



Topic Title: What Would Happen If?

Year: EYFS



Enquiry Question: What would happen if a mug was made of chocolate?

### Skills Taught:

- Ask questions to find out more and to check they understand what has been said to them. (C&L)
- Offer explanations for why things might happen (C&L)
- Build and refine on previous ideas (EA&D)
- Manage their own basic hygiene and personal needs (PSED)
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function (EA&D)

### Big Questions:

- What would happen if I added...?
- What would happen if I changed...?
- What would happen if a mug was made of chocolate?
- How do you make jelly?
- What would happen if we didn't wash our hands?

### Immersion Activity/Provocation:

Exploding sweets experiment, rocket ship set up in classroom, Gingerbread man scene, jelly making station



**Topic Title:** What would happen if?  
was made of chocolate?

**Enquiry Question:** What would happen if a mug



**Focus Texts:** The Gingerbread Man, You Choose, Zim Zam Zoom

**Challenge for All:** Ask questions to clarify understanding

	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none"><li>• Ask questions to find out more (C&amp;L)</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. (PSED)</li><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&amp;L)</li></ul>
Most children will:	<ul style="list-style-type: none"><li>• Ask questions to find out more and to check they understand what has been said to them. (C&amp;L)</li><li>• Return to and build on their previous learning, refining ideas (EA&amp;D)</li><li>• Make comments about what they have heard and ask questions to clarify their understanding (C&amp;L)</li><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function (EA&amp;D)</li><li>• Offer explanations for why things might happen (C&amp;L)</li></ul>
Some children will progress further and will:	<ul style="list-style-type: none"><li>• asking simple questions and recognising that they can be answered in different ways</li><li>• observing closely, using simple equipment</li><li>• performing simple tests</li><li>• using their observations and ideas to suggest answers to questions</li><li>• gathering and recording data to help in answering questions</li></ul>

## Enrichment/Outdoor Learning:

- Cook on an open flame
- Jelly making
- Paint mixing experiment
- Forest school
- Hand washing experiment

## Animation and videos:

<https://www.youtube.com/watch?v=pckuS--UIV4&t=279s> – Gingerbread Man

<https://www.youtube.com/watch?v=g-eBDAhB9VI> – Hot and cold

Previously on (links to prior learning) – ages 3&4-year olds:

Talk about the differences between materials and changes they notice.

Develop their own ideas and then decide which materials to use to express them.

Explore colour and colour-mixing.

## Key Vocabulary:

- Change
- Different
- Experiment
- Repeat
- New
- Build
- Mixing

## Cross curricular links:

Writing questions – Literacy

Mixing colours - Art

## Celebration:

T4W performance of the Gingerbread Man

## Non-fiction texts:

Inside you – body parts

See inside your body – human anatomy

1000 things science – exploration of different science experiments