

Contents

Introduction	v
Science Introduction	vi
Dimensions	
Science Knowledge and Understanding	
Science at work	
Safety	ix
Level 3	x
Learning Focus	
Standards	
Progression Points: Progressing towards Level 3	xii
Year Planner	xiii
Term 1 Planner: Earth and Space	xiv
Term 2 Planner: Matter	xv
Term 3 Planner: Forces and Motion	xvi
Term 4 Planner: Living Things	xvii
Using the Lesson Plans	1
Term 1: Earth and Space	
What is a Scientist?	2
Weathering & Erosion	4
Weathering	6
Erosion	8
Forces of Nature 1	10
Forces of Nature 2	12
Caring for Our Land	14
The Rotating Earth 1	16
The Rotating Earth 2.....	18
Day & Night	20
Term 2: Matter	
Chemical Reactions	22
Reversible Change in Food	24
Irreversible Change	26
Evaporation	28
Condensation.....	30
Crystals	32
Making Crystals	34
Growing Crystals	36
Matter	38
Solids, Liquids & Gases	40
Term 3: Forces and Motion	
Energy.....	42
Simple Circuits	44
Energy Transformations.....	46
Force & Movement	48
Forces Make Things Move.....	50
Water Under Pressure Creates Movement	52
Air Pressure	53

Magnets 1	56
Magnets 2	58
Term 4: Living Things	
Habitats	60
Specimen Study	62
Macrohabitat – Excursion	64
Endangered Species	66
Environmental Model	68
Our Bodies	70
Breathing.....	72
Plants 1	74
Plants 2	76
Appendices	
Appendix I: Assessment Record Sheets	78
Appendix II: Teaching Aids	104

Year Planner

Week	Term 1 Earth and Space	Term 2 Matter	Term 3 Forces and Motion	Term 4 Living Things
1	What is a Scientist?	Chemical Reactions	Energy	Habitats
2	Weathering & Erosion	Reversible Change in Food	Simple Circuits	Specimen Study
3	Weathering	Irreversible Change	Energy Transformations	Macrohabitat – Excursion
4	Erosion	Evaporation	Force & Movement	Endangered Species
5	Forces of Nature 1	Condensation	Forces Make Things Move	Endangered Species
6	Forces of Nature 2	Crystals	Forces Make Things Move	Environmental Model
7	Caring for Our Land	Making Crystals	Water Under Pressure Creates Movement	Our Bodies
8	The Rotating Earth 1	Growing Crystals	Air Pressure	Breathing
9	The Rotating Earth 2	Matter	Magnets 1	Plants 1
10	Day & Night	Solids, Liquids & Gases	Magnets 2	Plants 2

REVERSIBLE CHANGE IN FOOD

OBJECTIVES

- Further develop their understanding of reversible change
- Develop scientific language

RESOURCES

junk mail advertising different types of
dehydrated food
dehydrated peas
frozen vegetables
sultanas
powdered milk
dried mashed potato
dried pasta

dried soup
water
milk
bowls
spoons
pots
stove top

SKILLS

investigating
reporting
making statements
recording
explaining

TECHNOLOGY APPLICATION

taking digital images or digital video

PROGRESSION POINTS

The following lesson provides opportunities for students to demonstrate:

Progression Point 2.25 and 2.5 Science knowledge and understanding

- Changes related to one or more of matter, space, energy and time
- Knowledge of how change related to one or more of matter, space, energy and time may be of benefit to society

Progression Point 2.25 Science at work

- Recording of observations made during teacher directed experiments involving measurement and the collection and recording of data
- Awareness of safety procedures undertaken during experiments

CORRESPONDING WORK SHEETS

26

27

28

- Write the words *dehydrate* and *reconstitute* on the board.
- Ask students to find the meanings of these words and to record them in their own words in their workbook.
- Discuss what the students found out.
- As a class, list as many dehydrated foods as possible.
- Hand students food junk mail to create a collage of dehydrated food in their workbooks.
- Divide the students into groups. Each group will be responsible for reconstituting a food, as follows:
 - Group 1 – dehydrated peas
 - Group 2 – frozen vegetables
 - Group 3 – sultanas
 - Group 4 – powdered milk
 - Group 5 – dried mashed potato
 - Group 6 – dried pasta
 - Group 7 – dried soup
- They will then need to fill in their workbook and report back to the class. Take digital images of the foods before and after reconstitution for display.
- As each group reports back, discuss the various methods used to reconstitute the food, for example, adding liquid, stirring, thawing and heating. Look at the digital images or digital video of each type of food before, during and after reconstituting as the group reports. Discuss safety procedures.
- During the discussion, highlight how the food changes in appearance, texture, colour, size and shape.
- Ask students to record a statement in their student workbook about reversible change.

Did the students' statements convey an understanding about reversibility? Record comments on the students' work sheets. Scan the sheet and save in a digital portfolio.

LANGUAGE

Introduce and explain the following terms:

change
changing
heat
heating
cool
cooling
burnt
stir

mix
grate
chop
fleece
old
new
quick
slow

boil
dried
dehydrated
before
after
during
fast
melt