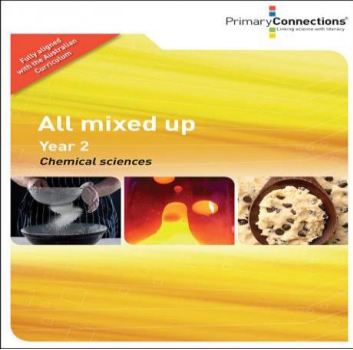


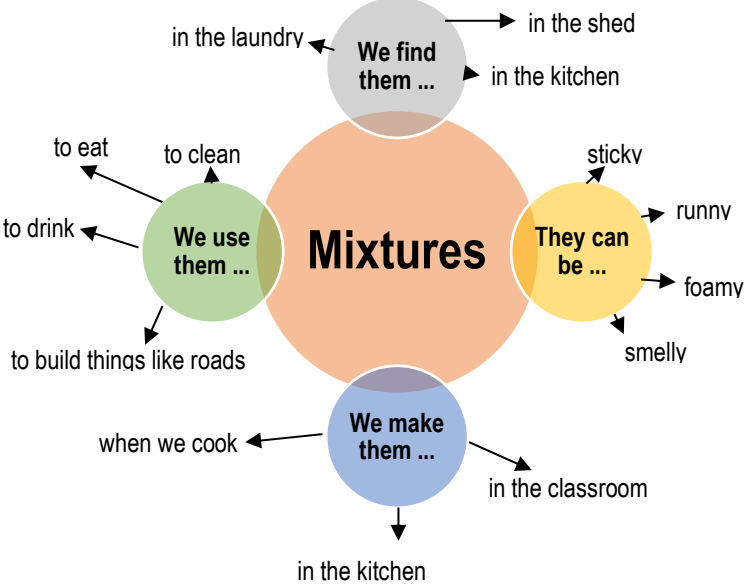
Year 2 Science & Technology Unit 2015

All Mixed Up (PCR)

Term:	1	2	3	4	Week:	1	2	3	4	5	6	7	8	9	10					
UNIT OVERVIEW											ASSESSMENT									
<p>The <i>All Mixed Up</i> Primary Connections unit is an ideal way to link science with literacy in the classroom. In this unit students will learn about materials that don't mix well, and others that are difficult to separate. Through hands-on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses.</p>																<p>Students will be exposed to a number of different types of assessments during this unit.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic Assessment: occurs at the beginning of the unit. This assessment is used to elicit students' prior knowledge so that the teacher can take account of this when planning how the unit will progress. <input type="checkbox"/> Formative Assessment: occurs throughout the unit at various points. This assessment type enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. <input type="checkbox"/> Summative Assessment: occurs towards the end of the unit. This assessment type is used to determine students' achievement of Science Inquiry Skills and Science Understanding as developed throughout the unit. 				
UNIT OUTCOMES																ICLT Resources				
<p>Values and Attitudes: ST1-2VA – demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures.</p> <p>Working Scientifically: ST1-4WS – investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and other know.</p> <p>Working Technologically: ST1-5WT – uses a structured design process, everyday tools, material, equipment and techniques to produce solutions that respond to identified needs and wants.</p>					<p>Knowledge and Understanding: Material World ST1-12MW – identifies ways that everyday materials can be physically changed and combined for a particular purpose</p> <p>ST1-13MW – relates the properties of common materials to their use for particular purposes.</p> <p>Knowledge and Understanding: Products ST1-16P – describes a range of manufactured products in the local environment and how their different purposes influence their design.</p>						<p>ABC SPLASH WEBSITE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooking 									
MATERIALS NEEDED FOR UNIT																				
<p>RESOURCE SHEETS: <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> See Primary Connections book '<i>All Mixed Up</i>' 					<p>OTHER EQUIPMENT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Samples of materials/ ingredients/ mixtures <input type="checkbox"/> Containers, bags, cups <input type="checkbox"/> Butcher's paper <input type="checkbox"/> Bowls, mixing spoons, colander, sieve, paper towels 															

UNIT AT A GLANCE

WEEK	LESSON	OVERVIEW OF TEACHING & LEARNING EXPERIENCE	ASSESSMENT		
1	Masters of Mixing – What’s my mixture? ST1-4WS, ST1-12MW, ST1-13MW	→ discuss similarities and differences between images of characters creating mixtures	Diagnostic Assessment: Elicit what students already know and understand about ‘how different materials can be combined, including by mixing, for a particular purpose.’		
2		→ explain why they think different characters are creating mixtures → brainstorm what they know about mixtures and their uses *HOME CONNECTOR* → Many Mixtures investigation			
3	Creative Cooking ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW	→ work in teams to observe different materials being mixed together → record observations in a table and discuss them		Formative Assessment: Monitor students’ developing understanding of ‘how different materials can be combined, including mixing, for a particular purpose.’	
4	Sometimes Slimy ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW	→ work in teams to explore what happens when cornflour is mixed with water → discuss and compare observations → identify that the properties of mixtures can depend on the quantities of materials used.			
5	Fun Fluids ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW	→ work as a class to investigate what happens when oil, water and detergent are mixed together Discuss their recorded observations and make evidence-based claims			
6	Marvellous Mixtures ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW	→ discuss mixtures they have explored and the purposes of the mixtures → sort mixtures according to their purposes using a T-chart → describe what the term ‘mixture’ means			
7	Sifting Solids – Cook’s Dilemma ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW, ST1-16P	→ make predictions about how mixtures can be separated → investigate what mixtures can be separated using different tools			Summative Assessment: Assess students’ ability to plan and conduct an open investigation. These tasks are designed to challenge and extend students’ science understanding and science inquiry skills.
8	Sifting Solids – Can we sift it? ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW, ST1-16P	→ represent the results of their investigation through a game → make evidence-based claims about separating mixtures.			
9	Interesting Ink ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW, ST1-16P	→ make predictions about how black inks can be separated → work in teams to investigate what different black inks are made of			
10	Musing on Mixtures ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW, ST1-16P	→ brainstorm a new ideas map about mixtures → complete a page about a mixture for a class book.		Summative Assessment: Exploring evidence of the extent to which students understand ‘how different materials can be combined, including mixing, for a particular purpose.’	

WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>ONE:</p> <p>Masters of Mixing - What's My Mixture?</p> <p>ST1-4WS ST1-12MW ST1-13MW</p>	<ul style="list-style-type: none"> □ Display an enlarged copy of 'Mix Masters' and ask students to identify what is similar & different about what is happening in the 3 pictures. □ Questioning: <ol style="list-style-type: none"> 1. What is similar about the pictures? 2. What is different? 3. What about...? 4. Is there anything else? 5. Did you notice that? □ Display an enlarged copy of 'Looking in the Bowl' and model how to record ideas about what is occurring. □ <u>Independent Activity:</u> <ul style="list-style-type: none"> ○ Record ideas on 'Looking in the Bowl' resource sheet. □ On a large piece of paper write the word Mixtures in the centre. Create an ideas map about mixtures and their uses  <ul style="list-style-type: none"> □ Ask students what questions they have about mixtures and their uses, and record them <p>PLENARY:</p> <ul style="list-style-type: none"> □ Discuss key words from the lesson and add them to the word wall 	<p>Assessment: (ST1-4WS, ST1-12MW, ST1-13MW)</p> <p>Explore what students know about mixtures and their uses – record in science journals in the form of a concept map.</p>		<p>→ Mix Masters (R.S. 1) enlarged copy</p> <p>→ Looking in the Bowl (R.S. 2) enlarged copy</p> <p>→ Butcher's Paper</p> <p>→ Word wall cards</p>

WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>TWO:</p> <p>Masters of Mixing - Many Mixtures</p> <p>ST1-4WS ST1-12MW ST1-13MW</p>	<p>KLA LINK: English – Read <i>George’s Marvellous Medicine</i> by Roald Dahl</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brainstorm with students some examples of mixtures they might use at home – Examples muesli, seed mix, salad or paint. Record answers. <input type="checkbox"/> Introduce the ‘<i>Information Note for Families</i>’ and read through it with students. <input type="checkbox"/> Discuss how students might ask family members to help them find mixtures, determine what is in mixtures and what they are used for. <input type="checkbox"/> Discuss how packaging can provide clues as to if the items are mixtures. <input type="checkbox"/> Introduce the ‘<i>My Mixtures</i>’ activity sheet and discuss how students will use it to record information. Discuss the purpose and features of table. <input type="checkbox"/> Model how to record a written observation. <input type="checkbox"/> Explain the due date for the observations and record in diary. <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall 	<p>Assessment: (ST1-4WS, ST1-12MW, ST1-13MW)</p> <p>Students observe, record and report on mixtures that they can see around their homes.</p>		<p>→ Information note for families</p> <p>→ My Mixtures activity sheet</p> <p>→ Word wall cards</p>

WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>THREE:</p> <p>Creative Cooking</p> <p>ST1-4WS ST1-5WT ST1-12MW ST1-13MW</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the three ingredients and describe appearance/smell. NB: remind students to not touch or smell substances. <ul style="list-style-type: none"> ○ Cocoa powder ○ Icing sugar ○ Rice puffs <input type="checkbox"/> Introduce the 'Crazy Cooking' recording sheet. Explain that groups will be creating each of the mixtures described. Make predictions about what will happen/ change. <input type="checkbox"/> Demonstrate how to use a tablespoon to measure out substances, place them in a cup and mix them together. <input type="checkbox"/> Brainstorm a list of words students might use to describe their mixtures and add them to the word wall → smooth, gritty, brown, white, lumpy <input type="checkbox"/> Model recording observations using an annotated drawing → discuss the features and purpose of an annotated drawing (to show an idea or object and includes pictures, words and/or descriptions). <input type="checkbox"/> <u>Collaborative Learning Groups:</u> <ul style="list-style-type: none"> ○ Divide students into groups of about 3 or 4 ○ Allow time for teams to complete their investigations. ○ Questioning: <ul style="list-style-type: none"> ▪ How would you describe...? ▪ Why do you think it looks like that ▪ How is it different to...? ▪ How is it similar to...? ▪ What might this mixture be used for? ▪ Did it remind you of other mixtures? What are they used for? <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall <input type="checkbox"/> Discuss how mixtures are used for cooking 	<p>Assessment: (ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW)</p> <p>Students examine how different materials can be combined, including by mixing, for a particular purpose.</p>		<p>→ Crazy Cooking recording sheet</p> <p>→ Word wall cards</p> <p>→ Cocoa powder → Icing Sugar → Rice Puffs → plastic cups → tablespoons</p> <p>→ Word wall cards</p>

WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>FOUR:</p> <p>Sometimes Slimy</p> <p>ST1-4WS ST1-5WT ST1-12MW ST1-13MW</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the purpose and features of a procedural text (to find out how something is done – title, materials, steps, labelled diagrams). <input type="checkbox"/> Introduce the 'Just Add Water' procedural text. <input type="checkbox"/> Model completing the steps <input type="checkbox"/> <u>Collaborative Learning Teams:</u> <ul style="list-style-type: none"> ○ Form teams ○ Allow teams time to make their observations and record them in their science journals ○ Discussion: <ul style="list-style-type: none"> ▪ How difficult was it mixing only a tablespoon of water into the cornflour? ▪ What words would you use to describe the mixture that you have made? ▪ What does mixing cornflour and water together remind you of? ▪ What were your original thoughts about this mixture? Is what you have found similar? Why or why not? ○ Make predictions → what would happen if twice as much water was added? Record predictions in Science journals ○ Add an extra half-cup of water to their mixing bowls and make observations. ○ Questioning: <ul style="list-style-type: none"> ▪ What happened when we added more water? ▪ Did that match our predictions? Why or why not? ▪ When making a mixture, why is it important to pay attention to the quantity of things mixed together? <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall 	<p>Assessment: (ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW)</p> <p>Students examine how different materials can be combined, including by mixing, for a particular purpose.</p>		<p>→ Just Add Water text</p> <p>→ cornflour → water → bowl → tablespoon</p> <p>→ Word wall cards</p>

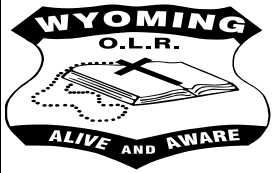
WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>FIVE:</p> <p>Fun Fluids</p> <p>ST1-4WS ST1-5WT ST1-12MW ST1-13MW</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss why scientists might be interested in studying oil and water → such as oil spills <input type="checkbox"/> Explain that we will investigate what happens when oil, water and detergent mix together. <input type="checkbox"/> Read <i>Slick Oil</i> and discuss how students will compare the substances when mixed together. <input type="checkbox"/> Predict what will happen when each mixture is made. Record predictions. <input type="checkbox"/> Complete activity, inviting volunteers to make each mixture. <input type="checkbox"/> Questions: <ul style="list-style-type: none"> ○ What happened when...? ○ What did you notice...? ○ What have we learned about mixtures...? ○ Did our results match our predictions? Why do you think that? <input type="checkbox"/> Discuss liquids that mix well with water and those that don't. <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall 	<p>Assessment: (ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW)</p> <p>Students examine how different materials can be combined, including by mixing, for a particular purpose.</p>		<p>→ Slick Oil sheet</p> <p>→ vegetable oil → water → dishwashing detergent → cups → paddle pop sticks → measuring cup → table covering</p> <p>→ Word wall cards</p>

WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>SIX:</p> <p>Marvellous Mixtures</p> <p>ST1-4WS ST1-5WT ST1-12MW ST1-13MW</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the mixtures students discovered at home. <input type="checkbox"/> Questions: <ul style="list-style-type: none"> ○ How do we know it is a mixture? ○ What is the mixture used for? <input type="checkbox"/> Brainstorm ways we could group the mixtures and record ideas → e.g. colour, texture, uses, size of grains <input type="checkbox"/> Introduce a T Chart on butcher's paper and explain that we are going to sort mixtures according to their purpose. <input type="checkbox"/> Brainstorm some uses that could be used as headings for the T chart such as – to eat, to clean or to have fun <ul style="list-style-type: none"> ○ Are there purposes that we have not represented here? Which ones? ○ What other mixtures can you think of for this group? <input type="checkbox"/> Write the term Mixture and describe what students think the term means. Record an agreed definition. <ul style="list-style-type: none"> ○ Ask: <i>According to our definition, is _____ a mixture? Can you think of other examples of mixtures? Are there other ways in which the word 'mixture' is use? What about mix?</i> <input type="checkbox"/> How can we make sure something is a mixture? <input type="checkbox"/> What do we know about mixtures? <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall 	<p>Assessment: (ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW)</p> <p>Students examine how different materials can be combined, including by mixing, for a particular purpose.</p>		<p>→Slick Oil sheet</p> <p>→Word wall cards</p>

WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES				
<p>SEVEN:</p> <p>Sifting Solids – Cook’s Dilemma</p> <p>ST1-4WS ST1-5WT ST1-12MW ST1-13MW ST1-16P</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review previous lessons and discuss the usefulness of mixtures and how their properties change depending upon the relative amounts of their substances or ingredients. <input type="checkbox"/> View the bowls of mixture and ask students to identify the ingredients in them → three bowls each with 3 tablespoons each of icing sugar, cocoa powder, coconut and puffed rice <input type="checkbox"/> What could we do if someone was allergic to one of the ingredients? How would we remove it? <input type="checkbox"/> Introduce the colander, sieve and paper towel. Describe how they are used. What is the same/ different about each sieve and the paper towel? <input type="checkbox"/> Introduce question ‘Does the size of the sieve holes affect what can be separated in a mixture?’ <input type="checkbox"/> Introduce investigation planner: <table border="1" data-bbox="280 691 1079 882" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Question: Does the size of the sieve holes affect what can be separated in a mixture?</td> </tr> <tr> <td style="padding: 2px;">We will change – size of sieve holes</td> </tr> <tr> <td style="padding: 2px;">We will observe – which ingredients are separated</td> </tr> <tr> <td style="padding: 2px;">We will keep the same – the type of mixture</td> </tr> </table> <input type="checkbox"/> Introduce enlarged copy of ‘Sifting Investigation Results’ <input type="checkbox"/> Have students predict what they think will happen and why. <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the results of the investigation: <ul style="list-style-type: none"> ○ Which sieve let the largest-sized ingredients through? Why did that happen? ○ Which sieve let the smallest-sized ingredients through? Why did that happen? ○ Wat is the answer to our question ‘Does the size of the sieve holes affect what can be separated in a mixture?’ What evidence do we have for our answer? ○ Discuss why people sieve mixtures. <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall 	Question: Does the size of the sieve holes affect what can be separated in a mixture?	We will change – size of sieve holes	We will observe – which ingredients are separated	We will keep the same – the type of mixture			<p>→3 tablespoons icing sugar →3 tablespoons cocoa powder →3 tablespoons coconut →3 tablespoons puffed rice →3 large mixing bowls →1 mixing spoon →plastic tablecloth →1 colander →1 sieve →1 piece of paper towel →1 jar</p> <p>→sifting investigation results sheet</p> <p>→Word wall cards</p>
Question: Does the size of the sieve holes affect what can be separated in a mixture?								
We will change – size of sieve holes								
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WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>EIGHT:</p> <p>Sifting Solids – Can we sift it?</p> <p>ST1-4WS ST1-5WT ST1-12MW ST1-13MW ST1-16P</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review previous lessons investigation <input type="checkbox"/> Discuss how we can represent our findings using a whole class role play. <input type="checkbox"/> Introduce the 'Sifting Game Labels' – pegs used to attach labels to clothes. <input type="checkbox"/> Explain the game: <ul style="list-style-type: none"> ○ ½ class given randomly selected labels & clothes pegs (represent ingredients in a mixture) ○ Other ½ form a circle and join hands ○ Call 'All Mixed Up' ingredients students enter the circle and walk around randomly to represent being mixed together ○ Call 'Colander', 'Sieve' or 'Paper Towel' and hold up an example. Students think about whether their ingredient would pass through it, and if it does they leave the circle <input type="checkbox"/> Repeat the game several times, giving students the opportunity to participate at least twice as different ingredients <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the results of the game: <ul style="list-style-type: none"> ○ What did the game represent well about our investigation? ○ What did the game not represent? ○ Could you separate that mixture into all its parts? ○ What kinds of mixtures can you separate? ○ What kinds of mixtures can't you separate? <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall 	<p>Assessment: (ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW, ST1-16P)</p> <p>Students examine how different materials can be separated from a mixture.</p>		<p>→ 1/2 cup icing sugar in clear plastic container/ bag → 1/2 cup coconut in clear plastic container/ bag → 1/2 cup of cocoa powder in clear plastic container/ bag → 1/2 cup puffed rice in clear plastic container/ bag → Sifting game labels → 1 colander → 1 sieve → 1 piece of paper towel → completed copy of previous lessons worksheet</p> <p>→ Word wall cards</p>

WEEK	LEARNING AND TEACHING ACTIVITIES	ASSESSMENT TASK	EVALUATION	RESOURCES
<p>TEN:</p> <p>Musing on Mixtures</p> <p>ST1-4WS ST1-5WT ST1-12MW ST1-13MW ST1-16P</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review previous lessons and revisit the ideas map created in Lesson 1. Asking questions such as: <ul style="list-style-type: none"> ○ Do you still think that? What do you think now? Why? ○ Have we learned more about _____? ○ Does this fit our description of a mixture? Why do you think that is? <input type="checkbox"/> Introduce the 'Mixed Up' sheet and model how to record thinking in the areas of → The mixture is ...; This is a mixture of ...; This mixture is used for... <p>NB: You could use mobile devices to allow students to represent their understanding electronically whilst also creating a multimodal text that includes words, pictures and possibly even audio. Using apps like Tellagami, Educreations or Book Creator etc.</p> <input type="checkbox"/> Introduce a variety of mixtures for students to use in task. <p>PLENARY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the learning from the unit: <ul style="list-style-type: none"> ○ What were the most interesting thing you have learned about mixtures? ○ Which activities did you enjoy? Why? ○ What helped you learn? ○ What did you learn about working in teams? ○ What did you learn about listening to other people's ideas? ○ What are you still wondering about? <input type="checkbox"/> Discuss key words from the lesson and add them to the word wall 	<p>Assessment: (ST1-4WS, ST1-5WT, ST1-12MW, ST1-13MW, ST1-16P)</p> <p>Students demonstrate how different materials can be combined, including by mixing, for a particular purpose</p>		<p>→Mixed Up sheet</p> <p>→Word wall cards</p>



Our Lady of the Rosary Catholic Primary School

July 2015

Introducing the 'My Mixtures' Project

This term Year 2 will be exploring everyday mixtures and their uses. As part of the science unit *All Mixed Up*, your child will investigate simple mixtures in their home. Examples of simple mixtures in the home might include breakfast cereals, seed mix and detergent mixed with water.

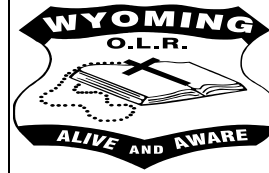
Your child is asked to complete the 'My Mixtures' resource sheet and are also encouraged to take photos, draw pictures and bring some of the items to school for display.

Please make sure you reinforce that some mixtures might be poisonous and they are not to taste, smell or eat anything unless they are given adult permission.

Students will be asked to share their observations with their classmates on **Friday 14th August**.

Kind Regards,

Mrs Alice Vigors and Mrs Louise Bailey
Year 2 Class Teachers



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Name: _____ **My Mixtures**

Find some simple mixtures around your home. Write and draw your answers.

What is the mixture called?	What is in the mixture?	What is the mixture for?	What is the mixture called?	What is in the mixture?	What is the mixture for?
cup of black tea 	tea-leaves water sugar	to drink			

WORD WALL CARDS:

soft

hard

lumpy

gooey

runny

smelly

yummy

milky

wet

sticky

cooking

baking

mixing

stirring

mixtures

goo

slime

squishy

slimy

cool

hot

rough

smooth

bumpy

crunchy

oil

water

absorb

sifting

bowl