

Science - Year 1

Everyday Materials – Block 1EM

Marvellous Materials

Session 6

Resource Pack

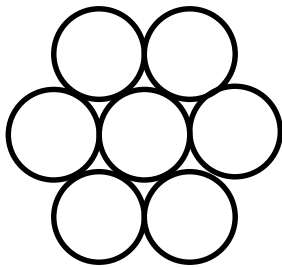
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We refer you to our warning, at the foot of the block overview, about links to other websites.

The Puddle and Ice Dances

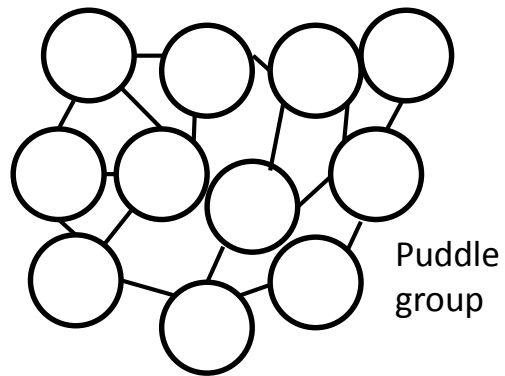
Ask the children: *Can anyone remember the dance we did about particles in a solid and a liquid? Can we remember how we moved to represent the particles?*

Remind the children about the puddles and ice they have observed. Ask them to consider what happened to the puddles and the ice over time.

Split the class into two groups, one group representing the ice block and the other the puddle. Ask the Ice group to stand up or kneel in a tight group to represent a solid, whilst the Puddle group should lay on the floor, just an arm's length apart to represent a liquid.



Ice group



Puddle group

Choose music to play as the children act out the changing shape of the ice and puddle. Alternatively, use an instrument to play gently (a tambourine for example). Explain that the children on the outside of the ice and puddle groups will need to move away from the others, to represent the melting and evaporating they noticed when observing the real thing.

Ice group: The children on the outside of the ice block will need to move away but still hold hands with the others, as they 'turn' from solid to liquid, before then separating off completely when they 'evaporate'.

Puddle group: Children on the outside need to move away from the rest of the group, until all children have 'evaporated' and are separate.

Practise the dances until you are ready to perform in front of an audience. Ask the children if they have any suggestions for improvements and extension, based on their understanding of particles in solid, liquids and gases. You may want to introduce another instrument to represent the temperature dropping or the rain coming, causing the ice group to need to reform into a block or the puddle to grow.