

Charfield Primary
School

Science Evening



An evening of hands-on science based fun to
help you support your child with their learning at
home

Dear Parents

Welcome and thank you for coming to our Science evening. The purpose of this evening (and also this booklet) is to show you how you can support your child with aspects of their learning in science.

It is vitally important that your child can observe and comment on what he or she sees and also start to give reasons for why they think (predict) something might happen. They may also then be ready to discuss variables and things they might change to try and achieve a different result.

You can really help your child by joining them in making simple observations and spending some time talking about what you are seeing. We have included some supporting questions to start your discussions off but the list of questions and activities are by no means complete!

They are designed to be a starting point for you and your child to observe simple scientific concepts using mostly common everyday objects which might be found around the house.

We have chosen some of the activities from each of the Key Stages for you to experience. We hope you enjoy your evening!

Foundation Stage

Why not try some of these activities at home...?

Area of learning	Activities	Questions
Living things	<ul style="list-style-type: none"> • Look at different seeds and bulbs (take care with hand washing and putting things in mouths) • Use a magnifying glass to investigate the details • Look at sizes, texture, shape • Look at artificial flowers and real flowers • Plant some seeds in a tray and watch them grow • Dig in your garden • Find and talk about mini beasts and where they live • Look at the food your pet eats 	<ul style="list-style-type: none"> • What do we need to make the seeds grow? • What will this seed/ bulb grow into? • What is the same/ different about? • How will the seed/ bulb change? • What will happen if we don't water it? • How tall will it grow? • If I planted two seeds, will they grow to the same height?
Materials	<ul style="list-style-type: none"> • Add some bubble mixture to the water and make bubbles. • Add water to dry ingredients and see what happens (sand, flour etc.) • Look at a block of ice • Make three houses out of bricks (Lego), sticks and straw and see which one you can blow down with a hairdryer • Make play dough (add extras to base ingredient such as glitter, food colouring, vanilla food flavouring for a different smell) • Handling objects made from metal, wood, fabric and plastic etc. 	<ul style="list-style-type: none"> • Which will be the strongest house? • How can you make one of the wobbly houses stronger? • Tell me what the stone wall feels like • What has happened to the ice? • Wet sand, dry sand. How does it feel? Why? • Can you use your hands to make bubbles?
Forces and movement	<ul style="list-style-type: none"> • Play with a magnet. Put it on different surfaces (avoiding computers, TV's, phones and cash cards!) • Have a tray of water and find things that will float or sink. • Roll cars down different length/ height ramps 	<ul style="list-style-type: none"> • Make your own magnetic fishing game • How far can you make your car go? • Which is your fastest car?

Key Stage One

Area of learning	Activities	Questions
<p>Living things</p> <p>Moving and Growing</p>	<ul style="list-style-type: none"> • Grow some seeds on a plate (cress seeds/ beansprouts) • Go on a walk in different places (woodlands, seaside, town etc) • Try eating different fruits and vegetables • Try them raw or cooked (depending on the fruit or vegetable!) • Find out about plants in other climates • How tall are you? Measure your height and see if you have grown by the end of the school year. • Do you know how long you were when you were born? How much have you grown? • Can you feel the muscles in your body? Where are they? Which muscles work all the time? • Have you ever had an x-ray? What did you see? • How many bones and muscles are there in your body? 	<ul style="list-style-type: none"> • How many different types of plants can you see? • Why are they different? • Is there anything that is the same? • Where are the plants growing? • Do the same types of plants grow in different areas? • Does it matter where you plant seeds and bulbs? • Does it make a difference how much you water a plant? • What about the temperature of the water? • Where can you put your plant to make it grow well? • How will this help? • Try putting your plant in the dark. Does it change? How?
<p>Materials</p>	<ul style="list-style-type: none"> • Making toast • Eating or making ice lollies/ ice cubes/ ice pops • Looking frozen puddles/icicles • Feeling frozen food/ compare with fresh food • Cooking with chocolate • Sort solids and liquids 	<ul style="list-style-type: none"> • How will your bread change? Why? • Describe what you can see • Is your bread toast all the way through? • Try different a thickness of bread. • How are they the same or different? • How do they feel and smell? • Tell me about how they taste • What happens when you bite the toast? Why? • What has happened to the butter? • Which is more 'bendy', dry toast or butter toast? Why? • Can you get the butter back? • Why does food go hard when you

	<ul style="list-style-type: none"> • Investigate the materials that objects are made from. • Look at the same objects made from different materials (eg. A plastic beaker and a mug both for holding a hot drink or a metal and wooden spoon) 	<p>freeze it?</p> <ul style="list-style-type: none"> • What is happening here? • How long will it take to melt? • What would happen if we put it on a heater? • What do we use to keep us warm? • Are there things in your house that keep things warm or cool? How do they work? • Look at a saucepan or frying pan. What material is it made from? Why? • Where would an ice cube melt fastest/ slowest in your house? Why?
<p>Forces and movement</p>	<ul style="list-style-type: none"> • Making a ramp. Putting different surfaces on the ramp (shiny plastic, carpet, furry fabric etc) • Using a sledge • Make a 'marble' run out of old guttering • Play on a skateboard or roller skates/ blades • Try ice skating!! 	<ul style="list-style-type: none"> • What does a good ramp look like? • How can you make it sturdy? • Why does your car move? • Compare different toy vehicles. Which goes the furthest? Why? • How can you make the cars slow down/ speed up? • On which surface does the car travel fastest? • Can you make it go faster and how? • What happens if you make the ramp higher/ steeper? • Do metal runners on sledges work better than wooden? • How could you get a sledge to go further? • What happens if someone gives you a push? • Would the same thing happen to your toy car on the ramp?

Lower Key Stage Two

Area of learning	Activities	Questions
Living things	<ul style="list-style-type: none"> • Put celery or carnations in coloured water. • Look at pictures of different animals. • Make a mini habitat for a minibeast. • Compare two animals (foxes, rabbits) that live in different habitats. How are they different? • Go on a minibeast hunt in your garden. 	<ul style="list-style-type: none"> • What can you see? • How does the water move? • How far do you think the water would travel? • Can you tell what habitat they come from? How? • How would you make a home for a...? • Can you find animal habitats near where you live? • Why do different animals live in different places? • What do you find? Where do different creatures live? Can you identify the creatures?
Materials	<ul style="list-style-type: none"> • Measure liquids accurately. Can you make squash accurately? • Which cup has the largest/ smallest volume? • How can you keep a drink warm or cool? • Make a margarine lava lamp 	<ul style="list-style-type: none"> • Can you measure liquids accurately? • Can you make squash to a 'recipe'? • How can you make the squash stronger or weaker? • What materials keep a drink warmest/ coolest? Why? • What happens in the lava lamp? • What would happen if... • Can you separate the mixture?
Forces and movement	<ul style="list-style-type: none"> • Making parachutes for a toy • Examine/ play on a scooter 	<ul style="list-style-type: none"> • How can you get the toy to the ground safely? • What if we made the parachute a different shape? • Can you make your parachute fall into a target? • How does it work? • What forces does it use? • How would you speed it up or slow it down? • What would happen to the scooter if the tyres were worn? • What makes the paperclips

	<ul style="list-style-type: none"> • Explore magnets and make a paperclip maze • Make a simple circuit • Look at electrical items (with adult supervision) 	<p>move?</p> <ul style="list-style-type: none"> • Which materials 'stick' (attract) to the magnet? Why? • Can you make a simple circuit? • Put a switch in the circuit, how does it work? • Can you make the bulb brighter/ dimmer or the motor move quicker/ slower? • Why are plugs and wires coated with plastic? • Why do some items use mains electricity and others use batteries? • Look at a battery operated toy. How does it work? With the help of an adult, look inside it. • Look for different switches. How do they work? Why are switches useful? • Can you save electricity in your house? How?
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Upper Key Stage Two

Area of learning	Activities	Questions
Living things	<ul style="list-style-type: none"> • Investigate how you can make your pulse rate change. Measure it. • Look at different plants. • Look at and plants seeds. 	<ul style="list-style-type: none"> • What makes your pulse rate change? • What is your 'resting' pulse rate? • What do the plants look like? • What do plants need to grow? • Why do plants look different when they have been grown in the dark? • What conditions might this plants have been grown in? How do you know? • What will make this seed germinate (start to grow)? • What is the process called in which plants grow?
Materials	<ul style="list-style-type: none"> • Investigate the absorbency of different papers • Make a volcano! • Investigate dissolving or melting • Sort solids and liquids. • Watch what happens to solids or liquids as they are heated or cooled- try melting chocolate or butter or cooking an egg. • What makes some solids dissolve? Can you make them dissolve quicker? • Do all solids dissolve? • Do all solids melt when they get warm? 	<ul style="list-style-type: none"> • Which papers are most/ least absorbent? Why? • What do you notice? • What is produced when the irreversible change takes place? • What happens when substances are mixed together? • What would happen if we used a larger amount of vinegar? • How could we make the reaction speed up? • What sort of change is this? • What other irreversible changes can you think of? • What is happening? • Can you get the materials back? • What makes some solids dissolve? Can you make them dissolve quicker? • Do all solids dissolve? • Do all solids melt when they get warm? • Can you get the changes to reverse?

Forces and movement	<ul style="list-style-type: none">• Make music with elastic bands• Investigate sound boxes and tuning forks• Look at stringed instruments• Investigate floating and sinking• Make shadows.• Electricity	<ul style="list-style-type: none">• Can you make a sound and then change the sound to make it higher or lower?• How does the instrument work?• What do you notice?• How do you hear the sound?• Which materials make the clearest shadows?• Can you make a circuit with one bulb?• How could you make the bulb brighter or dimmer?• What would happen if we added another bulb to the circuit?• Why does the bulb go off when you open the switch?• Talk about electrical circuits you might find in your house
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Science language for the Foundation Stage

<u>Ourselves/Animals</u>		<u>Light and Dark</u>	<u>Pushes and pulls</u>	<u>Sound and hearing</u>
	heart	candle	attract	ear
alive	knee	dark	fast, faster, fastest	echo
animal	leg	day	float	high
arm	living	eye	force	loud
beak	minibeasts	light	light for size	low
blood	mouth	light source	heavy for size	noise
bone	neck	mirror	magnet	pluck
brain	nose	night	pull	quiet
breathe	not living	opaque	push	shake
coat	ribs	rainbow	repel	soft
colour	same	reflection	sink	sound
difference	senses	shadow	slow, slower, slowest	source
elbow	similarities	shiny	spin	volume
face	skeleton	sight	turn	
feed	skull	star	twist	
feet	smell	sun		
food	teeth	torch		
grow	touch			
hand	water			
head				
healthy				

<u>Materials</u>		<u>Plants</u>	<u>Electricity</u>	<u>Enquiry / Finding out</u>
bake	mix	flower		
bend	paper	food		
change	plastic	grow		
clay	rock	hand lens		
cold, colder, coldest	rough	leaf	battery	because
cooled	sand	light	computer	chart
dull	shiny	living	cooker	describe
fabric	smooth	petal	danger	different
feel	soft	plant	electricity	differences
freezing	solid	rain	flex	explain
glass	sort	root	fridge	observe
group	stretch taste	rot	lamp	pattern
hard	touch	scent	mains	predict
hot	transparent	stem	plug	question
ice	twist	water	socket	same
liquid	warm, warmer, warmest		switch	similar
magnet	water		torch	sort
magnetic	waterproof		TV	table
melt	wax		washer	think
metal	wood			
	wool			

Vocabulary to be introduced when your child is working in Year 1

Ourselves	Growing Plants	Sorting and using Materials
<ul style="list-style-type: none"> • words relating to their senses e.g. sense, eye, sight, see, ear • words for parts of the body of humans and animals e.g. leg, wing, arm, beak • words and phrases relating to living and non-living things e.g. alive, living, not alive, human, animal • words and phrases for making comparisons e.g. tall/taller/tallest, like, similar to, different from • words which have different meanings in other contexts e.g. like, smell • words relating to conveying scientific ideas e.g. describe 	<ul style="list-style-type: none"> • words and phrases for making comparisons e.g. tall/taller/tallest • words relating to plants e.g. branch, flower, root, stem, seeds, seedlings, plants, leaf, weed • words and phrases relating to living and non-living things e.g. living, non-living, alive, dead, healthy, not alive 	<ul style="list-style-type: none"> • names of materials e.g. metal, plastic, wood, paper, glass, clay, rack, fabric, sand • words and phrases to describe materials e.g. hard, soft, rough, smooth, shiny, dull, magnetic, transparent, bendy, waterproof, strong • words and phrases for making comparisons e.g. the same as, different from, harder, smoother • words which may have a different meaning in a non-science context e.g. group, material • expressions giving reasons e.g. because
Light and Dark	Pushes and pulls	Sound and hearing
<ul style="list-style-type: none"> • words and phrases relating to light and dark e.g. bright, light, dark, black, night, day, reflect, reflective strip • names of light sources e.g. torch, warning light, Sun, candle, lantern • words and phrases used to make comparisons e.g. darker/darkest, bright/brighter/brightest • expression giving reasons e.g. because 	<ul style="list-style-type: none"> • words related to movement e.g. twist, spin, swing, slide, swerve, hop, jump, turn, fast, slow, push, pull • words and phrases for making comparisons e.g. go faster, go slower, go further • words and phrases related to safety e.g. safe, danger, be careful • expressions giving reasons using because 	<ul style="list-style-type: none"> • words describing sounds or ways of making sounds e.g. high, low, loud, quiet, shake, pluck, rattle, ring, silence, direction • words and phrases for making comparisons e.g. louder, quieter, further away, nearer • near synonyms e.g. soft/quiet, noise/sound • words which have different meanings e.g. low, high, soft

Vocabulary to be introduced when your child is working in Year 2

Health and growth	Plants and animals in the local environment	Variation
<ul style="list-style-type: none"> • words and phrases relating to life processes e.g. grow, growth, move, have young, reproduce, feed • words relating to health e.g. diet, variety, germ, healthy/unhealthy, medicines, safety, packaging, exercise • words describing tastes e.g. salty, sweet • comparative expressions e.g. most, more • expressions of time using when, after • expressions of reason using because 	<ul style="list-style-type: none"> • words and phrases relating to life processes e.g. produce new plants, produce young, reproduce • names for animals e.g. worm, snail, fly, robin • names for plants e.g. daisy, dandelion, oak tree • words which have a different meaning in other contexts e.g. shoot, fruit, earth, table • expressions to describe location e.g. within, under, next to • comparative expressions 	<ul style="list-style-type: none"> • words naming features of animals and plants e.g. feathers, fur, shell, branch • comparative expressions e.g. long, longer, longest, small, smaller, smallest, similar to, different from • expressions making generalisations e.g. we all....., most have..... • expressions of time related to change
Grouping and changing materials	Forces and movement	Using electricity
<ul style="list-style-type: none"> • names of a variety of materials e.g. wood, leather, plastic, metal, clay and of groups of material e.g. natural, manufactured • words giving ways of changing materials e.g. squash, bend, twist, stretch, heat, cool, freeze, melt, boil • words which have a different meaning in other contexts e.g. fair, material • expressions of comparison e.g. warm/warmer/warmest • expressions of reason using because • expressions making predictions 	<ul style="list-style-type: none"> • words relating to movement e.g. direction, distance, force • comparative expressions e.g. further, furthest, fast, faster, fastest, slow, slower, slowest, higher • expressions of reason using because • expressions making predictions 	<ul style="list-style-type: none"> • words relating to electrical circuits e.g. bulb, bulb holder, buzzer, battery switch, circuit, connection, mains, wire, break • comparative expressions e.g. brighter, less bright • expressions of reason using because • words which have a different meaning in other contexts e.g. circuit, break, bulb

Vocabulary to be introduced when your child is working in Year 3

Teeth and Eating	Helping plants grow well	Characteristics of materials
<ul style="list-style-type: none"> • words and phrases related to life processes e.g. feed, feeding, growth, activity • words to name and describe groups of foods e.g. vegetables, meat, fish, sugars and starches, fruit, fats • names of different teeth e.g. incisor, molar, canine • words which have different meanings in other context e.g. diet, root, activity, decay, evidence, conclusion • expressions making generalisations 	<ul style="list-style-type: none"> • words to describe physical characteristics of plants e.g. yellow, pale, thin, spindly • expressions of reason 'because' • expressions making generalisations 	<ul style="list-style-type: none"> • words describing the characteristics of materials e.g. strong, hard, flexible, absorbent, transparent • words related to the investigation of these properties e.g. investigate, test, describe, explain, comparison, fair, conclude, evidence • words which have different meanings in other contexts e.g. test, fair, conclude • nouns and related verbs e.g. comparison/compare/description/describe
Rocks and soils	Magnets and springs	Light and shadows
<ul style="list-style-type: none"> • names of different rocks and soils e.g. slate, marble, chalk, granite, sand, clay • words relating to rock and soils e.g. rock, stone, pebble, texture, absorbent • expressions of reason using 'because' 	<ul style="list-style-type: none"> • names for some metals e.g. iron, copper, aluminium • terms relating to magnets e.g. attract, repel, magnetic, non-magnetic, attraction, repulsion • nouns and related verbs e.g. attraction/attract, repulsion/repel • expressions making generalisations 	<ul style="list-style-type: none"> • words and phrases relating to light and shadow formation e.g. transparent, opaque, shadow, block, direction, light travels • expressions of reason using 'because' • expressions of comparison e.g. shortest, highest • expressions making generalisations

Vocabulary to be introduced when your child is working in Year 4

Moving and growing	Habitats	Keeping warm
<ul style="list-style-type: none"> • words relating to skeletons and muscles, e.g. ribs, spine, skull, contract, relax, vertebrate • nouns and related verbs e.g. contraction, contract • words which have other meanings in other contexts e.g. relax • expressions making generalisations 	<ul style="list-style-type: none"> • words related to life processes e.g. nutrition • words relating to habitats and feeding relationships e.g. habitat, condition, organism, predator, prey, producer, consumer, food chain, key • words which have a different meaning in other contexts e.g. producer, consumer, key, condition • expressions making generalisations and comparisons 	<ul style="list-style-type: none"> • words and phrases related to warmth and cold e.g. temperature, thermometer, degrees Celsius, thermal conductor, thermal insulator • related nouns and verbs e.g. conductor, / conduct, insulator/insulate • phrases with specific scientific meaning e.g. room temperature • words which have a different meaning in other contexts e.g. conductor
Solids, liquids and how they can be separated	Friction	Circuits and conductors
<ul style="list-style-type: none"> • terms relating to states of matter and to separation e.g. solid, liquid, melt, freeze, solidify, dissolve, solution, filter, undissolved, dissolved • expressions for making using 'if', 'might', 'could' • descriptions using a sequence of ideas 	<ul style="list-style-type: none"> • words and phrases relating to forces e.g. friction, air resistance, water resistance, forcemeter, Newton's, surface area • expressions making generalisations related to patterns in data 	<ul style="list-style-type: none"> • words and phrases relating to electrical circuits e.g. battery, bulb, buzzer, motor, break, electrical conductor, electrical insulator • names of types of material e.g. metal, plastic • expressions used to make generalisations • expressions for making suggestions using 'if', 'might', 'could'

Vocabulary to be introduced when your child is working in Year 5

Keeping healthy	Life cycles	Gases around us
<ul style="list-style-type: none"> • words and phrases related to health e.g. balanced diet, side effect • words related to food types e.g. fats, sugars, starches • words and phrases related to the heart and circulation e.g. heart beat, pulse, pulse rate, muscle, blood vessel, lung • expressions for making suggestions using 'if' 'could' 	<ul style="list-style-type: none"> • words and phrases associated with life processes e.g. reproduction, life cycle • names for parts of a flower e.g. stamen, style, stigma, sepal, petal, ovary, pollen • names for processes related to life cycles and associated verbs e.g. reproduction/reproduce, germination/germinate, pollination/pollinate, fertilisation/fertilise, dispersal/disperse • descriptions and explanations using a sequence of ideas 	<ul style="list-style-type: none"> • names of gases e.g. carbon dioxide, helium, natural gas, oxygen • names of processes related changes in state and verbs related to them e.g. evaporation/evaporate • descriptions and explanations involving a sequence of ideas
Changing state	Earth, Sun and Moon	Changing sounds
<ul style="list-style-type: none"> • words and phrases related changes of state e.g. evaporation, condensation, boiling temperature, state, change of state, water cycle, conditions, solid, liquid, gas • names of processes and verbs related to them e.g. condensation/condense, evaporation/evaporate, melting/melt, freezing/freeze, solidification/solidify • expressions for generalising and summarising 	<ul style="list-style-type: none"> • words and phrases related to the shape and movement of the Earth and Moon e.g. sphere, revolve, orbit, spin, rotate, axis, sunrise, sunset, north, south, east and west • nouns and associated adjectives e.g. sphere/spherical • words and phrases which have similar but distinct meanings e.g. rotate around, rotate on its axis, spin, orbit • expressions for generalising and summarising • descriptions and explanations involving a sequence of ideas 	<ul style="list-style-type: none"> • words related to sounds e.g. pitch, loudness, vibration, muffle, tuning • near synonyms e.g. quiet, soft, noise, sound • nouns and related adjectives e.g. loudness, loud, tension, tight • expressions of contrast, e.g. this sound is loud and high, this is loud and low • generalisations about relationships between variables e.g. if I tighten the drum skin the pitch will go up

Vocabulary to be introduced when your child is working in Year 6

Interdependence and adaptation	Micro-organisms	More about dissolving
<ul style="list-style-type: none"> • words relating to plant growth e.g. fertiliser, nutrients • words and phrases relating to feeding relationships e.g. consumer, producer, predator, prey, food chain, • words which have different meanings in other contexts e.g. fertiliser, consumer, producer, key, suited, plant food • expressions for summarising and generalising 	<ul style="list-style-type: none"> • use alternative terms for micro-organisms e.g. microbe, germ, virus • recognise that some of these terms e.g. germ, are used in everyday but not a scientific context • provide explanations and generalisations 	<ul style="list-style-type: none"> • words and phrases related to separating mixtures e.g. dissolved, undissolved, solution, mixture, evaporate, condense, pure • words and phrases related to data handling e.g. bar line graph, line graph, average, accurate • words which have different meanings in an everyday context e.g. solution, pure • classificatory adjectives e.g. clear, tap, sea • expressions for making and justifying predictions • expressions for explaining, generalising and summarising
Reversible and irreversible changes	Forces in action	How we see things
<ul style="list-style-type: none"> • use terms e.g. reversible, irreversible, to describe changes • give explanations e.g. for the way in which they classify changes 	<ul style="list-style-type: none"> • words relating to forces and the measurement of force e.g. weight, gravity, upthrust, Newton, forcemeter • near synonyms e.g. still, stationary, at rest, not moving • generalisations about patterns in behaviour • descriptions and explanations involving a sequence of ideas 	<ul style="list-style-type: none"> • words and phrases related to shadow formation and reflection e.g. opaque, reflect, reflection, light beam, mirror, light travelling • expressions making generalisations about patterns in results • descriptions and explanations including a sequence of ideas
Changing circuits	Enquiry in env & tech. Cont.	
<ul style="list-style-type: none"> • words and phrases relating to electrical circuits e.g. complete circuit, conductor, insulator, circuit symbol, component, circuit diagram, cell • expressions for making and justifying predictions, generalising and summarising 	<ul style="list-style-type: none"> • words and phrases that describe and explain a sequence of ideas e.g. if it had..., it might.... • words and phrases that link cause and effect e.g. so, because, since 	<ul style="list-style-type: none"> • analogies e.g. use a sponge like filling in a sandwich, use a sponge like a polo mint • words and phrases that qualify responses e.g. if it had..., it might...

Why not have some fun doing some cooking? An ideal way to experience some science concepts....

Strawberry Banana Smoothie

1 cup frozen strawberries

2 cups orange juice

1 banana, cut in pieces

½ cup milk

2 tablespoons sugar

Add ingredients together in blender and blend until smooth.

Healthy Orange Smoothie

1 orange peeled and separated

¾ cup sliced peaches (if canned use juice also)

1 cup orange yogurt

½ cup ice cubes

Blend in blender until smooth. Substitute peaches with different fruit such as banana or a can of mandarin oranges, if desired.

Mars Bar Cake

Ingredients

3 standard mars bars

2 tbsp golden syrup

3oz butter

enough rice crispies to coat

200g milk chocolate, melted

Method

1. Melt mars bars, syrup and butter in a pan. When combined add rice crispies, and stir until coated. Press into a greased and lined oblong tin and leave to set. Top with melted chocolate and cut into square when cold.

Cheese on toast

Ingredients:

- 2 Thick Bread Slices
- 100gm Cheese
- 1 Medium Sized Tomato (thinly sliced)
- Salt as per taste

How to make Cheese Toast:

- Preheat the grill to its highest setting.
- Meanwhile slice the cheese into thin slices.
- Place the bread slices in a baking tray and put it in the grill.
- After 4-5 min, remove the bread slices from the tray.
- Now place the cheese slices on the bread slices.
- Add tomato slices over the cheese slices, sprinkle salt over it, and cover with the other bread slice.
- Put the above again in the heated grill until it turns golden brown.
- Take it out and serve with tomato sauce.

Fresh fruit salad

Preparation time: 5 minutes

This variation on the standard fruit salad is tasty and filling. Assemble a few of your favourite fruits, such as pineapple, mango, banana, berries or apple. Cut them up into bite size pieces and toss with some fresh mint or coconut. Top with fresh yoghurt, and enjoy. You can make the salad the night before you eat it, but if you use apples, be sure to coat with lemon or orange juice, to prevent browning.

Why not try this Tuna and apple healthy eating sandwich?

This is a good one for protein and slow-release carbohydrates, and of course, it's pretty tasty!

4 slices wholemeal bread

55g low-fat soft cheese

1 medium apple

1 tbsp lemon juice

200g drained tuna in brine

2 chopped spring onions

1 trimmed & chopped stick celery with leaves

Spread cheese on to bread. Core and finely chop the apple, toss in lemon juice and mix in to tuna with onions and celery. Pile on to the bread.

Ginger bread people



A fun treat that children will love to make with a little help

Ingredients

- 200g plain flour
- 75g brown sugar
- 50g butter or margarine
- 1 tbsp golden syrup
- ½ tsp bicarbonate of soda
- 1 tsp ground ginger
- 1 egg, beaten
- currants to decorate

Method

1. Preheat the oven to 180°C or gas mark 4.
2. Sieve the flour into a mixing bowl and add all the other dry ingredients.
3. Gently melt the margarine and sugar together in a saucepan, but do not let it boil.
4. Add the melted margarine, syrup and the beaten egg to the flour mixture and mix carefully to form soft dough.
5. When the dough has cooled, roll it out on a floured surface so it's 0.5cm thick.
6. Using a cutter, cut out gingerbread people shapes and place carefully on the baking tray.
7. Decorate them with currants or cherries and bake in the oven for 8-10 minutes, until golden brown. When they're cooked leave them to cool on a wire rack.

Plum crunchies



Make the most of the autumn harvest with this sweet fruit dessert

Ingredients

- 4 ripe plums
- 4 wholemeal digestive biscuits, crushed
- 125g fat-free fromage frais or sieved cottage cheese

Method

1. Halve and stone the plums, and place them in a small pan with 2 tablespoons of water. Simmer the plums for 5 minutes until they're soft but still holding their shape.
2. While the plums are cooking divide the crushed biscuits between 4 ramekins or small dishes and press down firmly with the back of a spoon.
3. Spread the fromage frais carefully over the crushed biscuits, and top each with two plum halves and drizzle with the juice.

Fluffy French Toast

Ingredients

- 1/4 cup all-purpose flour
- 1 cup milk
- 1 pinch salt
- 3 eggs
- 1/2 teaspoon ground cinnamon
- 1 teaspoon vanilla extract
- 1 tablespoon white sugar
- 12 thick slices bread

Method

1. Measure flour into a large mixing bowl. Slowly whisk in the milk. Whisk in the salt, eggs, cinnamon, vanilla extract and sugar until smooth.
2. Heat a lightly oiled griddle or frying pan over medium heat.
3. Soak bread slices in mixture until saturated. Cook bread on each side until golden brown. Serve hot.

How To Make Scrambled Eggs

The secret to successfully scrambling eggs is slow cooking. A rubber spatula does a good job of moving the eggs. Don't worry about melting the rubber - the heat is (or should be) too low to damage it.

Always remove scrambled eggs from the heat when they are almost set but still appear shiny and a bit underdone. If it is necessary to hold scrambled eggs for a short time before serving, it helps to avoid direct heat. Place a pan of hot water between the pan of eggs and the heat source.

Tip: After removing the pan with the scrambled eggs from the heat, add a teaspoon of cold light cream or milk for each four eggs and stir quickly for a second. This is to stop the cooking, which would otherwise continue for a few minutes by the internal heat retained by the eggs. Without this last step, the eggs would be overcooked and dry.

Rainbow Jelly

It's a lot of work and cleaning up but it's great for a birthday party because it has multiple layers of jelly, each a different flavour and colour. You can make it in a big pan or a glass [bowl](#) or in individual bowls.

1 (100g) packet EACH of:

blackberry flavoured jelly

lime flavoured jelly

lemon flavoured jelly

orange flavoured jelly

pineapple flavoured jelly

strawberry flavoured jelly

boiling water

1 tin (375 ml) evaporated milk

Preparation method

1. In separate bowls, mix the blackberry, lime, orange, and [strawberry](#) flavoured jellies with 375ml (1,1/2 cups) boiling water each and let each cool to room temperature.
2. In separate bowls, prepare the cherry, lemon, and orange or pineapple flavoured jellies with 250ml (1 cup) boiling water and add 125ml (1/2 cup) evaporated milk when each cools to room temperature.
3. Add the room temperature blackberry flavoured jelly to a 30x23cm pan (or similar sized bowl) and refrigerate until chilled. Follow with a layer of the lime, lemon, orange, pineapple, and strawberry jellies, allowing each layer to cool before adding the next.

PLEASE NOTE

With all cooking activities you are reminded that adult supervision is needed especially when working with hot or boiling products and sharp knives. You are also advised to check food labels for allergy advice.

Useful science websites and activities

Description	Web address
Science activities and games (Woodlands Junior School)	http://www.woodlands-junior.kent.sch.uk/revision/Science/
BBC Science activities	http://www.bbc.co.uk/schools/websites/4_11/site/science.shtml
BrainPOP Junior An American site with subscription required but some free science activities	http://www.brainpopjr.com/
Yahoo! Kids Science Find information and videos on many science and nature topics including space, dinosaurs and more on Yahoo! Kids Science.	http://www.kids.yahoo.com/science
Planet Science All sorts of games, activities and information	http://planet-science.com
Kent County Council Nature Grid A site exploring natural surroundings and countryside	http://www.naturegrid.org.uk/
Dynamo's Science lab All sorts of games and activities	http://bbc.co.uk/education/dynamo/lab
Natural History Museum More ambitious in text and explanation but fantastic photographs	http://www.nhm.ac.uk/nature-online//index.html
Digger and gang	

Lots of interactive fun activities	http://www.bbc.co.uk/schools/digger/
Interactive Encyclopaedia	http://www.ngfl-cymru.org.uk/vtc/ngfl/science/cynnal/english/index.html