

Time	Teacher	Students
5 mins	Roll	Books 'n' bags
5 mins	States of matter review. Have particle pictures to put on the board and ask them what they are. Why they learn them. Brainstorm heat.	<u>THINK TIME</u>
5 mins	Vocab: transfer : move from one place to another conduction : the transfer of heat through a solid (or the passing of an electric current through a solid or liquid). convection : the transfer of heat in a liquid (or gas) by the movement of particles radiation : the transfer of heat from a hot object through space (or air) to a cold object.	Vocab: Back of book. Write word and draw a picture that will remind you.
2 mins	Explain mindmaps: <i>"We use mindmaps as an easy way to get information into and out of your brain. You can use them for studying and helping you remember information. Mindmaps save time and help you get better grades."</i> <i>"We're going to start a mindmap today, and continue to add to it as we continue this topic. Please use a double page for this mindmap in your books."</i>	
5 mins	Place 'heat transfer' on the board. <i>"There are 3 ways heat energy can be transferred... we were talking about them when we did the vocabulary. Can anyone remember?"</i> Place conduction, convection and radiation on the board.	Students copy into books
6 mins	<i>Now we're going to do a fluency read. Remember doing this in history? For the first 2 minutes, I'd like one person to read the text out loud, with the 2nd person looking on, and for the next two minutes I'd like you to swap. If you finish reading in your two minutes, then start again.</i>	LITERARY READING Students do reading out loud in pairs
5 mins	After... <i>"Is there anything you can add to your mindmaps from what you've read? I would like you to add a couple of points around your conduction heading."</i>	Using what they've read, students add to their mindmaps

<p>3 mins</p>	<p>Reporting back</p> <p><i>“Now we’re going to talk a little bit about what happens to the particles when heat is transferred by conduction, and explain a bit more about what you read about conduction.”</i></p>	<p>Reporting back</p>
<p>8 mins</p>	<p><i>Hmmm. I need about six volunteers.</i></p> <p>Particle people</p>	<p>Particle people</p>
<p>6 mins</p>	<p>Conduction close-up. Guide copying into books <i>“What would happen if this rod was an insulator?”</i></p>	<p>Draw particle process in books, under a heading ‘conduction’</p>
<p>4 mins</p>	<p>Breaktime, rap playing</p>	<p>Breaktime, rap playing</p>
<p>22 mins</p>	<p>Conduction crosswords:</p> <ol style="list-style-type: none"> 1. Half class. One half have worksheet A, the other B. They use the text to fill in their half of the crossword. 2. In pairs – A and B in each pair. They give each other clues (speaking) to work out the gaps on their crossword. They try to do it using the information they’ve learnt today. 3. Together label the pictures on their page (e.g. B need to label the conductors and the insulators; A need to write about each picture... helped by B) 	<ol style="list-style-type: none"> 1. Fill in crossword using clues 2. Information gap activity 3. Label pictures on page
<p>4 mins</p>	<p><i>What can you add to your mindmap? What did you learn today?</i></p>	<p>Add more to mindmap</p>