

# Muck, Mess and Mixtures

**PSHE- Safety first** Within this unit we will learn all about everyday dangers in our homes and outside and how we can keep ourselves safe. We will also learn about the internet and how to stay safe online.

**Skills-** Recognise some dangerous situations out of school grounds. Understand some basic rules that keep people safe. Learn what to do if we are in danger.

**RE- Rules and Routines-** Within this unit we will learn why we have rules and routines and how they help us in our everyday lives. We will then go on to learn about rules and routines from the viewpoint of different religions: Christianity, Judaism, Islam and Sikhism.

**Skills-** To understand why it is important to have rules. To understand different religions have different rules and routines. To understand that it is important to respect everyone's ideas and beliefs.



**Computing-** Create dough ball animation using their storyboards as a guide. Import their animation into video-editing software. Take digital photos of our exhibition.

**Skills-** Organise, store, manipulate and retrieve data in a range of digital formats.

## **Memorable experience to start off topic...**

Making slime.



**Art and Design-** Use marbling inks to create multi-coloured prints, observing what happens when colours mix on the water's surface. Look in detail at the food landscapes created by artist Carl Warner and describe the way he uses different food types including fresh fruit, vegetables and meat. Create our own food landscape by cutting out images of food. Create large collaborative ice cube paintings. From frozen blocks of watered down paints. Experiment with a variety of art and craft materials investigating their properties to create mixed-media pictures and collages. Use viewfinder to isolate a vibrantly coloured area of the painting. Explore the properties and consistencies of clay, draw patterns using clay slip by adding water to clay. Observe what happens as the patterns dry.

**Skills-** Create simple and multi-coloured prints using marbling techniques. Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories. Create patterns using natural materials. Choose appropriate materials and techniques for a given project. Mix paint colours to suit a task.

**D&T-** Taste a range of food and drink from around the world and describe the flavours. Sort foods in different ways to show where they came from. Look at a range of pictures showing healthy and non-healthy meals from around the world. Sort images into groups. Follow a recipe that involves melting ingredients to combine them such as flapjacks. Design and help set up an outdoor kitchen for messy, muddy fun. Follow instructions to make an enormous bowl of messy jelly.

**Skills-** Work safely and hygienically in construction and cooking activities. Explain where the food they eat comes from. Understand the need for a variety of foods in a diet. Produce detailed, labelled drawings or models of a product based on design criteria.

**Science (lively liquids, changing states, messy mixtures, mess matters)** - Investigating a range

of everyday materials such as salt, wax, flour, corn flour, clay, sugar, cooking oil, glitter and shaving foam. Testing different soap products and investigate which one makes the biggest bubbles. Carry out an investigation to observe the melting process. Make ice cream in a bag. Make pizza dough or bread and investigate its properties by rolling, printing twisting, cutting and imprinting. Explore liquids that don't mix. Reflecting on the science investigations we have carried out during the project- become a teacher by inviting parents in and telling them all about one experiment.

**Skills-** Gather data, record and talk about their findings in a range of ways using simple scientific vocabulary. Do things in the correct order when performing a simple test, knowing when something is unfair. View something closely and observe over time. Use simple scientific language to explain what they have found out. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



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**Cross curricular links to Mathematics-** Fill a variety of bottles with coloured water to investigate capacity. Guess which one will hold the most water then label and order them. Explore various ways of measuring liquid and solid food. Consider why accuracy is important in a recipe and what might happen if ingredients are measured inaccurately. Practice weighing and measuring ingredients in units such as cupful's, spoonful's, millilitres and grams.

**Skills-** Measure capacity and volume in l/ml using measuring vessels. Choose appropriate standard units to estimate and measure length/height, mass, capacity and temperature.



### **Science- Everyday Materials**

Our overarching science topic is Everyday Materials.

Lesson 1- Identifying Uses

Lesson 2- Out and about

Lesson 3- Comparing suitability

Lesson 4- Changing shape

Lesson 5- Recycling

Lesson 6- Discovering new materials