



Home Learning

Good Morning Hummingbirds. I hope you have had a good week so far and have enjoyed the sunshine. Don't forget to wear suncream and a sun hat when outside to help protect your skin!

Mrs Wolfreys

Today is: Thursday 25th June

Today's tasks are (please note these activities can be done in any order and any preference. You do not need to complete them all but I have highlighted in yellow the activity that I feel is most beneficial.)

Pencil Control/Fine Motor Skills: We will be recapping some of the activities we have already done for fine motor skills over the next few weeks, with a few new activities popping up! Today's activity is more water fun.

Keep cool today by having a water fight! See what tools you can use to throw water. Maybe a water pistol or spray bottle. But maybe you could use a ladle or a saucepan!

Phonics: Use the phonics play website with the username: march20 and the password: home. Go to both stage 1 or 2 and explore the online games.

Topic: Today we will be looking at our pirate ships again and thinking about what is the same and what is different about them! Check out the video here: https://www.youtube.com/watch?v=eN8x_2A0DAA

Daily Challenges:

- Independent learning: Paint a picture of your favourite animal

- Outdoor learning: Some science for our outdoor learning this week!

SCIENCE FUN AT HOME



Have some fun at home with these science activities from **Science Sparks** and the **Primary Science Teaching Trust**



BEFORE YOU START! Please read through this with an adult:

- Make sure you have read the 'IMPORTANT NOTICE' on the back of this page.
- If you have a space outside that you can use safely, then you can do the 'Try this outdoors' activity outside. Don't worry if not as you could still do it indoors.
- Talk to your adult about sharing the science you have done and if they want to share on social media, please tag @ScienceSparks and @pstt_whyhow and use #ScienceFromHome

ROCKET SCIENCE

1 TRY THIS INDOORS ... CRAZY BALLOON

Blow up a balloon and peg or pinch the neck to keep the air in. Cut a straw in half and thread it onto a long piece of string. Then tape it to the balloon in two places. Clear a space and tie the string between two chairs, or have one person holding each end, making sure the string is stretched tightly. Pull the balloon to one end and unclip the peg. It should go shooting along the string.

WHAT DO YOU NOTICE?

Things to talk about ...

What happens if you blow the balloon up more? Does it go further or faster? How can you tell? What could you measure? What if you used a different shaped balloon or changed the string for wool? What happens if you make the balloon more streamlined, e.g. by attaching a nose cone to it?

You will need

- A balloon
- Drinking straws
- String
- A clothes peg
- Sticky tape
- 500ml bottle (empty)
- Cork to fit bottle
- Kitchen roll
- 1 tablespoon of bicarbonate of soda
- Vinegar



2 TRY THIS OUTDOORS ... ROCKET LAUNCH

SAFETY NOTE You need a clear empty space for this activity. An adult should do steps 4 and 5 and anyone else should keep well back. Eye protection is recommended.

- Tape 3 straws to the side of a 500ml plastic bottle so it will stand up, upside down.
- Pour about 2 cm of vinegar into the bottle, and wrap the bicarbonate of soda in the kitchen roll to make a little parcel.
- Choose a hard surface outside to be the launch site.
- Drop the bicarbonate of soda parcel into the bottle.
- Cork the bottle quickly and tightly, put the rocket down and **STAND WELL BACK!**



WHAT DO YOU NOTICE?

Things to talk about ...

Try experimenting with different amounts of vinegar and baking soda to find the perfect combination. Remember you don't want the reaction to happen too quickly. What if you try lemon or lime juice instead of vinegar?

3 WHAT IS THE SCIENCE?

A chemical reaction takes place between the vinegar and bicarbonate of soda which produces a gas called carbon dioxide. This builds up inside the plastic bottle. When the pressure of the gas in the bottle is high enough the cork is forced out. The downward force of escaping gas causes an upward force on the bottle, making it shoot up into the air. This is an example of Newton's Third Law of Motion: **for every action there is an equal and opposite reaction.** The balloon rocket works on the same principle. The air rushing out of the balloon (the action) causes the balloon to move forward (the reaction).

4 MORE ACTIVITIES YOU COULD TRY

BECOME A ROCKET SCIENTIST! <https://www.science.co.uk/resource/rocket-science-101/>

FLY A ROCKET THROUGH SPACE - <https://www.science.co.uk/resource/galactic-explorer/>

BAKING SODA POWERED BOATS - <https://www.science-sparks.com/baking-soda-powered-boat/>

DESIGN A ROCKET - PRIZES TO BE WON! <https://www.npl.co.uk/space-rocket-challenges-2020>

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These activities are designed to be carried out by children working with a parent, guardian or other appropriate adult. The adult involved is fully responsible for ensuring that the activities are carried out safely.

Maths/Literacy: Another maths activity from London Math's week.



Teachers: Early Years

Estimation Station

Estimating, counting and comparing



Children often enjoy guessing. "How many are in the jar?" and then counting to see who is right. They get excited by big numbers!

Adults could provide a clear plastic jar with a number of things in it and change these daily. Filling a big jar with really small things will give children the experience of what large numbers look like.

The Activity

Children guess how many things are in the jar, then count to find out. Older children can record their guesses on post-its and then put these in order to discuss which estimates were closest.

Encouraging mathematical thinking and reasoning:

Describing

What do you notice?
How many can you see?
How do these pine cones compare with yesterday's beads?

Reasoning

How many do you think there are? Why do you think that?
Will it be more or less than 20? A lot more / less? Or a little more / less? Will it be between 15 to and 20? A little or a lot more than this? Or less than his?
How many can you see - how many do you think are hidden?
Was your guess more or less than the actual count?
Was your guess very close / way out? Why do you think that was?
Can you put the estimates in order on the board / washing line?
Were most people close or far out?

Opening Out

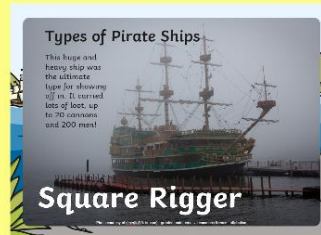
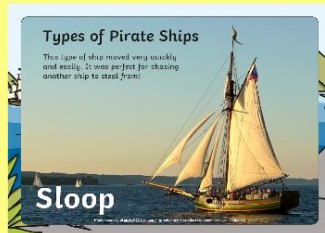
Are there more or less than yesterday? Why do you think that?
What if we fill it up again, but with the little beads?
How many do you think will fit in the tall jar / the matchbox / the crate? Is there a quicker way to count?

Recording

Can you write your estimate on a post-it? Can you see your number on the number track? What numbers can you see that people have written?
Were a lot of people very close / way out?

Topic.

LC: I can think about the different types of ships and think about the similarities and differences.



Extra worksheet.

CVC Initial Letter Matching



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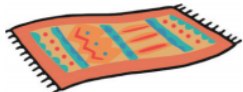


CVC Initial Letter Matching

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CVC Initial Letter Matching

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