

EVERYTHING
IS INTERESTING
MIND & BODY EXPLORATIONS
TO LIVEN UP THE WEEK

EVERYTHING IS INTERESTING

Hello YR Parents and Children,

We hope you enjoy 'Everything is Interesting' and it keeps your brain ticking over. Our focus this week is 'Light Magic'. It explores the world around us!

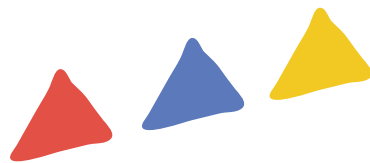
This week we are focussing on science activities.

DON'T PANIC - they're intended to be fun and educational activities for those that want it, not EXTRA HOME LEARNING!

Make sure you upload any photos or videos on your [classdojo.com](https://www.classdojo.com) or email Miss Gaskill. We love to see your efforts!

How to Explore

1. Explore in any order
2. All are open to interpretation
3. Feel free to add alter or ignore
4. There are no rules, merely suggestions
5. Treat everything as an experiment
6. Start with whatever gives you the most excitement



Light Magic!

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Vocabulary to focus on

Colour, Colour names, Dark, Glow, Light, Light source, Reflective, Shade, Shadow, Shine, Shiny, Silhouette, Source, Sun, Torch

Science learning

Children will have the opportunity to learn that dark is the absence of light. They will experience the effects of light only travelling in straight lines and be encouraged to talk about this. They will also begin to learn that light originates from a light source and that shiny surfaces work by reflecting, rather than by creating, light. They will also have opportunities to experiment with colour.

Websites and or books

The Gruffalo's Child – Julia Donaldson
Suddenly! – Colin McNaughton
The Shape of Me and Other Stuff – Dr Seuss
Wow! Said the Owl – Tim Hopgood
Kipper's Monster – Mick Inkpen
Moonbear's Shadow – Frank Asch



Can you make shadows?



snail



horse



spider



fox



goose



bird



camel



dinosaur

Can you make shadows puppets with your hands?

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Dark Den building

This could take place over several days. Challenge children to build a Dark Den, which is completely dark. Supply them with the materials that they suggest, even if you know that they will be ineffective. Encourage them to describe what they have done, what problems they have encountered and how they have dealt with them; this will help them as they begin to develop the understanding that dark is the absence of light. You can emphasise this by making comments such as 'How did you stop the light getting in?'. rather than 'How did you make it darker?'.



Learning in a Dark Den

Ask them for ideas of what they would like to play with and explore in their den. They are likely to suggest light sources such as torches, glow sticks and fairy lights. They are also likely to suggest things that they will not be able to see in the dark, such as mirrors, reflective strips and shiny objects. After plenty of opportunities for free play, you might ask out loud 'I wonder which things would help you see?' or 'I wonder if it would help if you used this mirror?'. Once children have begun to show an understanding of the difference between light sources and shiny objects, you could encourage them to sort them, perhaps by asking 'Is it a light source or does it reflect light?'.



Shadow Puppets

Shadow puppets are a useful way to combine children's exploration of light and shadows with literacy work; perhaps using the puppets to act out a simple story that they have enjoyed. The children's 2-D cut-out characters can be turned into shadows either by placing the puppets between the light source and the screen or by using fine fabric such as muslin to make a screen with the audience on one side and the light source and puppets on the other.

Give a selection of coloured card and allow them to embellish their puppets if they choose.

This will provoke interesting discussions when they notice that, whatever the colour they use, the shadows are always black and that the features do not show up. Challenge children to find a way of making a mouth and eyes that do show up.

Encourage them to notice how the puppets change shape if they are not held flat to the light source, appearing as no more than a line if they are turned 90 degrees. When the children see that you are puzzled by this phenomenon they will be keen to explain to you why they think it is happening.

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Shadows

Encourage children to notice what their shadows do, and what they don't. 'Can they run away from their shadow? Can they make it bigger?' 'Can they make it smaller? How can they tell that it is their shadow?' 'Is it the same as their friend's?'

Challenge them to make their shadow look like something else. Using props, can they make themselves into a reindeer with antlers? 'Can they draw around the shadows?'





The Goldie Hawn Foundation

MindUp / Brain Break – relaxation and have a break

Children and or Parents to do together:
mindup.org/brain-break-at-home

New: mindup.org.uk/mindup-activities/

Mixing Colour

Give your child lots of opportunities to mix colours in lots of different ways. For example, provide the primary colours and black and white so that children need to mix colours together to make secondary colours. If children ask you how to make colours encourage them to experiment for themselves rather than telling them. Put blobs of different coloured ready-mixed paints into see through plastic sandwich bags. Children can then experiment with pushing the paints around so that they swirl and mix in different combinations, patterns and shades of colour. Other opportunities for mixing colours are coloured cellophane and torches, food colouring and water, and sprinkling powder paint in water .

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