

Topic: Ages Ago

Year:3

Term: Autumn 19-20

Starting point:

Hook - Introduce 'Doug' the archaeologist and have the yr 3



shared area destroyed by a woolly mammoth! Also find cave paintings and footprints....

Travelling back in time to the Stone Age

Butser Ancient Farm Visit:

Archaeology, Spinning, Wattling and Pottery in Stone Age times.

Learn basic methods: used by archaeologists, essential skills to make clothes, build a wall with hazel, use clay to make pots etc.

MOTIVATION:

Children will be using their skills throughout to design their stone age, bronze age and iron age weapons and clothing using the properties they learn over the topic.

SCHOOL VALUES:

Charlie Challenge
Creative Cristoph
Teamwork Trio
Independent Isaac
Resilient Ruby

BRITISH VALUES:

Democracy
Rule of law
Individual Liberty
Mutual Respect
Tolerance

Subject areas/cross curricular links:

Science: properties of materials / man-made and natural (stone, bronze, iron etc), separating materials, dissolving and mixing / solutions / solids, liquids, gases, reversible and irreversible changes, comparing rocks / soils / fossils.

Maths: Creating life size drawings using scale comparisons. ordering dates of events in chronological order

Literacy: Non-fiction units: instructional text, narrative topic writing: diary entry / recount, discussing opinions and listening to those of other children, new vocab, making notes from videos, using a dictionary and glossaries

D&T: design, make and evaluate, creating structures

History: changes in Britain from the Stone age to the Iron age

R.E: Belonging (Christian faith: baptism)

Bronze age religions

Art: cave painting, drawing and sculpture using various materials

<p>What the children want to know: How the stone age people lived. The changes in Britain from the stone age to the iron age and how and why the use of materials changed. Children to understand properties of materials and how they are used in relation to their properties.</p>	<p>Multicultural/Community cohesion: End of topic presentation - Living museum exhibition to parents/adults.</p>	
<p>End product: Create an end of term museum celebrating findings from Stone Age to the Iron Age.</p> <p>Answer the question - <i>"Which period of time would you rather have lived in: Stone Age, Bronze Age or Iron Age or modern day and why?"</i></p>	<p>R.E QCA scheme of work: Belonging</p> <p>Explore Bronze age religion</p>	<p>SEAL/PSHE/Citizenship Me and My Relationships Autumn 1</p> <ul style="list-style-type: none"> • To manage feelings surrounding new people and understand the importance of belonging to a group. • To be able to see things from someone else's point of view in order to maintain friendships and relationships. <p>Me and My Feelings Autumn 2</p> <ul style="list-style-type: none"> • To identify what makes us feel happy/sad and why. • To think about being in someone else's shoes and suggest ways to help if they are feeling sad.

VALUES - How / when will these be taught?

Charlie Challenge: children will have to design their own stone age house

Creative Cristoph: children will discuss ways to present their learning throughout the topic

Teamwork Trio: children will present information as an end product

Independent Isaac: children will produce written pieces using high level language skills

Resilient Ruby: children will re-create their own cave paintings

Subject skills (Learning objectives)

Science (*Specialist teaching - Mrs Creasey*)

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rock and organic matter.
- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves, flowers.
- Explore the requirements of plant for life and growth (air, light, water, nutrients from soil and roots), and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Compare and group together everyday materials on the basis of their properties, including their hardness and solubility.

History:

- Changes in Britain from the Stone Age to the Bronze and Iron Age.
- Late Neolithic hunter-gatherers and early farmers (Skara Brae).
- Bronze age religion, technology and travel (Stone Henge)
- Iron Age hill forts - tribal kingdoms, farming, art & culture.

Geography:

- Human geography, including: types of settlement and land use, economic activities (trade links), and the distribution of natural resources (energy, food, minerals, water).

Design and Technology:

- Generate, develop, model and communicate their ideas through discussion and annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designs.
- Select from a wider range of equipment to perform practical tasks.
- Select from a wider range of materials and components according to their functional properties.

Art:

- To use sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

RE:

- Identify and explain the importance of 'belonging' in Christianity and how baptism is an expression of 'belonging'.
- Explain the symbolism involved in baptism services.
- Identify key religious symbols and symbolic actions.
- Discuss the meaning of symbolic language used in the Christian faith.

ICT:

- Use technology safely, respectfully and responsibly.
- Recognise acceptable / unacceptable behaviour; identify range of ways to report concern about content and contact.

PSHE:

Me and My Relationships (1)

- To manage feelings surrounding new people and understand the importance of belonging to a group.
- To be able to see things from someone else's point of view in order to maintain friendships and relationships.


Me and My Feelings (2)

- To identify what makes us feel happy/sad and why.
- To think about being in someone else's shoes and suggest ways to help if they are feeling sad.

WK	LI	Lesson	Resources
1 Hook / intro	<p>(Introduction to the topic)</p> <p>LI: To find out what the Stone Age was.</p>	<p>(1.1) HOOK - Link to English unit (See Miss Westley for more info). Travel back in time to the Stone Age where children will discover that 'something' (a woolly mammoth) has destroyed the Yr 3 Shared Area! Chn will also explore a cave in the playground full of strange marks (cave paintings), then discover a trail of mysterious footprints (pterodactyl).</p> <p>(1.2) HOOK continued.... [Dr Collins: Thursday 6th]</p> <p>(1.3) Back in class - What do we already know about the Stone Age? Introduce 'Doug' the archaeologist who has set us the task to find out more information for him.</p> <ul style="list-style-type: none"> • What do we want to find out? • Mind map existing knowledge and ideas <p>End with video link - https://www.youtube.com/watch?v=tq3Q85aA_Ok</p>	<p>(1.1) Footprints in playground.</p> <p>A cave with paintings.</p> <p>Woolly mammoth destruction!</p> <p>(1.2) LI & mind map .</p>
2 Topic	<p>LI: To find out when the Stone Age occurred and place it on a timeline.</p> <p>LI To create a timeline, putting key events into chronological order.</p>	<p>(2.1) When did the Stone Age happen? Was it before/after the Tudors, for example? Give children some timeline cards and get them to sort them in groups in chronological order. (Discuss term chronological).</p> <p>(2.2) https://kidzfeed.com/stone-age-facts-for-kids/ Begin by looking through the website with the class. Explain to chn that even the stone age in itself was divided into 3 different periods - Paleolithic Mesolithic, Neolithic. Read info on each - discuss differences / changes (look through website slideshows). https://www.slideshare.net/ashleyrollins/the-paleolithic-era-and-the-neolithic-era https://www.slideshare.net/kevinkacel/early-humans-ppt-15269271</p> <p>Chn to show these 3 periods of the stone age on a timeline and can illustrate with pictures.</p>	<p>(2.1) Photo cards of historical eras.</p> <p>Sugar paper for class timeline.</p> <p>LI & Photo for books.</p> <p>Website links / slideshows</p> <p>LI & stone age timeline.</p>

<p>3 Topic</p>	<p>LI: To understand what humans need for survival in the stone age.</p> <p>L.I - To find out what people ate in the Stone Age and how their diet changed.</p>	<p>(3.1) Scenario - "You went to bed at home like usual, but have woken up in the middle of nowhere with no clothes, food, water or shelter....." Diamond 9 activity - children to put the pictures into a diamond from the most important at the top, to the least important at the bottom.</p> <p>Chn to be able to justify their choices.</p> <p>(3.2) Ask - What do you think people used to eat in the Stone Age? Get children to share ideas with each other and then do a mind map of their ideas. What do class as 'healthy eating', did they have a balanced diet? Doug is opening a restaurant where customers can try and taste modern cuisine and stone age cuisine. Chn to create 2 sample menus - modern / stone age - include starter, main, dessert and drink.</p>	<p>(3.1) Diamond 9 cards (one pack each)</p> <p>LI & photo in book, with written justification</p>
<p>4 Topic</p>	<p>L.I - To understand that we live in many different types of homes. To know the names of different buildings and the main features.</p> <p>L.I - To find out about life in Skara Brae.</p>	<p>(4.1) HOUSES - NOT TOO MUCH INFO IF DOING ON TOPIC MORNING. Explain to the children that Doug would like to know more about houses in the Stone Age and how they changed over time - Paleolithic Period, Mesolithic Period, Neolithic Period.</p> <p>Observe and discuss some pictures of buildings from these periods. How did they enclose space? Why do we enclose space? What are the differences between these different buildings, and how does it compare to modern day? Children to stick in a picture of the 3 types of houses (Paleolithic, Mesolithic, Neolithic) and match the sentences to the correct ones. Then complete a comparison table.</p> <p>(4.2) Learn about an archaeological site that was built during the Stone Age. Find Orkney as a class on Google Maps & explain the Skara Brae was found here. Do they know anything about archaeology? Look at website links and read as a class. CT to make flipchart notes. https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/ http://primaryfacts.com/2424/skara-brae-facts-and-information-about-the-neolithic-settlement/ Watch video about Skara Brae & CT to add more notes to flipchart - concentrate on evidence</p>	<p>L.I Pictures and matching sentences. Comparison table worksheet</p> <p>Website and video links</p>

		<p>found and what it suggests. https://www.youtube.com/watch?v=79C97rpg13Y Chn to complete activity: mark Orkney on map, add notes from the video around a picture (mind map), then write a diary entry imagining "Doug" has just discovered some artefacts at this archaeological site and what it may suggest.</p>	<p>LI, map picture, skara brae picture, diary entry.</p>
5 Topic Art	<p>L.I: I can infer information and give evidence.</p> <p>L.I - I can improve my mastery of art techniques, including drawing, painting and sculpture</p>	<p>(5.1) Play Stone Henge interactive game. http://www.english-heritage.org.uk/visit/places/stonehenge/schools/education-game/ Watch video (1st is a bit advance so may be better in silent and CT to describe). https://www.youtube.com/watch?v=-6oxmxPKoSE https://www.youtube.com/watch?v=OLI-Yn1MYIU&feature=youtu.be After videos, read information from websites and try to mind map ideas about: http://www.bbc.co.uk/guides/zg8q2hv http://www.coolfactsforkids.com/stonehenge-facts-for-kids/ https://www.londontoolkit.com/whattodo/stonehenge_mystery.htm http://www.bbc.co.uk/history/ancient/british_prehistory/healing_stones.shtml How was it built? Why did they build it? What was it used for? Why is it that shape? What evidence was found? Explain that a lot of the information on Stone Henge is theories rather than fact. Chn to write which purpose THEY believe Stone Henge had and justify their answer using the evidence.</p> <p>(5.2) Art- show children a range of pictures of Stone Henge. Include: modern day photos, artist impressions, sketches, painting etc. Discuss what they notice. Similarities / differences / likes / dislikes etc. Explain they will each be doing a piece of art to represent Stone Henge - show a range of examples.</p>	<p>Website / video links</p> <p>LI justification sheet.</p> <p>Examples of Stone Henge art.</p> <p>Art resources - paints, black card / tissue paper /</p>

	<p>with a range of materials. [for example, pencil, charcoal, paint, clay].</p>	<p>GROWTH MINDSET - give children choice of how to represent their picture.</p>  <p>Extension (or additional lesson idea) Chn to write their names in Stone Henge blocks. E.g. CAT</p>	<p>newspaper / sketching pencils / pastels.</p> <p>Art work to go on display - photos in books.</p>
<p>6 Topic</p>	<p>L.I: I know why a hill fort was important and can explain parts of one.</p> <p>L.I: I understand about archaeology and can think about</p>	<p>(6.1) What was the Iron Age? Why was it called this? Why would they build their houses on a hill? What is a hill fort? What could be inside? http://primaryfacts.com/2881/iron-age-hill-forts-facts-and-information/ http://www.bbc.co.uk/guides/z8bkwmn https://someinterestingfacts.net/facts-about-hill-forts/</p> <p>Understand & discuss some purposes of hill forts: farming & food / religion & spiritual / enclosed living & trading / protection & defence.</p> <p>Chn to label a diagram of a hill fort, then draw and design their own hill fort & label parts. (Ext) write a short paragraph explaining about the design of their hill fort and its purpose.</p> <p>(6.2) Revisit 'Doug!' Who is he? What does his job entail? Set the scene that 'Doug' has set these tasks to see if any of them will make a good archaeologist assistant for him.</p>	<p>LI worksheet</p> <p>Printed sheets /activities from the activity pack. https://www.muse</p>

	what an artefact tells me about the Ages.	Over the next <u>2 lessons</u> - work through the activities from the Museum of London Archaeology activity pack. https://www.museumoflondon.org.uk/application/files/3914/5573/1038/prehistory-archaeology-activity-pack.pdf Activity 1 - Sort it! Activity 2 - Jigsaw!	umoflondon.org.uk/application/files/3914/5573/1038/prehistory-archaeology-activity-pack.pdf Jigsaw pieces Photos / worksheet stuck in.
7 Topic	L.I: I understand about archaeology and can think about what an artefact tells me about the Ages.	(7.1) Second lesson to continue activities from the resource pack. https://www.museumoflondon.org.uk/application/files/3914/5573/1038/prehistory-archaeology-activity-pack.pdf THIS ONE WILL NEED PREP - TRAYS / SAND / OBJECTS..... Activity 5 - Dig it! (7.2) Stone Age - Iron Age treasure hunt. Discuss with class: How do we know so much about the stone age? Did they write diaries? Take photos? Why not? Chn to look at examples of artefacts found by archaeologists. Continue previous scenario that 'Doug' is looking for an archaeologist assistant for him, and needs to test us to see if we are any good! In pairs, chn to stick photos of artefacts on to sugar paper and label / name / describe what they think they could be & what they were used for.	Resource activity pack Trays, sand, hidden objects, worksheets. Photos of the dig. L.I Photos of artefacts sugar paper Photo of poster finished.
Half term! ☺			
8 TRIP & recount	LI - I can write a recount about the trip to Butser Farm	(8.1) Visit to Butser Farm: MONDAY 29TH OCT Pupils will travel back in time to the Stone Age. Explore archaeology learning basic methods used to be an archaeologist. Learn how to wattle, weave with hazel rods. Use clay to make pots, models of warriors, houses, animals and plaques. Discover the essential skills in the first steps towards making clothes. Learn how to use basic spindle to spin some wool from sheep into yarn.	Take photos LI sheet

		(8.2) Trip recount. Share memories, look at photos. CT to model example, chn to then write own recount of the trip.	
9 Topic ICT	LI: To research and present an area of the Stone Age	(9.1) Research - Chn to be put in groups (3s?) and be given an area from the Stone Age: Children given information sheets and ipads / kindles / books to make notes on their subject area. <ul style="list-style-type: none"> • Tools / farming / hunting • Houses / Living / Paintings • General Stone Age. (9.2) Presentation - Each group to present their research findings. Up to the group how (poster / verbal etc). After all presentations, let class watch Horrible Histories. https://www.youtube.com/watch?v=4uocTtUDPxQ	L.I sheet Research sheets (printed) Ipads / books / pictures Photos of presentations
10 English	Cross curricular writing? Letter / leaflets .etc.?		
11 Topic morning	LI: To explore everyday life in the Stone Age.	(11.1) Topic morning - classroom rotations (move morning lessons to PM) Whole morning (day to be confirmed) set aside for Topic. Morning lessons will be put to the PM or doubled up the following day. Children will rotate around 4 different activities; each in a different classroom, run by that classroom teacher. (See day timetable). <u>Activities are:</u> Cave painting - cave stories, look at paintings, design own. Housing - learn about changes over time, design own. Clothing & Jewellery - comparing clothing now and then, and design own. Hunting / weapons - look at hunter gathers and design weapon. Chn then chose a 1 st and 2 nd choice of what they would like to learn more about. Children go back to favourite activity to continue. Cave painting - create own cave painting - on a pebble.	

	<p>Housing - create own stone age house - (resources).</p> <p>Clothing & Jewellery - design & create own jewellery (resources).</p> <p>Hunting / weapons - design & create own tool (resources).</p> <p>Watch video link - https://www.bbc.co.uk/programmes/p00dtrcn</p>
12	Production / Christmas activities / finishing off....
13	
14	
15	End product: Presentation to parents - Northern Parade Museum: Pupils to show parents around hall / classrooms, displaying, explaining and presenting work from the term.

Science specialist teaching:

1 Science	To be able to identify objects made of a particular	Show the children some of the objects that you have collected and discuss what they are and what they are used for. Explain that you are going to group the objects and that they must decide why you have placed each object in a particular group. Place all the metal objects in one pile, all of the wooden objects in another pile etc and take suggestions from the children. Help	Collection of objects made from different materials eg wood,
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	<p>material. To be able to make links between materials and their properties. To be able to group objects according to their uses, properties and material types.</p>	<p>them reach the appropriate conclusion if they are having difficulty i.e. all the objects made from metal are in one pile etc. Ask children to offer alternative ways of grouping the objects and the class can guess what the criteria are. Discuss any differences in the appearances of objects made from the same materials. Talk about why materials are appropriate for certain objects such as windows needing to be transparent and chairs needing to be strong. Help children to make links between materials and their properties. Imagine objects made from very different materials and discuss why these materials would not be suitable. Make a list, using contributions from the children, of all the different types of material that they are aware of. Ask if they can identify any objects that are made from these materials. Explain to the children that the Stone Age Boy would like to conduct a survey to find which material is used most commonly. Show them an enlarged example of 'Materials Tally Chart' worksheet. Tell the children that they must examine all of the objects within the classroom/school and try to decide which materials they are made from. Demonstrate completing the chart using an example that is constructed from two different materials eg a table (wooden top and metal legs). Hand out copies of 'Materials Tally Chart' to each child. Ask them to identify on their chart the specific part of the object that is constructed from that material. The children complete their survey and write the results in the chart provided. They total the number of objects made from each material and write the number in the total column. Bring the children together and discuss conclusions they have made. A bar graph can be constructed to show which material is most commonly used. Children will find it easier to view this information visually. Discuss the results with the children and ask them to identify reasons why one material appears to be used more than another. Base the discussion around the properties of each material. Also infer that as children were selecting objects at random, they may have deliberately influenced the results therefore not making it a 'fair test'. Talk through ways the test could be made 'fair', eg. by recording every object in the classroom etc.</p>	<p>glass, metal Copies of 'Materials Tally Chart'</p>
<p>2 Science</p>	<p>To be able to state one or two characteristics of a range of common materials. To be able to make comparisons between materials eg</p>	<p>The Stone Age Boy needs some more help to tell the Stone Age people of the different materials that we have. He needs to describe the different materials and their characteristics. Fill the bag with a selection of objects made from different materials. Ensure that the objects chosen do not have sharp edges and are not too fragile. (For glass choose sample size jam pots as they are virtually unbreakable.) Sit the children in a circle and ask them to take turns to put their hand inside the bag and describe the object to the other children. They must not take the object out of the bag at this stage. When they have finished their description, the other children must attempt to guess what material the object is made from. Write the describing words used on the board. After a few goes, introduce the children to the specific vocabulary eg fragile, strong, hard, soft, rough, smooth, flexible, rigid etc. Encourage the children to describe the objects in terms of these characteristics. Try to encourage the children to develop</p>	<p>Collection of objects made from different materials eg wood, glass, metal, Flashcard properties, feely bag, Copies of 'Sorting Materials' and 'Materials and</p>

	<p>wood is usually hard and strong but glass is hard and breaks easily.</p>	<p>generalisations about each kind of material.</p> <p>Split the class into 4 groups and give them a pair of properties to investigate eg fragile/strong, rough/smooth. Provide them with the flashcards for their words so they become familiar with the vocabulary used. Provide each group with a range of materials and ask each group to sort their materials into 2 piles. When they have physically sorted the objects, the children need to record their results on the 'Sorting Materials' worksheet by drawing pictures of the objects in the appropriate circle and labelling the object with the material.</p> <p>Gather together and talk about how we can explain our findings to Stone Age Boy. Talk about how the objects were sorted according to the properties of the materials used. Brainstorm objects that can be made from more than one type of material - tables, chairs etc. Identify common properties needed in a material used for certain objects, eg. a table will need to be made from a material that is strong, durable and easy to clean.</p>	<p>their Properties'.</p>
3 Science	<p>To be able to identify particular reasons for using particular materials.</p> <p>To identify alternative materials and explain which property is important.</p>	<p>The people from the Stone Age times have asked Stone Age Boy some questions that he thinks will not work. Show the children the 'impossible scenarios' and discuss why the materials that have been used for the specific job are unsuitable. Encourage the children to identify the links between the properties of the material chosen and its use. For example, if you had a towel made from metal foil, it would not absorb any water and it would be very uncomfortable. Explain that although metal foil is flexible, which is important for a towel it is not the most important property. Repeat the exercise with other impossible scenarios.</p> <p>Stone Age Boy is wondering if we can think of ways to teach the Stone Age people more about what objects are suitable for certain things. Show the children the objects. (Wooden chair, plastic bottle, paper towel, woollen jersey.) Ask the children to explain which material(s) the objects are made from. Ask them to identify reasons why these objects were chosen. Discuss whether there would be any suitable alternatives for the materials chosen. Try to identify the most important property which would usually be the main purpose of the item.</p> <p>Complete an enlarged version of the 'Materials, Properties and Alternatives' worksheet, for one of the objects. Then distribute copies of the worksheet to the children and allow them to work in pairs to complete the rest of the sheet.</p>	<p>Wooden chair, plastic bottle, paper towel, woollen jersey etc, Series of impossible scenarios Copies of 'Materials, Properties and Alternatives' worksheet.</p>
4 Science	<p>To be able to obtain evidence to test scientific ideas.</p> <p>To be able to plan and carry out a test safely.</p> <p>To be able to decide whether a test was fair.</p>	<p>The Stone Age people have told Stone Age Boy that they are going to build a cart to transport their materials around for building their houses. However they are having difficulty in moving the cart around on the ground. They would like to know if there is a best material to use as a surface for their carts to move around on?</p> <p>Ask the children how they knew about the properties of some materials eg How did they know that wood was hard? How did they know that paper towels were absorbent? Discuss how the children could find out answers to these questions if they didn't already know. Introduce the concept of testing. Explain that people who make things for a specific purpose test them before they are allowed to go on sale.</p> <p>Show the children the toy cars and explain what they will be investigating. They will be trying to</p>	<p>Toy cars, Materials for ramp (e.g large hardback book rested on smaller books), Different flooring materials eg carpet, lino etc, Measuring</p>

		<p>find out which floor covering is the one that allows the cars to move the furthest. Take suggestions about how the investigation might be carried out. Explore the concept of a 'fair test' by demonstrating different situations to the children and asking them to explain what is wrong eg I push one car on the carpet and David pushes one car on the wooden floor and we measure which one has gone the furthest. Problems with this approach include one person may push the car harder, no starting line, different car used each time.</p> <p>Split the children into groups and provide them with copies of 'Investigation Planner'. Ask them to talk in their group to decide how to conduct their investigation to ensure a fair test. Allow time for the groups to feedback to the rest of the class, clarifying their ideas and developing the concept of fair testing. Now ask the children to complete the first sections of the worksheet, up to the Results box. Lower ability children could work in pairs to complete the worksheet.</p> <p>Once the worksheet sections are complete, provide the group with the equipment. Once the investigation has been completed, the children can write their results onto the 'Investigation Planner' worksheet and draw a labelled diagram of what they did. Talk with the group through the results they found and work as a class to decide on some conclusions to be entered into the final box.</p>	<p>equipment, Copies of 'Investigation Planner'.</p>
<p>5 Science</p>	<p>To be able to plan a fair test and explain why it was fair, pointing out any difficulties.</p> <p>To be able to explain why the evidence in this test was better eg more accurate.</p> <p>To be able to state which paper was best or rank papers in order of absorbency.</p>	<p>Stone Age Boy has discovered that the Stone Age people are having terrible problems in keeping clean and especially in cleaning spilt drinks that have fallen over in their poorly designed cups. He would like to take back some paper to help them to clean these messes up. However, he is very unsure what paper would be best to take back. Can the children help?</p> <p>Introduce the investigation to the children by discussing the use of paper towels and kitchen paper for mopping up spills. Discuss which properties of paper they will be looking for and how to make the test fair eg using the same sized piece of paper/towel and using the same amount of water each time. Recap on the information gained in lesson 4 about the conduct of a fair test. Help the children decide which variable(s) they might want to keep constant and which ones they might want to change. Ask them how they are going to decide that the paper has absorbed the water. Help the children plan the investigation by completing the 'Investigation Planner'. This will help them to decide what they are actually testing and their method. Help the children devise an appropriate format for gathering their results eg a tally chart indicating the number of drops of water absorbed by each piece of paper. Ask the children to demonstrate which parts of their test they have made fair and how they will ensure that it was a fair test eg measured and cut the pieces of paper so that they are all the same size or using a pipette to measure and restrict the amount of water used each time.</p> <p>Allow the children to complete their investigation in pairs and to analyse the results. Explain to them that they will need to rank the results in order of the absorbency of each type of paper. Compare the results of the whole class on a large frequency or tally chart and see which types of paper the class regarded as the most/least absorbent. Talk with the group through the</p>	<p>Different types of paper eg tissue paper, paper towel, toilet paper, sugar paper, greaseproof paper etc, Pipettes, Measuring jugs, Copies of 'Investigation Planner'.</p>

		results they found and together decide on some conclusions to be entered into the final box so that they can pass on the information to Stone Age Boy.	
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