeded:</b> Pupils may adapt their explanations for their audience. Pupils may make comparisons, identifying similarities and differences between different methods.</p>		