

Primary science investigations

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# Biscuit bashing



# Biscuit bashing

## We will be:

Investigating whether biscuit crumb is a solid or a liquid.



# Learning objectives

## Understanding

- I can describe the properties of solids.
- I can investigate the properties of solids.

## Enquiry skills

- I can make predictions, observations and comparisons.
- I can use my observational skills to compare two materials.



# Useful vocabulary

- **States of matter:** solid, liquid or gas.



- **Particle:** a tiny unit of matter.



# Useful vocabulary

- **Solid:** a material that has a fixed volume and holds its shape.

For example: ice, wood and plastic.



- **Liquid:** a material with a fixed volume that can flow and that takes the shape of its container.

For example: water, juice and lava.



- **Gas:** a material that spreads out in all directions, filling its container. Gases can be compressed (squashed).

For example: oxygen, carbon dioxide and nitrogen.



# Method

- Make biscuit crumbs using the equipment provided.

## Things to think about...

- Now you have bashed your biscuit, how is it different?
- Are your crumbs a solid or a liquid?



# Comparing water and biscuit crumbs

**What can you see?**

How are the water and biscuit crumbs similar?  
How are they different?

**Can you see small pieces?**

Are all the pieces the same size?



**What happens when you tip the container?**

How does it move?  
Can you pour it?  
Does it form a heap?

**Try pouring it into differently shaped containers.**

Does it take the shape of the container?



# Recording your observations

Biscuit crumbs	<i>Write notes or make labelled diagrams to record your observations.</i>	Water
	What can you see? Can you see small particles?	
	What happens when you tip the container?	
	What happens when you pour the contents onto a saucer?	
	Does it take the shape of the container?	





# What did you find out?

- How were water and biscuit crumbs similar?
- How were they different?
- Is a biscuit crumb a solid or a liquid?
- Can you pour a solid?



# Thinking about other solids

- Write a list of other small solids.
- Do they all have the same sized pieces? How could you find out?
- What equipment could you use to help you look at them more closely?
- What would you like to find out next?

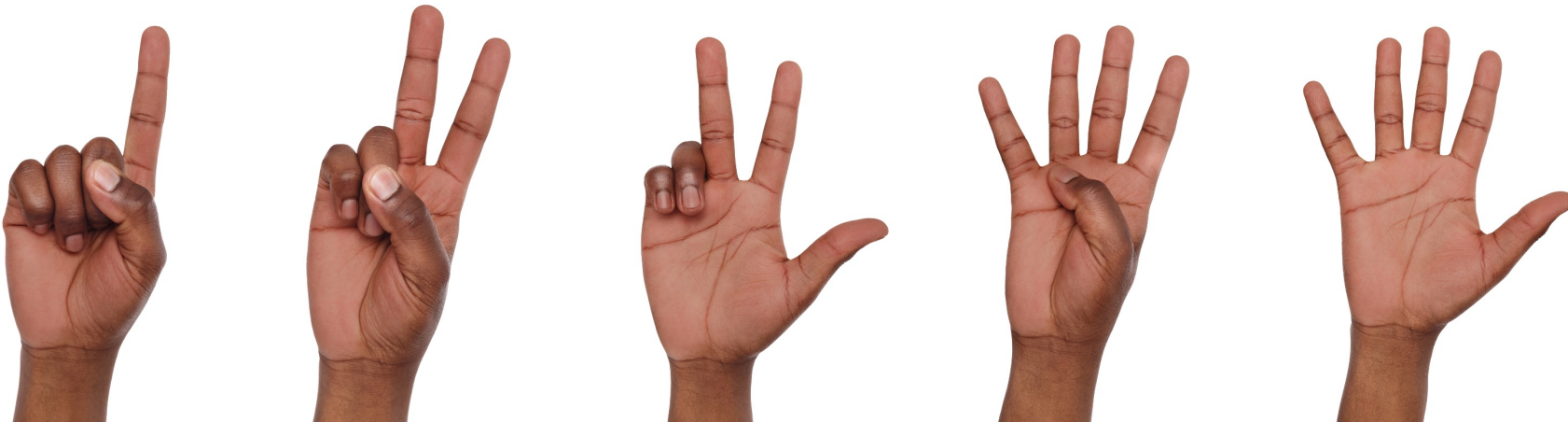


# Evaluation

How do you feel about our **learning objectives** today?

- I can describe the properties of solids.
- I can investigate the properties of solids.
- I can make predictions, observations and comparisons.
- I can use my observational skills to compare two materials.

If you feel confident, show your teacher 5 fingers, or show 1 if you feel that you need to chat through the lesson again.



# Acknowledgements

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