

Learning objectives

- To observe play in the water tray
- To observe that materials can become wet
- To observe that water is absorbed by some materials and not by others
- To carry out a simple test about the absorbency of a range of materials
- To compare the absorbency of one material with another

Key vocabulary

absorb, bath, beach, cloud, drink, drip, equal/same amount, find out/results, frozen, ice, iceberg, lake, lightning, material, mix, pond, predict, rain, river, run, sea, seashore, shower, sort, storm, surf, swim, test, thicker, thinner, thirsty, wash, water, waterfall, waterproof, waves, wet

Key questions

- Can you describe what is in each of these pictures?
- What sort of things do you use water for? Can you think of any other uses?
- What do you think will happen to the paint if you add more water to it?
- What do you think will happen if water touches this piece of material?
- How could you test which of these materials absorb water?
- How much water will you use for each piece of material?
- Will that be a fair test?
- Do you think each piece of material should be the same/similar size?
- How many/which materials stayed dry and did not absorb water?
- Why do you think water did not soak into them?
- How many/which materials became wet/did absorb water?
- Which materials absorbed a lot of water?
- Which materials absorbed just a little water?

Resources

Flipbook: Water, water everywhere (page 12)
Large sheets **paper/whiteboard, paints** and **brushes**, coloured **acetate** or **tissue paper, water tray, pipettes** or small **plastic syringes, plastic beaker**, small, similar sized samples of a range of

different **fabrics** and **materials**, for example, cotton, fur, foil, sponge, plastic, kitchen towel, wax paper, rice paper, cotton wool, tissue, two plastic **trays** labelled 'Do not absorb water' and 'Absorb water'

Stepping stones

Step 1

Show curiosity and interest by facial expression, movement or sound

Child observes a variety of materials (fabrics) being used in the water tray, for example, child watches a sponge slowly sink when it is placed in the water.

Step 2

Show curiosity, observe and manipulate objects

Child observes and experiences water touching a variety of materials, for example, child dips different materials into the water tray.

Step 3

Examine objects and living things to find out more about them

Child observes and experiences water touching a variety of materials, for example, child dips different materials into the water tray and talks about how wet they become.

Step 4 – Early learning goal

(Exploration and investigation 1)

Investigate objects and materials by using all of their senses as appropriate

With help, child carries out a simple investigation about absorbency, for example, child drips water onto a range of fabrics to see if they will absorb water.

Foundation Stage Profile

KUW 1, 2, 4

CD 1, 2

National Curriculum

Sc3 1a – use their senses to explore and recognise the similarities and differences between materials

Child carries out a simple investigation about absorbency. They explain what they found out, for example, child uses their table of results to say which was the most/least absorbent material.