

Science - Year 1

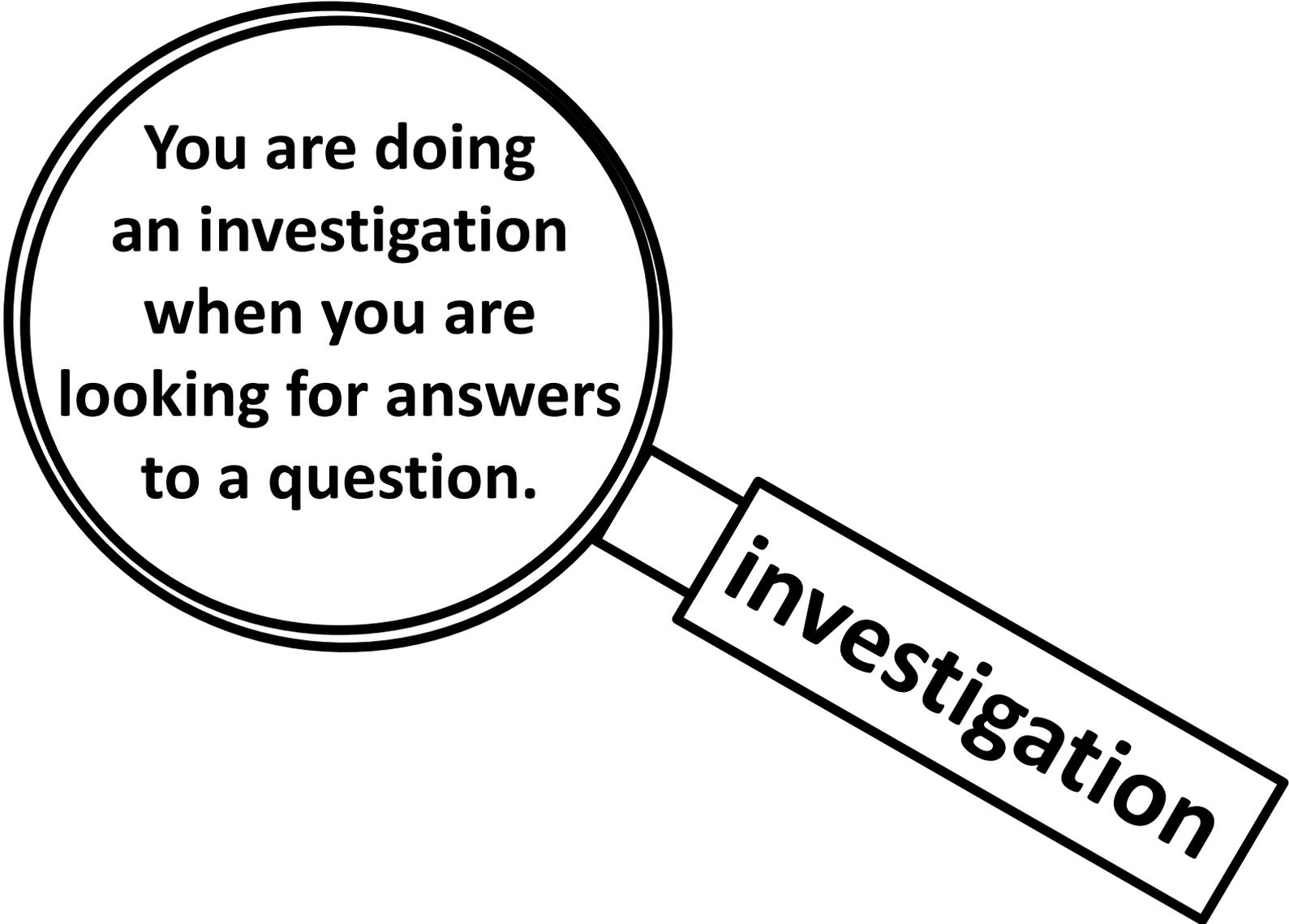
Animals incl. Humans – Block 1AH

Ourselves

Session 3

Resource pack

Science Dictionary



**You are doing
an investigation
when you are
looking for answers
to a question.**

investigation

**Ways your body works out
what it can see, smell, hear,
taste, and touch.**

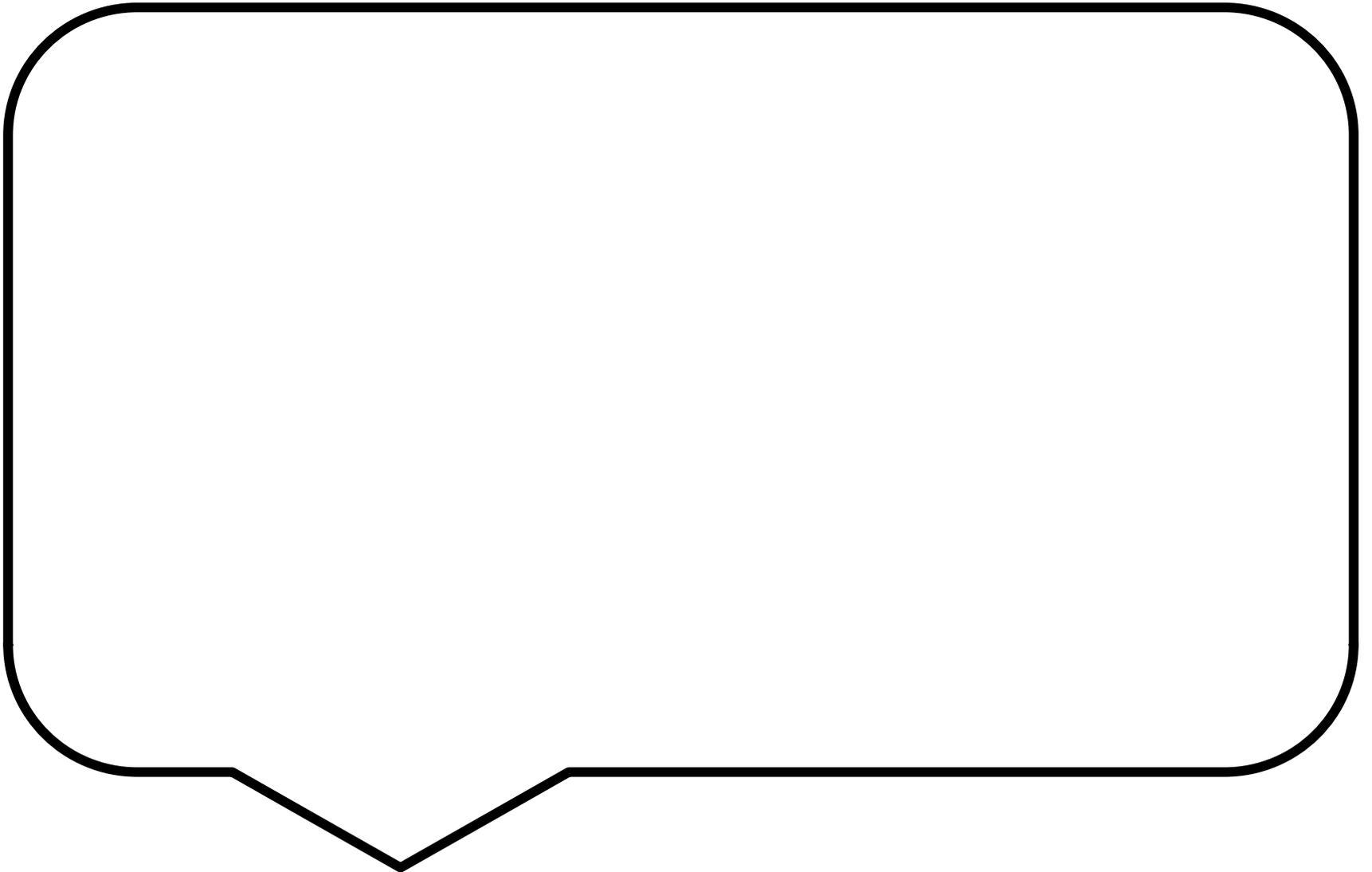


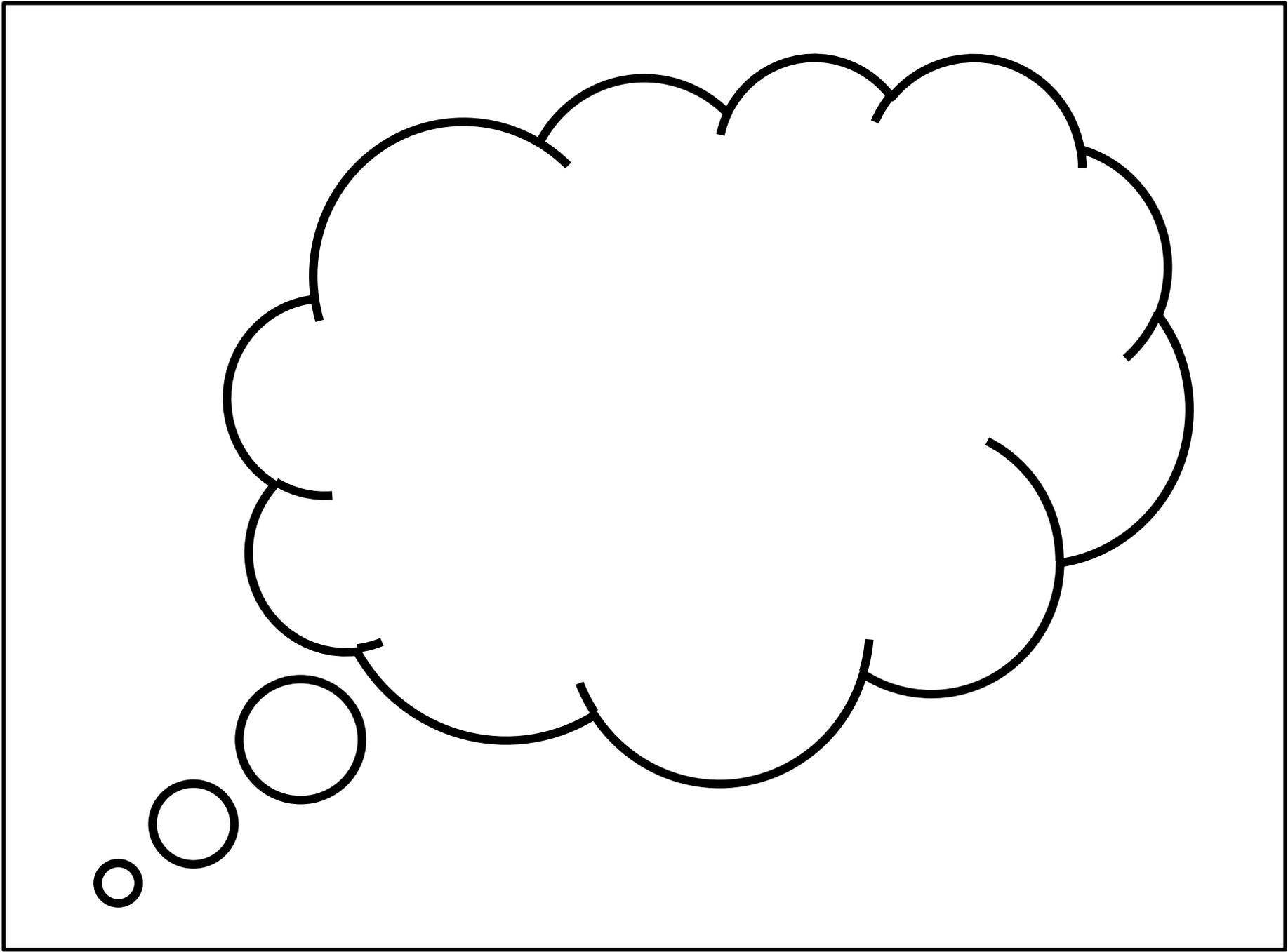
A fair test

A test is fair when you change one thing at a time to give all the ideas their own turn.



Speech bubbles





Can you hear the whistle?

Science investigation *Noticing Patterns*

- ☞ Take the children into the playground. Tell them a story about your whistle to hook their interest:

When I use the whistle at playtime some children don't seem to hear it. I wonder why that is?

I am thinking about using this whistle in PE but I need to know that it works and everyone can hear it. How can we find out?

- ☞ Ask the children to talk to each other and generate questions about how they hear the whistle. For example: *If I go further away, would it change how I hear the whistle? If my friends were talking really loudly to me, would it change how I hear it? If I was wearing a hat or ear muffs, would that make a difference?*

Ask them to share their ideas with the class, predicting what might happen and offering an explanation.

For example:

Q: If I go further away, would it change how I hear the whistle?

A: It would, because my ears would be further away from the whistle sound.

Q: If my friends were talking really loudly to me, would it change how I hear it?

A: Yes, because their voices would be closer to my ears than the whistle.

- ☞ Choose one of the ideas to try out (the next page gives an example). Encourage the children to spot patterns by extending their questions:

So,

Q: If I go further away, would it change how I hear the whistle?

A: It would, because my ears would be further away from the whistle sound.

Q: If I go even further away, to the other end of the playground, would it change how I hear the whistle?

A: It would, because my ears would be even further away from the whistle sound. The whistle would be even harder to hear.



Thinking about hoods



How do our hoods affect how well we hear the whistle?

One question you could choose to try out and extend is this one:
How do our hoods affect how well we hear the whistle?

1. Ask the children to consider the question with their talking partner and then to share their ideas with the class.
2. Ask: *How can we find out?* Brainstorm ideas and write them down (we could listen to the whistle with our hoods up and our hoods down).
3. Ask the children to predict: *What do we think might happen?* (It might be harder to hear with our hoods up, the whistle might sound quieter.)
4. Test it and find out. Discuss what the children experienced.
5. Ask the children to wonder and ask further questions: *Would a bigger hood change how you heard the whistle? Would two hoods make it harder to hear it? If you pull your hood tight around your face does it change how you hear the whistle?*
6. Predict what might happen and then try it out.
7. Remind the children to think like scientists – offer explanations for what just happened.
“So, if I pull my hood tightly around my face I can’t hear the whistle as well. This is because the sound can’t even get through the gap in between my hood and my face. It can’t get to my ears that way. It can only get through the material of my hood, so it sounds muffled. “