



making physics matter



Age
3-5
years

Phizzi enquiry

Soggy cereals

A Phizzi Foundation enquiry, taken from the EYFS Science Talk programme for Ogden primary partnerships.



Key questions

- Q. Why does the cereal become soggy?
- Q. What would happen if I...(added more/less water/milk)?
- Q. What would happen if I added more water to one cereal to test it?
- Q. How could I stop my cereal going soggy?

Resources

- Story: *Goldilocks and the Three Bears*
- Range of cereals eg Rice Krispies, Cornflakes, Weetabix, Shredded Wheat
- Water
- Plastic bowls
- Plastic spoons
- Timers (stopwatches, clocks, sand timers)
- *H&S - use suitable cloths and protective coverings to avoid slip hazards

Early learning goals

C&L (40-60+) Understanding: Children answer 'how' and 'why' questions about their experiences.

UtW (40-60+) The world: Children know about similarities and differences in relation to places, objects, materials and living things.

Activity: Soggy cereals

Engage: Read the story of *Goldilocks and the Three Bears*. Explain that you always make your cereal and then get interrupted (doorbell rings, telephone rings) and when you come back it is too soggy to eat! Ask children, "How could we find out which cereal goes soggy the quickest/slowest?"

Explore: Encourage the children to add water to each bowl of cereal they choose to test – they can determine how much cereal/water and the quantity/speed at which it is added – there is no need to be explicit about 'fair testing' as this can be discussed in the conclusion. Use the opportunity to observe approaches to investigation how the children use equipment and resources. There may also be a range of suggestions which could be followed up from the initial discussion using the suggested resources.

Conclude: Invite children to share their observations and discuss outcomes.

