

## INFANTS – HEAT

**Teacher Guidelines:** p 129

**Linkage:**

- Living Things: Myself - using senses
- Materials and change - p 123 – effects of heating and cooling
- Properties and characteristics of materials – materials that keep us warm

**Integration:**

- Geography: Natural Environments – Weather  
Language Development – English and Gaeilge
- Visual Arts
- SPHE

## INFANTS – HEAT

### Content Objective:

**RECOGNISE THE DIFFERENCE BETWEEN HOT AND COLD IN TERMS OF WEATHER, FOOD, WATER AND THE BODY**

### Some suggested activities:

1. Discuss with children times when they themselves have felt hot or cold?
2. What were the signs – sweating, red face, shivering?
3. Look at different items of clothing – which would you wear at the sea-side, what would you wear when it's snowing?
4. Fill containers/hot water bottles with water. Using their sense of touch can children identify which one is cold and which one is lukewarm
5. Sort and group pictures of hot and cold items/situations
6. Draw warm and cold things.
7. Talk about times we use hot water and times we use cold water.

### Some suggested investigations:

- Investigate different cold items - what happens when you heat them up? e.g. ice-cream, butter, chocolate, bread, unbaked cake
- What happens when you put these things in a different location; water, cooking oil, orange juice; classroom, fridge, freezer
- Observation/Inference: Ice Balloons (different coloured ice cubes/ frozen water balloons containing different food colouring and different flavours. Predict by observing, infer by colour, confirm and conclude by taste

### Designing and Making:

- Rice crispie buns
- A cold drink
- Ice lolly wrapper

## INFANTS – HEAT

### Content Objective:

#### IDENTIFY WAYS OF KEEPING OBJECTS AND SUBSTANCES WARM AND COLD

*wrapping and covering (e.g. cosy in teapot, cool-box, clothes, shade from sunlight)*

*design and make a suitable cover to keep a hot drink warm*

### Some suggested activities:

1 . Look at pictures of different scenarios.

- Discuss with children how you could keep these things warm:
  - a. Man beside an empty fire place
  - b. Child outside in the winter with shorts and t-shirt
  - c. Bird without feathers
  - d. Water
  - e. Sausages in a frying pan

2. Looking at different situations in the children's environment can they find ways to keep things cool.

- a. A drink
- b. A swimmer outside on a sunny day
- c. Person inside with their coat on

### Some suggested investigations:

- Which is the best material to wrap around our hot drink to keep it the warmest?
- Which material keeps an ice cube frozen the longest?
- Which material keeps a drink warmest for longest?
- What is the warmest place in our classroom?
- Investigate using ice cubes on saucers in different parts of the room

### Some suggested designing and making:

- A suitable cover to keep a hot drink warm