

5-7 Years Home Learning Pack

Treasures in soil

Objectives

- To identify and name a variety of everyday materials
- To sort everyday objects according to the materials they are made from

Resources

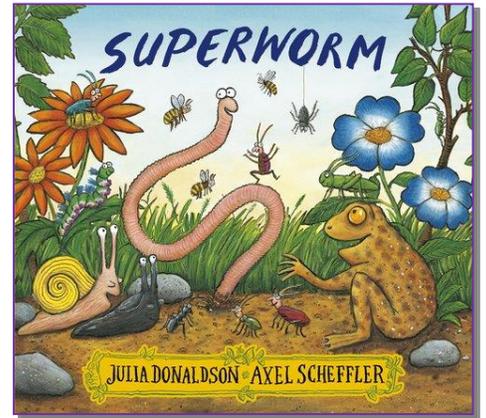
- *Superworm* by Julia Donaldson and Axel Scheffler
- A large container filled with soil
- 2 trays labelled 'Treasure' and 'Trash'
- A selection of 'Trash' objects eg plastic spoons, lids, bottle tops, buttons
- A selection of 'Treasure' objects eg metal spoons, jewellery items, paper clips,
- A magnet (optional)

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Outcomes

- Children will identify objects which they consider to be 'trash' or 'treasure', and identify the material they are made from
- Children will sort a collection of everyday materials according to their materials, identifying qualities they have in common



Lead in

After reading the story of *Superworm* with your child, revisit the part where he tunnels, twists and winds through the soil. Explain that just like Superworm, they are going to seek treasure in the soil.

Task

The large container of soil should be pre-filled with a selection of metal objects such as paper clips, spoons and jewellery as well as plastic objects such as buttons, lids and sweetie wrappers. Using a spoon or small spade, encourage your child to dig around and find something buried in the soil.

Explain that all items found should be placed in either the 'trash' or 'treasure' tray. Children can use *Resource Sheet 1: Trash or treasure?* to record their findings.

Prompt your child to notice what materials the objects on their trays are made from. Once the children have identified the objects materials as metal and plastic, encourage them to describe what the plastic objects have in common and what the metal objects have in common. For example, the metal objects are shiny and heavier or the plastic objects are colourful and lighter. Your child can add these describing words to *Resource Sheet 2: Metals and plastics*.

Extension

Ask your child how they can find out which of Superworm's treasures are magnetic. This should reinforce that plastic and certain kinds of metal will not stick to a magnet. Explain to the children that magnets are used in real life to sort out metal objects such as tins and cans in recycling centres. Provide your child with a magnet and ask them to re-label their trays 'Magnetic' and 'Non-magnetic'. Can they sort their treasure again using these headings?

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Resource Sheet 1: Trash or treasure?

What did you find in the soil? Record your findings on this sheet.

Trash:

Draw or write the things you found:

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Treasure:

Draw or write the things you found:

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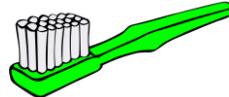
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Resource Sheet 2: Metal and plastic



Are these items metal or plastic?



Are these items metal or plastic?

Describing plastic:

Write some words that describe plastic:

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Describing metal:

Write some words that describe metal:

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Treasures in soil

Curriculum links

Year 1 English: Pupils should be taught to:

Develop pleasure in reading, motivation to read, and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognises and joining in with predictable phrases
- Learning to appreciate rhymes and poems and to recite some by heart
- Discuss word meanings, linking new meanings to those already known

Year 1 Science: Pupils should be taught to:

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties