

Video question script, Earth Science for Years 1 and 2. Plenary: Sensory treasure hunt

Question/Activity	Likely response	Rationale
We are going to go on a treasure hunt, to see if we can find things which match up to things which we have found in a lot of feely bags.		Preparation for the activity. Construction = applying their previous experience
Choose one thing from the workbook to bring out of a feely bag. What can we find to match it?	<i>tape measure/ piece of brick (hard)</i>	Construction = applying their previous experience
What properties of materials can we think of? Introduce the words we shall be using, from the card from the pack	<i>display card with 16 properties shown –hard/soft: stretchy/ stiff etc</i>	Construction = applying their previous experience
Then bring out three more items from feely bags in turn. Each time something is brought out we go and find something with the same properties round the garden.	<i>polished rock/coin (shiny); tissue/feather (soft) elastic band/balloon (stretchy)</i>	Pupils quickly discover a pattern as they group the objects. Discussion involves metacognition and cognitive conflict is caused when objects fit into two or more groups. Applying the words to objects all around is a bridging skill.
Then display all 16 items (supposedly from the feely bags) which match the property list, and match them up to a “discovered” item and to the cards of each property from the pack.	<i>as above, plus: pencil/nail (stiff) rock, dead leaf (dull) rock/broken wood (rough) pebble/tomato (smooth) rubber/plant label (bendy) slate label/ wood (not bendy) roofing slate/glass dropper bottle (waterproof) oolitic limestone/towel (absorbent) granite/plastic top (non-absorbent) gypsum/safety specs (transparent) lens cap/obsidian (opaque)</i>	As above
Now ask the pupils questions about the best material to use in particular circumstances e.g. What is the best material for a house roof? ...for a rabbit hutch?	<i>slate wood</i>	As above
Then show the pupils how the objects may be grouped into those which are naturally occurring and those which are manufactured.	<i>naturally occurring – all the rocks (9), feather, wood (2), dead leaf, tomato, gypsum. manufactured – tape measure, brick, coin, tissue, elastic band, balloon, rubber, plastic plant label, pencil, nail, glass dropper bottle, cloth, sieve, towel, plastic top, safety specs, lens cap.</i>	As above
Lastly, ask the pupils if	<i>(I forgot about this bit – OK?)</i>	As above

they can change the shape of any of the objects e.g. by squashing, bending, twisting, stretching?