

Marie's Projects

Marie's art (Unit 2)

PB16. PROJECT

Make a colour wheel.

MATERIALS: A white paper plate for each pupil, paints in the three primary colours, paintbrushes, paint palette or small paint cups, pencil, ruler

- Tell pupils they are going to mix the three primary colours and make a colour wheel. Look at the picture in the Pupil's Book to aid comprehension.
- Give a paper plate to each pupil. They divide their paper plate into six equal segments using a pencil and ruler.
- Pupils paint the primary colours onto their plates first – blue, yellow and red. Start with blue at the top, leave a segment blank, then use yellow, leave another segment blank, and then use red. When pupils have done this, they should have three painted segments and three unpainted segments.
- Point to the segment between blue and yellow and ask them what colour they think this should be. Elicit *It's green*. Give pupils time to mix their blue and yellow paints together on a paint palette or in a pot to create the colour green. They then paint this segment in green.
- Continue with the other blank segments so that pupils have a completed colour wheel with an orange segment between yellow and red, and a purple segment between red and blue.
- When they have finished, pupils talk about their colour wheel, e.g. *Blue and yellow make green*.
- Display the colour wheels in the classroom, or pupils can take them home to show their families.

Marie's science (Unit 4)

PB30. PROJECT

Make a planet.

MATERIALS: Sticks, plasticine or modelling dough of different colours (red, yellow, blue, white, black) or styrofoam balls and paints for each group

- Tell pupils they are going to work in groups to make the planets in our solar system. Look at the picture in the Pupil's Book to aid comprehension.
- Pupils work in groups of eight. Within each group they each decide which planet they are going to make. They can choose, or you could suggest that they write the names on slips of paper and choose one at random.
- Give pupils the materials that you have chosen for them to make the planets. They use what they learnt in the lesson about the colours and sizes of the planets as they make them.
- Pupils put their planets on sticks and then present them to the group, e.g. *My planet is small and red. It's next to Jupiter*. The other pupils say the name of the planet.
- Pupils in a group stand in the correct order starting at the window (the Sun). They practise chanting the names of the planets. They can also say the poem/chant that they learnt in the lesson.

- Groups present their solar systems to the class.
- Display the planets in the classroom, or pupils can take them home to show their families.

Marie's science (Unit 6)

PB46. PROJECT

Use your senses!

MATERIALS: A bag, a blindfold, items as listed below (or your own choices), A4 paper for each group of three

- Tell pupils they are going to do some experiments with the senses. Look at the picture in the Pupil's Book to aid comprehension.
- Set up a Discovery Table in the classroom to carry out experiments with each of the five senses. The table needs the following:
 - See** – a selection of flashcards from Units 1 to 6
 - Hear** – a device with various sounds you have recorded/ downloaded for pupils to listen to (e.g. rain, birds tweeting, car horn, wind, whistle, etc.). Or create sounds in the classroom for pupils to guess, e.g. a chair scraping on the floor, a pencil case zipped open and closed, a pen writing on the whiteboard, etc.
 - Smell** – a selection of items for pupils to smell when blindfolded (e.g. flowers, bread, cinnamon, lemon juice, perfume, etc.)
 - Taste** – a selection of items for pupils to taste when blindfolded (e.g. lemon juice, sugar, bread, a carrot, etc.)
 - Touch** – a bag with items inside for pupils to touch (e.g. a pine cone, a silk scarf, a smooth shell or pebble, sticky tape, a deflated balloon, etc.). Or use a selection of classroom items if you are unable to bring these items into the class (e.g. pencil, eraser, book, bag, glue, etc.)
- If experimenting with all five senses is too much in the time available, choose two or three senses to focus on.
- Pupils work in groups of three with to record their results. Write a template on the board for them to copy on their paper – write each of the five senses across the top row and the numbers 1 to 5 in a column on the left. Divide into columns and rows for pupils to record their results.
- Begin with **See**. Tell the groups you are going to show them a variety of flashcards very quickly, and they will write down what they see. Alternatively, you can cover part of the picture on the flashcard and pupils guess the item.
- Now experiment with **Hear**. Play the sounds that you have on your device, pausing after each one for groups to write down what they think they can hear. Or if using sounds in the classroom, have pupils close their eyes or face the back of the classroom so they can't see what you are doing.
- Now experiment with **Smell**. Pupils select a group member to come up to the discovery table for this experiment. Blindfold each pupil and allow them to take it in turns to smell the various items you have selected. Each pupil records what they think they can smell.
- Now experiment with **Taste**. Pupils select a different group member to come up to the discovery table for this

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experiment. Blindfold each pupil and allow them to take it in turns to taste the various items you have selected. Each pupil records what they think they can taste.

- Finally, experiment with **Touch**. Pupils select a different group member to come up to the discovery table for this experiment. Each pupil feels the items inside the bag and records what they think they are touching.
- When the experiments are completed, discuss the results as a class and check answers. Show the flashcards again and ask *What can you see?* Play or make the sounds again and ask *What can you hear?* Show the items that pupils smelled and ask *What can you smell?* Show the items that pupils tasted and ask *What can you taste?* Show the items that pupils touched and ask *What can you touch?*
- Talk about other things around you that you can see, hear, smell, taste and touch. Perhaps limit it to things in the classroom or at school to allow pupils to focus on particular items in their everyday lives.

Marie's geography (Unit 8)

PB60. PROJECT

Make a bird feeder.

MATERIALS: An empty egg box, scissors, pencil, string, bird seed for each pupil

- Talk about the animals in your school garden, pupils' home gardens or in the local park. Explain that sometimes animals disappear from habitats like our gardens and parks. Ask pupils if they know what we can do to help the animals stay in a habitat. Elicit answers such as providing food for the animals, keeping rocks and logs for animals to use as shelter, providing an area of water for animals to drink, not cutting down trees and flowers, etc.
- Tell pupils that they are going to help the birds in their garden or local park by making a bird feeder. Ask pupils to bring in an empty egg box to the next lesson, and make sure the rest of the items listed above are available to make the bird feeders.
- Pupils work in small groups to make their bird feeders. They start by cutting the lid off the egg box, keeping the part with the six hollows for eggs. Next, they make two holes using a pencil in the ridges between the hollows. Then they thread some string through the two holes and tie a knot underneath to make a hanging device for the egg box.
- The bird feeder is ready to be filled with bird seed. It can be taken home for pupils to hang in their gardens, or it can be hung in the school garden or a local park to help feed the birds.

Marie's science (Unit 10)

PB76. PROJECT

Design your own transport.

MATERIALS: Plastic building blocks

OR

Recycled cardboard boxes, plastic bottles, lids, cardboard tubes, paint, sticky tape, glue, scissors, string

OR

A sheet of A3 poster paper for each group, coloured pencils or crayons

- Tell pupils they are going to work in groups to make or design a vehicle. Look at the picture in the Pupil's Book to aid comprehension.
- Pupils work in small groups to build or design a new means of transport using building blocks or recycled materials. Alternatively, they can design and make a poster of it.
- Each group could be asked to combine two types of transport, e.g. a vehicle that goes both by road and by rail, or by road and water, etc.
- When they are finished, pupils present their means of transport to the class. You may like to ask the class to vote on the one they like best.
- Display the inventions in the classroom, or pupils can take them home to show their families.

Marie's science (Unit 12)

PB90. PROJECT

Grow fruit.

MATERIALS: Fruit seeds, a pot or cup, some soil and some small stones for each pupil

- Tell pupils they are going to work in groups to plant fruit seeds. Look at the picture in the Pupil's Book to aid comprehension.
- Show pupils how to plant the seeds in the pots. They put some small stones in the bottom of the pot, fill it with soil and then put the seeds into the soil so that they are covered.
- Pupils take the seed pots home, put them in a light place and water them regularly (but not too much). Teach them to put a finger in the soil and only to water when it feels dry.
- Ask pupils to take photos of the progress of the seeds over the summer.

ALTERNATIVE

An unusual fruit.

MATERIALS: Poster paper for each pupil, coloured pencils or crayons, internet for research

- Pupils choose an unusual fruit and find out about it online. You can also assign fruits to different pupils. They answer the questions: *Where does it grow? How does it grow?*
- In class, they make posters about the fruit. They draw and colour a picture and say where and how it grows. They include one or two interesting facts about the fruit, if they can.
- Pupils present their fruit posters to the class.