

Our Creative Curriculum is based on the **seaside** and has links to Geography, D&T, Art and environmental issues.

The heat-ometer suggests the difficulty or challenge some tasks may offer. Complete at least 6 **tasks** from the take away menu. You should attempt at least one 'Extra Hot' task. Remember to do some physical activities each day. This work is in conjunction with the weekly grid which has **daily Maths, English and Religious Education activities**. With support from an adult, keep adding to the Class 2 blog on PurpleMash. Take care, Mrs Levack



### Explore with bubbles:

Can you make bubbles just with water? Do bubbles last longer in the shade or in the sun? On a dry surface or a wet surface? Do bubbles make shadows? What colours can you see in a bubble? Can you make a pointy bubble or a cube-shaped bubble? Can bubbles go underwater? Are smaller bubbles always stronger than bigger bubbles? Could a person float inside a bubble? Why/ why not?

### Alternatives to balloon releases.

Make a bubble blower and bubbles,



Bubble mixture:  
1litre hot water  
250ml good quality wash up liquid  
2-4 tablespoons glycerine  
Best made 2 or 3 days in advance.

Use items which you could put in the recycling bins and make a sea creature. It could be imaginary or based on a real sea creature.



### Marli's tangled tail

<https://www.youtube.com/watch?v=YlIf9xGr5w>

After listening to the story, list 5 things you can do to help stop plastic in our oceans.

Use a map of The United Kingdom (UK). Have you ever been to a beach in the UK? If you have, locate it on the map and describe where it is. ( I used to go to Aberdaron beach in North Wales, it is on the Llyn peninsula) Find out what peninsula means.

Investigation: Design and make a boat out of scrap materials. Using paper to start with, make a boat that wil float. What other materials could you use? What materials could you use that re waterproof? Does the shape of the boat affect whether it floats or sinks?

### Somebody swallowed Stanley

<https://www.youtube.com/watch?v=sF1-ZTRydIM> listen to this story.

Make a kite. Consider what materials you will use and how you will attach them together. **Suggestions:** plastic bag/suitable lightweight material, with sticks and string.

What materials can you see in the picture below? Are they manmade or natural? Why have specific materials been used for each item? (Remember back to when we looked at properties of materials).

### Flotsam by David Weisner

<https://www.youtube.com/watch?v=3MTKWnxzqvM>

Choose one of the underwater scenes. Imagine you are one of the creatures, Write some speech about what they might say about humans polluting their natural habitat.

**I spy:** Look at the picture that is attached below this grid. Play a game with an adult. Who can list the most things you from the picture. Check each other's list, Did you spot some things that your partner did not see?

<https://www.youtube.com/watch?v=46wCRq50Wwg>

Listen to the story, **The lighthouse keeper's lunch.**

Make a mud pie lunch! What will you mix in the pie? ***Remember do not actually eat it, this is for fun!***

**Find out definitions for these:** lake, river, canal, sea ocean, stream, pond, puddle, canal tarn reservoir and loch, waterfall. **Put the words in alphabetical order, then write the definition next to each one, add a diagram/picture if you wish.** Now you have a water dictionary!

