

## Add 1, 2 or 3

### Read the code

Match each answer to a letter. What is the message?

0	1	2	3	4	5	6	7	8	9	10
H	W	R	I	C	N	O	A	D	E	T

$1 + 2 = \underline{\quad}$		$2 + 2 = \underline{\quad}$		$3 + 4 = \underline{\quad}$		$1 + 4 = \underline{\quad}$	
$2 + 5 = \underline{\quad}$		$3 + 5 = \underline{\quad}$		$6 + 2 = \underline{\quad}$		$3 + 3 = \underline{\quad}$	
$2 + 3 = \underline{\quad}$		$6 + 3 = \underline{\quad}$		$3 + 7 = \underline{\quad}$		$0 + 1 = \underline{\quad}$	
$1 + 5 = \underline{\quad}$		$4 + 2 = \underline{\quad}$		$2 + 0 = \underline{\quad}$		$1 + 9 = \underline{\quad}$	
$0 + 0 = \underline{\quad}$		$1 + 1 = \underline{\quad}$		$1 + 8 = \underline{\quad}$		$7 + 2 = \underline{\quad}$	

What is the message?

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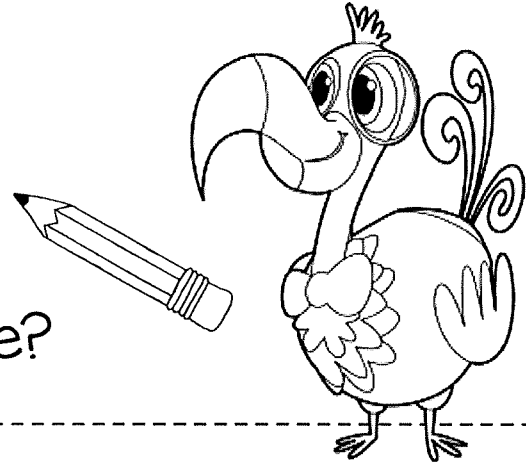
# 4 corners problem

2D shapes

1 Read.

Doc drew a shape that  
has 4 corners.

What could the shape be?



2 Underline the question.      3 Circle the facts.

4 Draw some shapes.

5 How many sides on each shape? \_\_\_\_\_

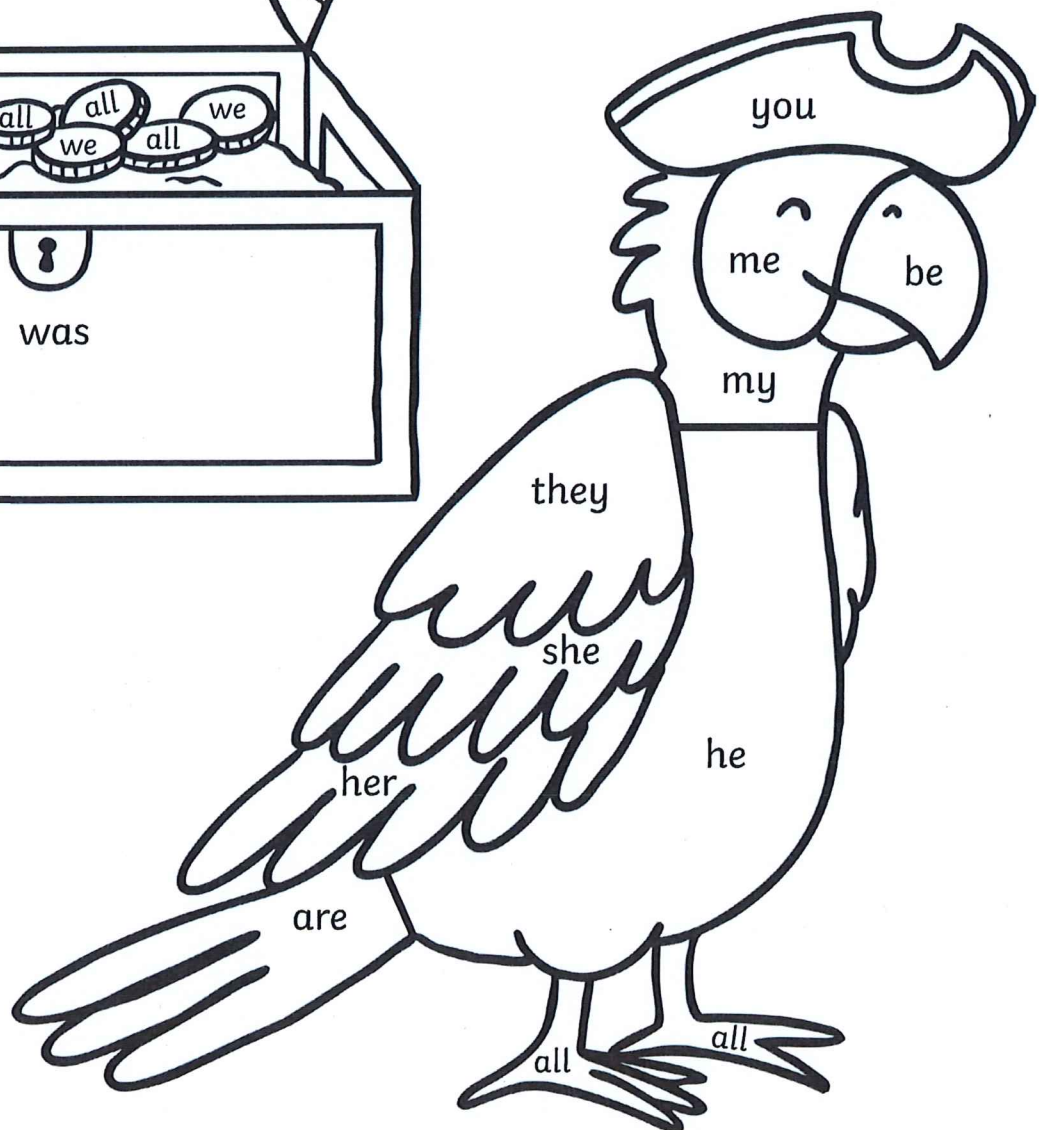
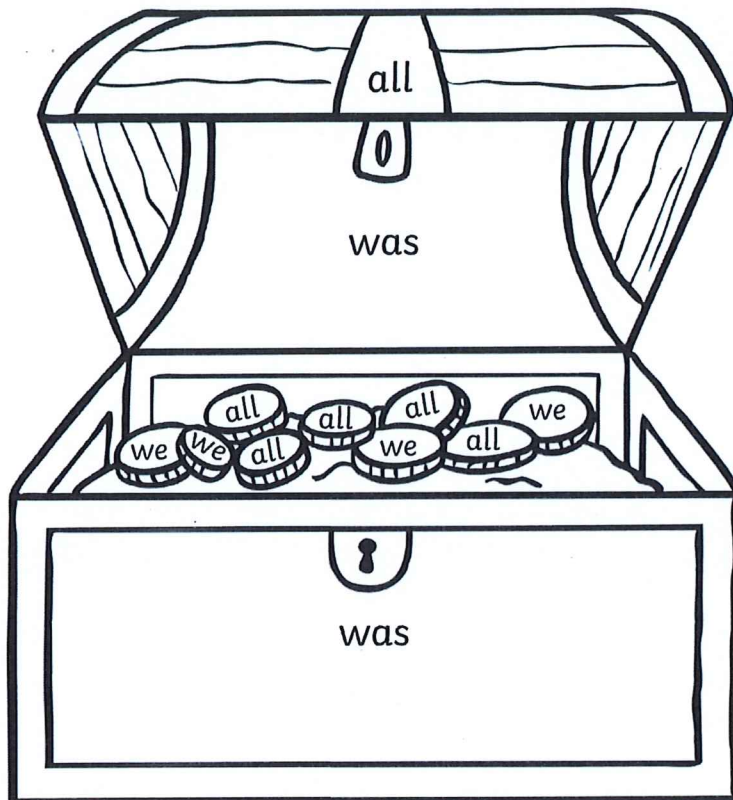
# Pirate Parrot Tricky Word Colouring

Carefully, read the tricky words. Then, colour the picture using the clues.

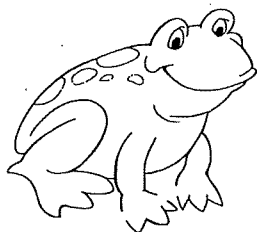
he = red she = blue we = yellow me = green be = orange you = black

are = purple her = pink was = brown all = grey

they = dark green my = dark blue



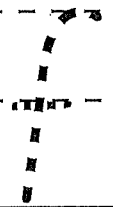
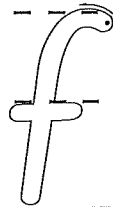
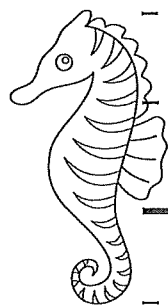
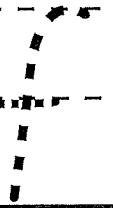
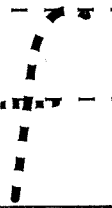
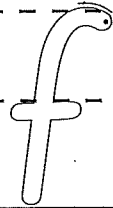
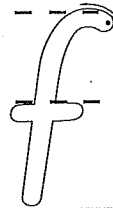
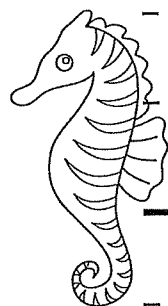
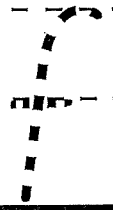
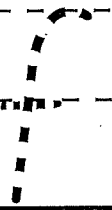
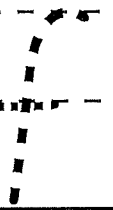
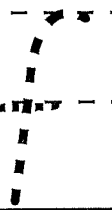
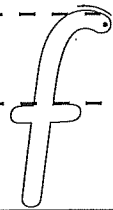
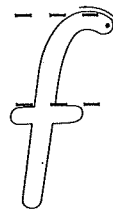
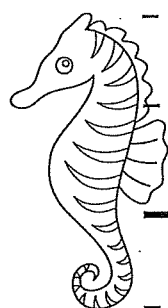
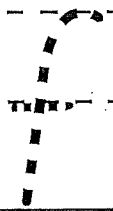
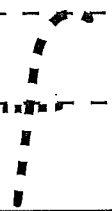
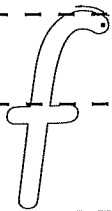
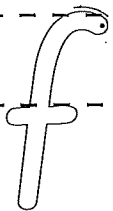
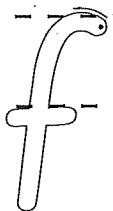
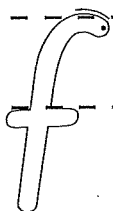
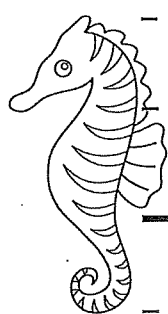
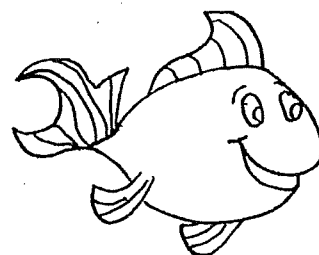
Name: \_\_\_\_\_

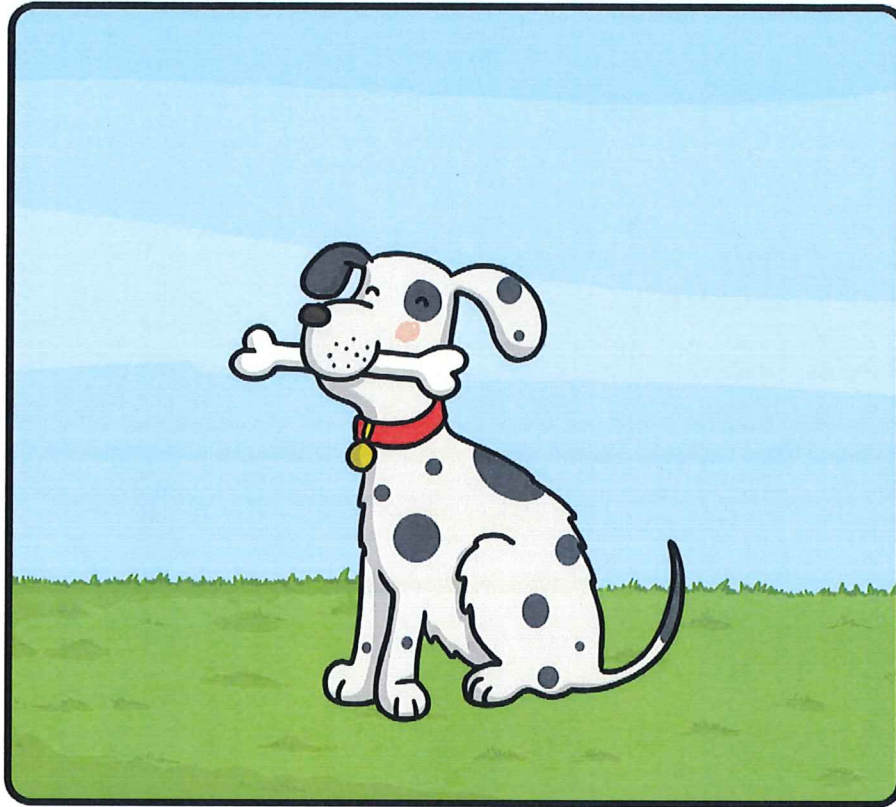


Writing on the Lines

Lower case f

(a head and body letter)





Arrange these words into a full sentence.

bone.      The      has      spotty      dog  
a

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# What happens when things are heated or cooled?



1 Will this snowman keep smiling?

Use some of the words in the box to explain your answer.

## Vocabulary

warm

cool

melt

freeze

heat

change

thaw

hard

soft

liquid

## Materials needed

### ACTIVITY QUESTION 7

#### Frozen fruit investigation

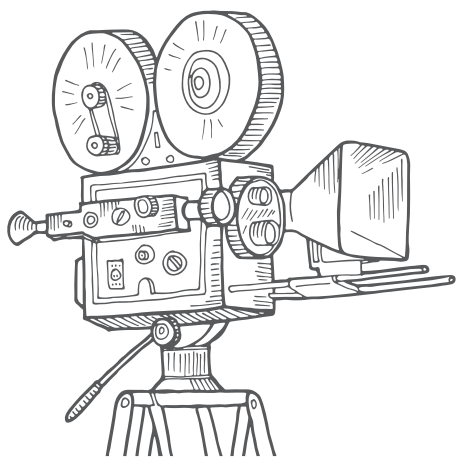
You will need:

- a bag of mixed frozen fruit
- tongs
- plastic plates or trays to hold the fruit



Ensure students have washed their hands before handling food.

**2** Click on the screen to watch the video, then **Think, Pair and Share** your thoughts about the questions.



What materials are the clothes made from?

How had they changed?



What would the material feel like?

How else might this type of material be changed?



If the temperature is cold enough, most materials will freeze. When materials are frozen, they can change.

3

Look at the images and answer the questions.



**What do you see?**

**Describe what each frozen thing would feel like.**



**What would change if each thing was heated?**

When heat is added to materials, the temperature rises and they become warmer. When materials are warmed, they can change.

**Materials can be heated in different ways.**

**All the materials melted when heated.**

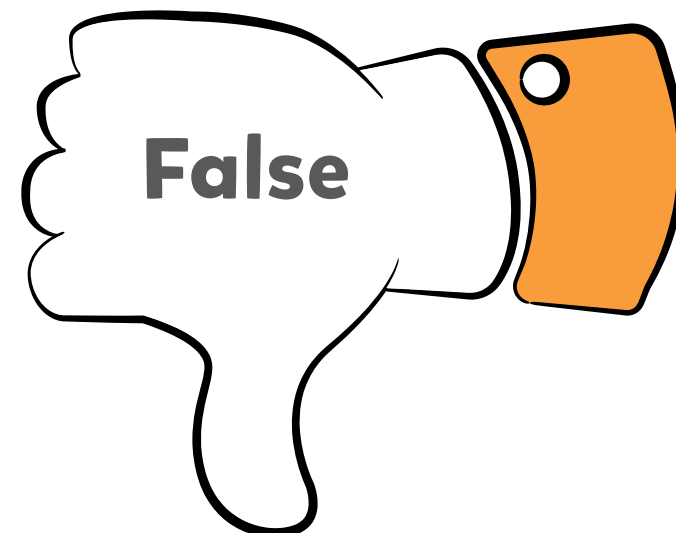
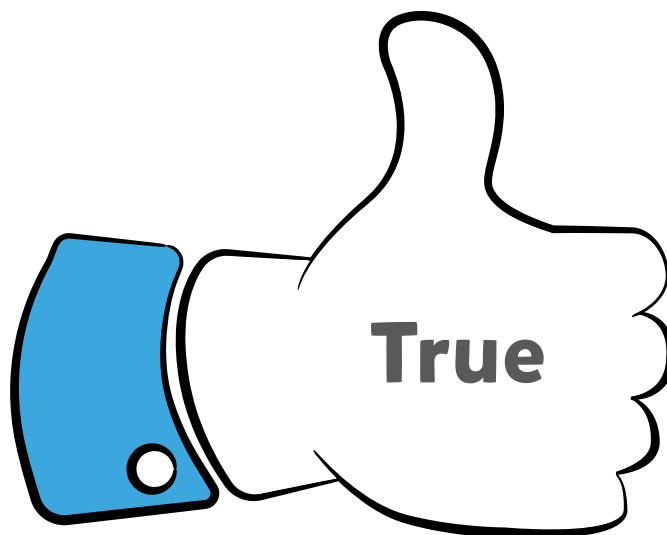
**Some materials became harder when heated.**

4

Read the eBook *Heating Up!*

5

As a class, read the statements then play Thumbs up, Thumbs down.



We can observe and explore the changes that happen when something is cold and is then heated.

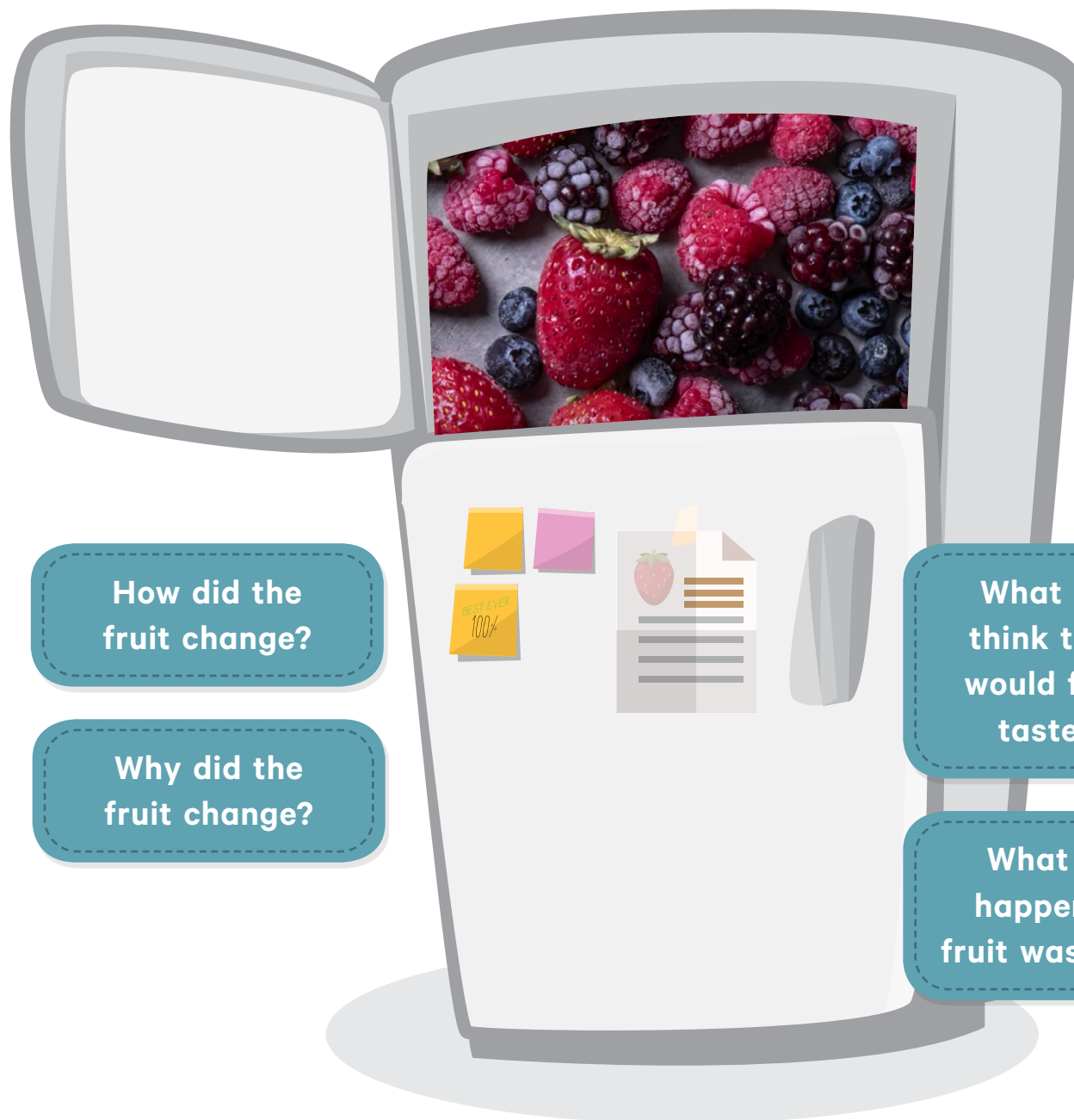
**6** Click on the fruit in the freezer and watch what happens. Talk about the questions.

How did the fruit change?

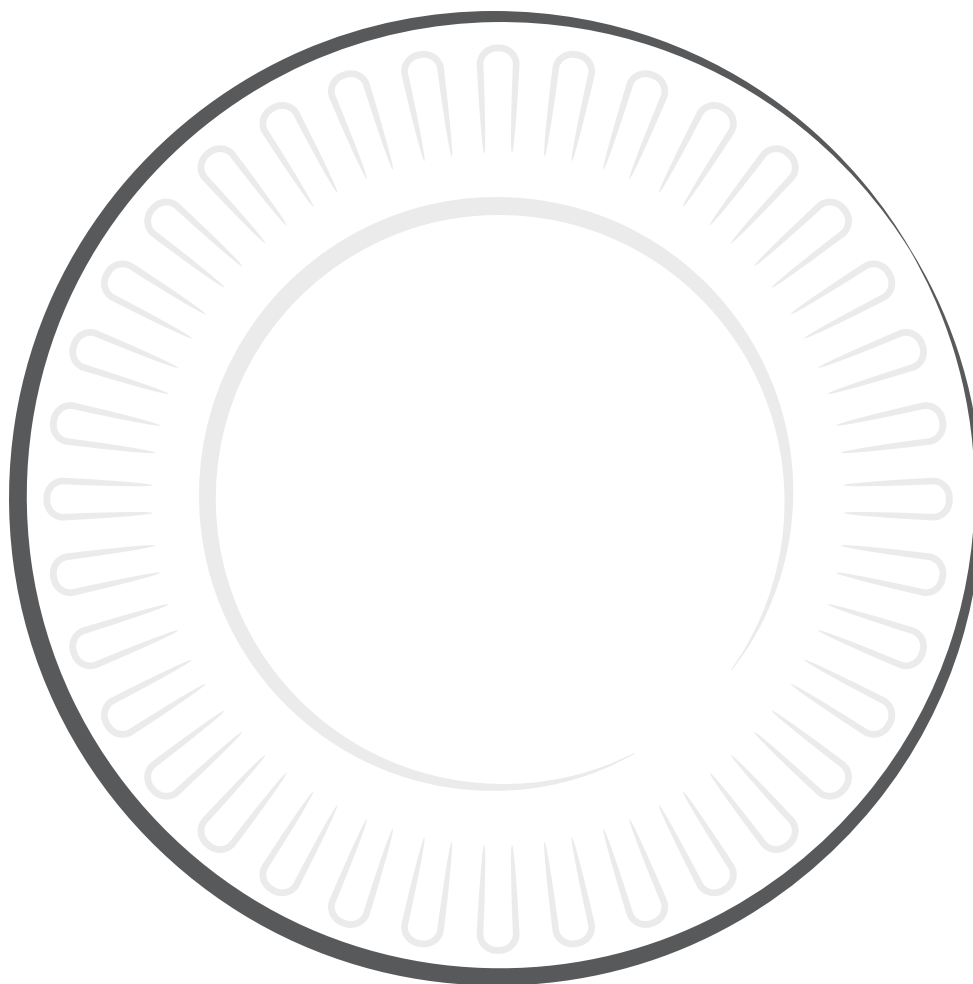
Why did the fruit change?

What do you think the fruit would feel and taste like?

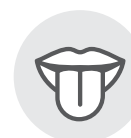
What would happen if the fruit was heated?



- 7** Use your senses to investigate the frozen fruit from your teacher. Draw the fruit on the plate and add describing words around it.



### Five senses



Taste



Smell



Hearing



Touch



Sight

**8** When frozen material is warmed or heated, it thaws and changes.

With a class mate, try some different ways of thawing your frozen fruit.

We thawed the fruit by...

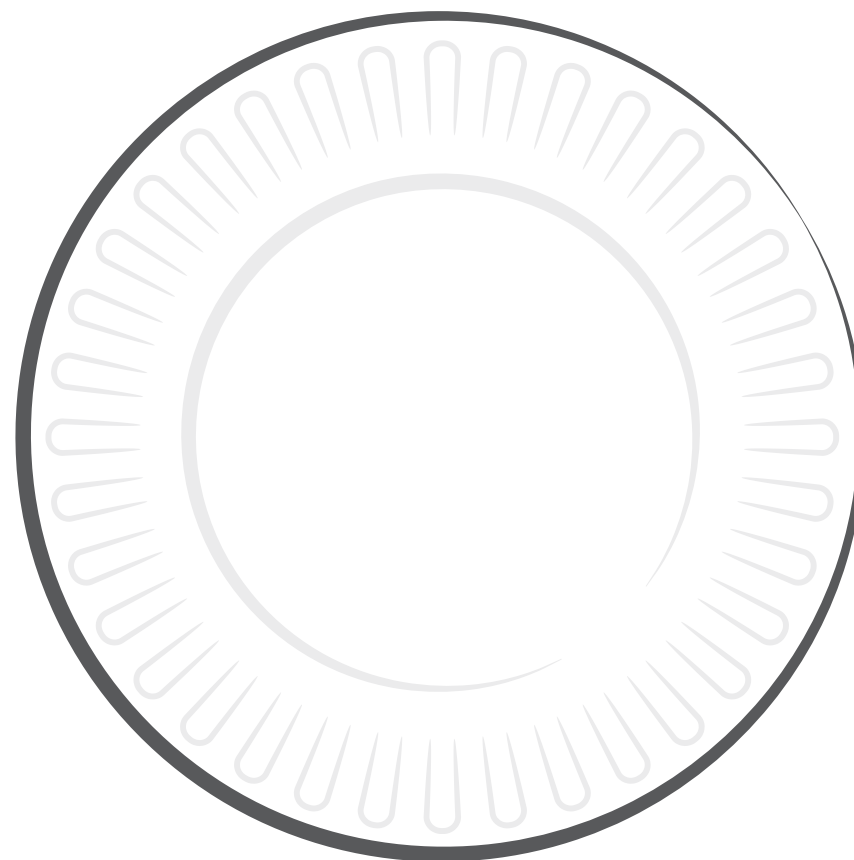
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**9** Use your senses to investigate the fruit again. How has it changed?





10

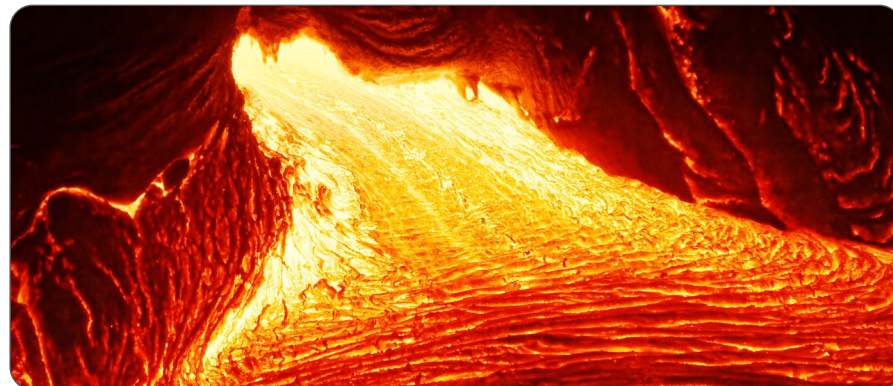


What is this fruit?

The fruit has been changed in each picture. Label if it has been heated or cooled.



**11** Draw and label what these materials would have been before they were heated.



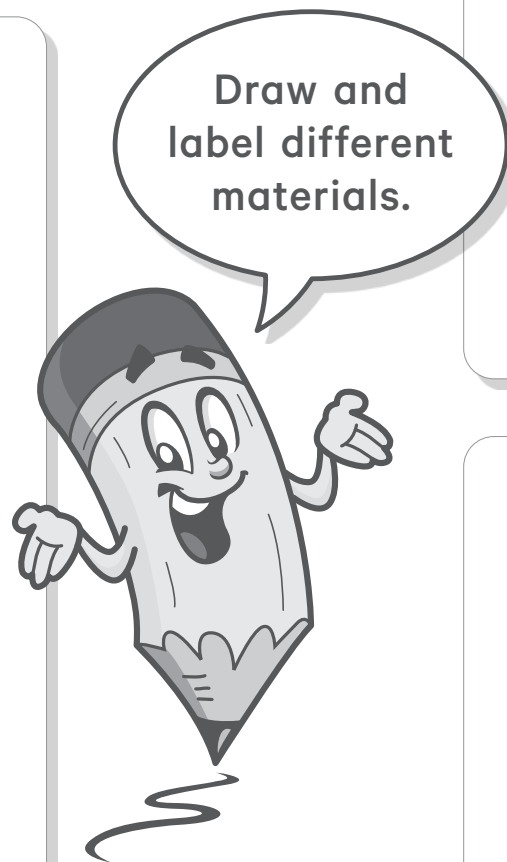
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# The Big Picture – looking at levels of understanding

## ACHIEVING

A material that  
you can stretch.



A material that you can bend.

A material that can be melted.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Unit 1 Materials and Changes

# The Big Picture – looking at levels of understanding

**TAKING IT FURTHER**

Think of two different actions which could change these materials.



1.

2.



1.

2.



1.

2.

# The Big Picture – looking at levels of understanding

## ◆ HIGHER ORDER THINKING

Trees are a natural material.  
This material can be changed  
to make many different things.  
Name as many as you can.

