

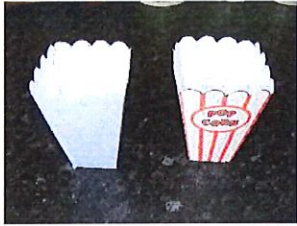
**I HAVE LEFT THE NEW ZOOM LOGINS IN THE PACK IN CASE ANYONE FORGETS THEM – SEE YOU THERE!**

**On Zoom this week can you play the guessing game with a favourite snack. Remember to have some clues ready for us so we can guess.**

**This week’s plan for Ducklings – Summer 2 week 3**

**Date: 15<sup>th</sup> June Theme: Picnics and Parties – Popcorn**

EYFS	Activity	Location	Save or send in?	Done Yes/No
Maths Number Shape and space	Popcorn capacity sensory bottle – use this activity to talk to children about how much room popcorn takes up in a bottle when still a kernel and when popped.	In pack	Enjoy	
	Maths ideas sheet number – weekly	Emailed pack	Save into purple mash folder	
	Purple Mash Maths City1 – Racing car game set as a 2do	Website		
	Purple Mash Maths City2 – Fruit shop game set as a 2do	Website		
	Numberblocks Make and Play on Cbeebies	Website		
	Monster Maths Quiz – counting activities - Cbeebies	Website		
CLL and Literacy	Letter of the week – k for kernel Find items beginning with the k sound either around the house or in the garden Look at the k handwriting sheet in the pack for handwriting ideas. C and k have the same sound in phonics but a different action in Jolly phonics. (c for castanets and K for key)	Resources from home Emailed pack	Take a photo if you are able.	
	Watch Phonics-Learn to Read The letter K Alphablocks on Cbeebies	Website		
	Home learning challenge sheet phase 7 phonics	In pack		
	Literacy ideas sheet – weekly sheet	In pack		
	You can watch this story about popcorn on YouTube Pop, Pop, Popcorn Picture Book Read Aloud	You tube	Enjoy!	
	Food hand control sheets if you would like them	In the	Save in	

	<p>to print off and use or you could make a simple version of your own by copying the idea onto paper.</p> <p>Purple Mash – Mini mash – reading and writing section- matching games- Letters a-z jigsaws – alphabet paint projects ‘letter k’ Set as a 2Do in mini mash</p>	<p>pack</p> <p>Website</p>	<p>purple mash folder</p>	
Technology	<p>Make a popcorn box. I have put a template (net) into the pack. You can print this if you would like or just use it as an idea to make your own.</p> 	<p>Resources from home</p>	<p>Take a photo if able</p>	
Understanding The World	<p>I have put an information sheet about popcorn in the home learning pack. It gives answers to quite a lot of questions that children might ask about popcorn. It also tells you where the special corn we use for popcorn grows.</p> <p>You could find this country on a map or globe. Popcorn is considered a healthy snack, as long as it is plain and not covered in either salt, or butter or toffee toppings.</p> <p>There are some fun experiments that can be enjoyed using popcorn and I have made a sheet to show you some ideas that you might want to try at home.</p> <p>You might want to talk to your child about when people enjoy popcorn, such as when watching a film at home or at the cinema. You could have a special popcorn time together whilst watching a program or film together.</p>	<p>Home Resources</p> <p>Home resources</p> <p>Emailed pack</p> <p>Home learning</p>	<p>Put in purple mash folder Enjoy!</p> <p>Enjoy!</p>	
Expressive Arts Art	<p>Can you make a picture using popcorn and kernels?</p> <p>You can lay the popcorn and or kernels onto some paper to create a picture. This way you are not wasting them and can re-use the kernels and eat the popcorn. If you want to stick them on then that is your choice.</p> <p>Once you have made your picture you could use your camera or i-pad to take a photo of it. There is a sheet in the pack with ideas and my own attempt.</p> <p>Paint the food into Anna’s Lunchbox Set as a 2do in Purple Mash</p>	<p>Resources from home</p> <p>Emailed pack</p> <p>Website</p>	<p>Take a photo if able</p>	
Music	<p>Popcorn Song-Planet Custard Songs for Children</p>	<p>You tube</p>	<p>Enjoy!</p>	

	Popcorn Songs for kids   Numbers and Counting for Preschool   The Kiboomers	You tube		
Physical development /active lives <b>Fine motor</b>	Threading popcorn Find a large sewing needle (not too sharp) and some cotton. Use it to thread popcorn onto to make a popcorn garland. You might have to show your child what to do first and then they can continue the threading. You could always use a needle and thread and use paper to sew through, to make a pattern. If you have any bits of Binca at home you could use these to sew into.	Home resources	Enjoy!	
Physical development /active lives <b>Gross motor</b>	Fairy Tale Yoga In the pack this week are some instruction cards for some simple yoga. This can be done inside or outside on a soft surface. Remember to do this gently and carefully and it should not hurt. I wonder how many different positions you can do?	Home resources  Ideas in the pack	Enjoy!	
Food Tech	Make some popcorn, using a popcorn maker/pan or microwave. Listen to the pops as it cooks. Don't forget to taste the popcorn, do you like it plain?	Resources from home		
Outside if you can	If you planted any sunflowers or beans/peas, remember to watch them and see how they are growing. Are any beans or peas ready to pick and eat yet? Calm Down Meditation There is a sheet in the pack where you can pretend to be a dragon and do some simple breathing techniques to aid calmness. It is quite good fun too!	Home resources  In the pack	Enjoy!	
RE/PSED	Things to look forward to jar or pot Make your own well-being jar or pot by thinking about things that you would like to do or people you would like to see as we get back to normal. Encourage your child to tell you their thoughts and then write them onto pieces of paper and put into the jar or pot. They could draw a simple picture to accompany the writing. There is a sheet in the pack that explains how to make a jar or pot. It also says that having things to look forward to can make you feel happier and improve your well-being.	Home resources  In the pack	Relax and enjoy!	

Jackie Stringer is inviting you to a scheduled Zoom meeting.

Topic: Ducklings

Time: Jun 4, 2020 11:00 AM London

Every week on Thu, until Jul 16, 2020, 7 occurrence(s)

Jun 4, 2020 11:00 AM

Jun 11, 2020 11:00 AM

Jun 18, 2020 11:00 AM

Jun 25, 2020 11:00 AM

Jul 2, 2020 11:00 AM

Jul 9, 2020 11:00 AM

Jul 16, 2020 11:00 AM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: <https://us04web.zoom.us/meeting/upYodOCrqDwtH9LOIyo2xZoJwU8i8M5ivP-J/ics?icsToken=98tyKu6qqzgjGdKStxyBR7YQGYjCXenwpmZagvpxszb8DHJLWAzcIdcaPupSRdHG>

Join Zoom Meeting

<https://us04web.zoom.us/j/72539367756?pwd=Mm5HZlpieGRGbkZrNzRLS2NVNkh2UT09>

Meeting ID: 725 3936 7756

Password: Ducklings1

Jackie Stringer is inviting you to a scheduled Zoom meeting.

Topic: Ducklings

Time: Jun 2, 2020 02:00 PM London

Every week on Tue, until Jul 14, 2020, 7 occurrence(s)

Jun 2, 2020 02:00 PM

Jun 9, 2020 02:00 PM

Jun 16, 2020 02:00 PM

Jun 23, 2020 02:00 PM

Jun 30, 2020 02:00 PM

Jul 7, 2020 02:00 PM

Jul 14, 2020 02:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: [https://us04web.zoom.us/meeting/upcvf-6urDwvGd1dszFdvh3ndTdc3tU7cVag/ics?icsToken=98tyKu6rrDMtHNaStRqOR7YqAlqgKO7zpmZYjacMmAz\\_JSRFalD4MtZGMeFrJY\\_T](https://us04web.zoom.us/meeting/upcvf-6urDwvGd1dszFdvh3ndTdc3tU7cVag/ics?icsToken=98tyKu6rrDMtHNaStRqOR7YqAlqgKO7zpmZYjacMmAz_JSRFalD4MtZGMeFrJY_T)

Join Zoom Meeting

<https://us04web.zoom.us/j/73287627539?pwd=T3BmWXlXV0ZGdnA5Uk93bkowVk13QT09>

Meeting ID: 732 8762 7539

Password: Ducklings

## How to make a simple "Balance"

You will need:

1 coat hanger (one with grooves at the ends is best as it helps to keep the yarn in place)

Some yarn or string

2 plastic cups or small containers (I used the bottom of two identical plastic milk bottles)

A hole punch or something to make holes for the yarn. I found that a wooden kebab stick worked better than the hole punch.

### Instructions

Punch a hole on opposite sides of your plastic containers with the hole punch.

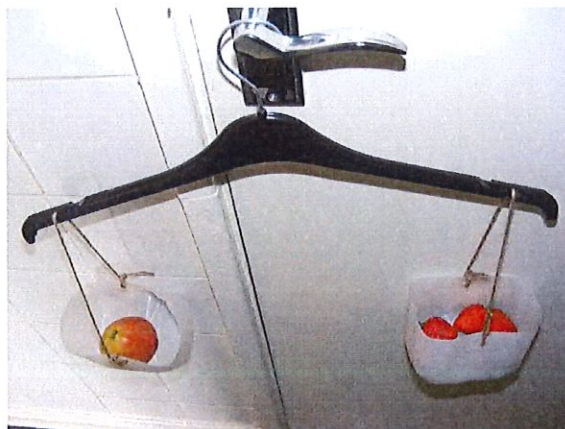
Cut 2 pieces of yarn about 60 cm in length.

Thread one end of the yarn through 1 hole and tie to the outside of the container and then thread the other end of the yarn through the other hole and tie.

Hang the centre of the yarn over the top of the coat hanger and hang onto a door knob or handle.

Add a number of objects to either side, do they balance or is one side heavier or lighter?

Here is the one that I made. |



## 15.6.20 - Summer 2 week 3 - Ideas for Maths and Literacy

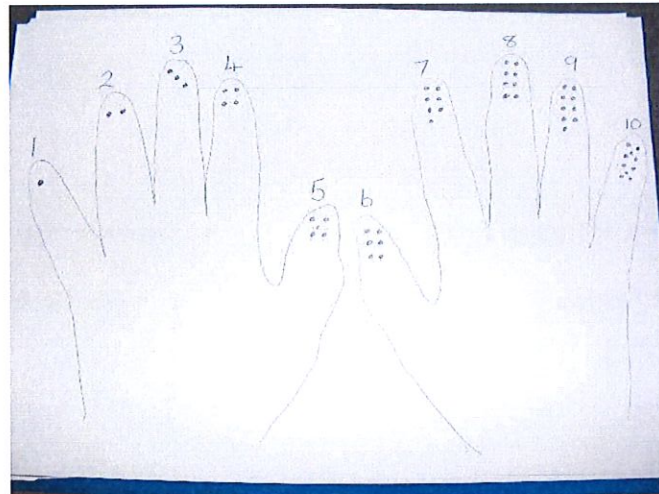
**Maths** - Please remember to count daily up to 20 or beyond if your child is able. Counting can be fun, count as you go upstairs, count how many jumps you can do without stopping, count the cutlery as you lay the table, count fruit, count plants, count toys etc.

To extend this counting now, you could get your child to count on in 1's from different numbers e.g. start at 3 and count to 11, start at 2 and count to 12 etc.

### Number hands

1. Draw around both of your hands. Above each finger write the numbers from 1-10 in order. (some children might need to either copy or overwrite these numbers). If you manage this easily you could draw around someone else's hands as well and continue writing the numbers from 11-20. How many numbers are on each hand? If you wanted to make it even more fun, you could also draw around your feet and toes and continue adding more numbers. To extend the activity you could get your child to choose a number from one hand and add it to a number from the other hand.

I added dots to mine to represent the number.



2. Using a balance

At Nursery the children often have the opportunity to use simple balance to find out which items are heavier or lighter. It is possible to make your own balance to use at home. I have put the instructions onto a separate sheet in the pack called making a simple balance.

Once you have made your balance let your child experiment with different objects to find out which ones are heavier or lighter if you put in the same amount. This could also be done with your popcorn kernels. Get your child to count out 20 kernels and place in one side and then count out another 20 kernels that you then pop before putting them in in the other side, what does your child notice? Do they balance or is one side heavier than the other.

You could use lots of other items to put into this simple balance, but remember to put the same amount in either side. This is also a great counting activity too!

Ideas you could try:-

### Foods

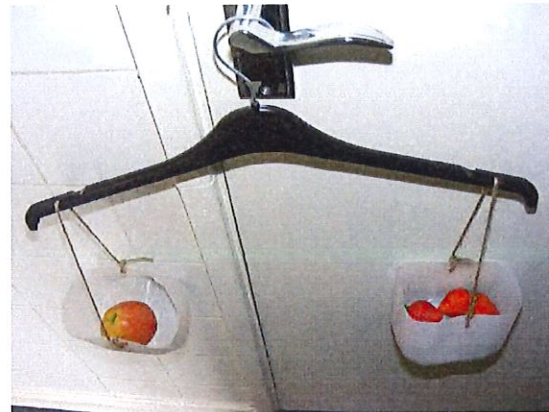
Popcorn kernels and raisins  
Smarties and haribos  
Strawberries and blueberries

### Outside items

Small stones and sticks  
Daisies and leaves

### Toys

lego bricks and



**Literacy** - Please get children to write their names every day if possible. They can trace over your writing, copy their name from one already written for them, or write their name independently. Please try to encourage correct letter formation. Putting a dot in a different colour to show where the letter begins is often helpful.

**These are the letters we have already had as letter of the week.**

s, t, r, m, c, h, a, n, f, d, e, w, g, u, b, i, p, o, k

We have been following the Phase 1 part of Letters and Sounds which is our Phonics teaching. (Jolly Phonics helps us to teach phonics in school too). We have now completed Aspect 6 of Letters and Sounds and can begin Aspect 7

Aspect 7 Oral blending and segmenting (To develop oral blending and segmenting of sounds in words)

1. Lay out a selection of familiar objects with names that contain three sounds such as bus, sock, bag, pot, pan, lid, dog, cat etc. Check that your child can recognise each object. Bring out the sound-talking toy (It will speak like a robot and just adds a bit of fun to the activity) and ask the children to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word. The toy then sound-talks the word, leaving a short gap between each sound. For example, b-u-s, can your child say the word and identify the object? Then get your child to repeat the sounds b-u-s and blend them together to make bus. If they cannot hear the word made from the sounds initially say the sounds and then the whole word for them to hear. (Some children might not be able to hear the word that is made at the moment). This is all practice for reading. Continue the activity with other objects. Just choose 3 or 4 to start with and then add others.

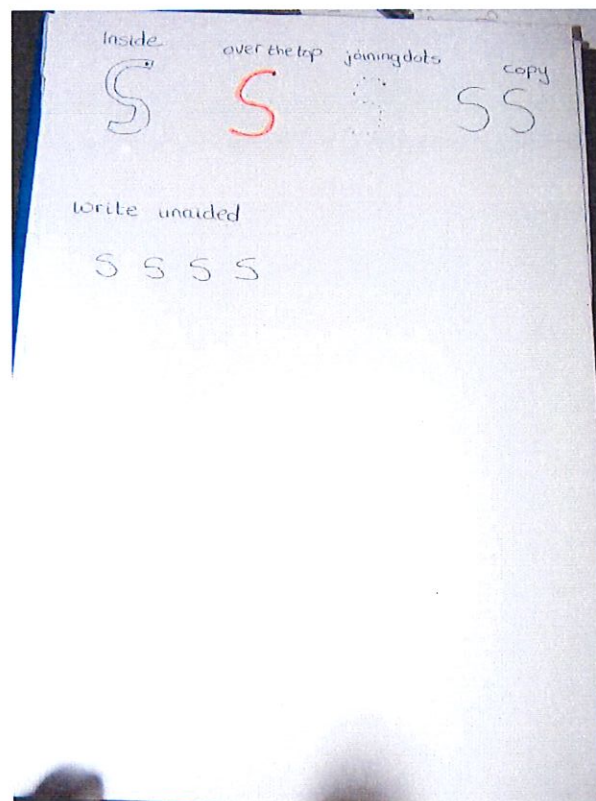


## 2. Writing

Use the phonic sounds that we have already taught and write them in a range of different ways.

- Write inside a large version of each letter (drawn by an adult first) Put a dot in the starting position so that your child knows where to start the letter.
- Overwrite the letter. Write out a letter shape for your child to write over the top of, make it a good size, not too small. Highlighter pens are good for this.
- Write out some dots in the shape of the letter for your child to join, again making sure with a different colour dot that they know where to begin the letter.
- Write a letter shape and get your child to copy next to or underneath it.
- If you have a whiteboard, get your child to write the letter shape all on their own, with you just saying it. You could also do this on a piece of paper. If they cannot remember what the letter looks like write it in the corner for them to copy, you could add a picture as a simple reminder, such as sun for s.

The aim is that your child will be able to successfully write the letter shape just by listening to you saying the sound. This might take lots of practice with some letters, particularly ones that are not in their own names. Just do one or two every day and make it fun. I have put an example sheet in the pack.



## Popcorn experiments

### 1. Hopping Corn

You will need:

A clear glass container

Some popping corn kernels

2  $\frac{1}{2}$  - 3 cups of water

2 tablespoons of bicarbonate soda

2 tablespoons of white vinegar

Food colouring (optional)

#### Instructions

Fill the jar with water (and add a couple of drops of food colouring if you would like to)

Add the baking soda and stir until it is dissolved

Add a small handful of popping corn kernels

Add the vinegar and watch the corn start to hop up and down.

### 2. Popcorn and salt

1 glass jar with a lid (large)

1 cup of table salt

$\frac{1}{4}$  cup of popcorn kernels

#### Instructions

Pour the salt into the glass jar and then add the popcorn kernels on top.

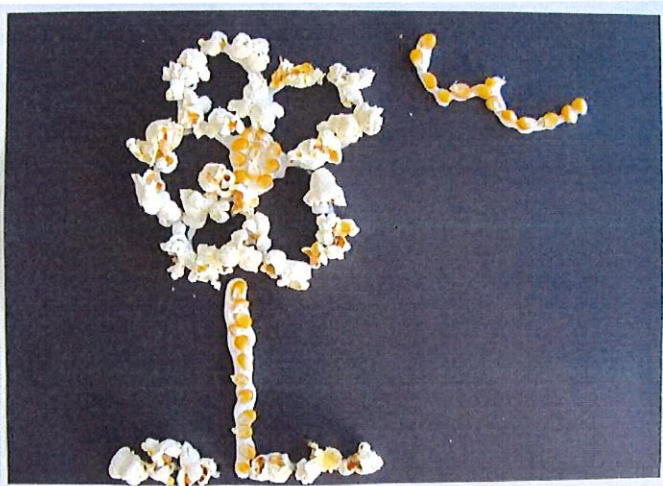
Seal with the lid

Roll the jar carefully on a flat surface so that the salt and kernels mix together

Turn the jar upright and gently tap on a flat surface

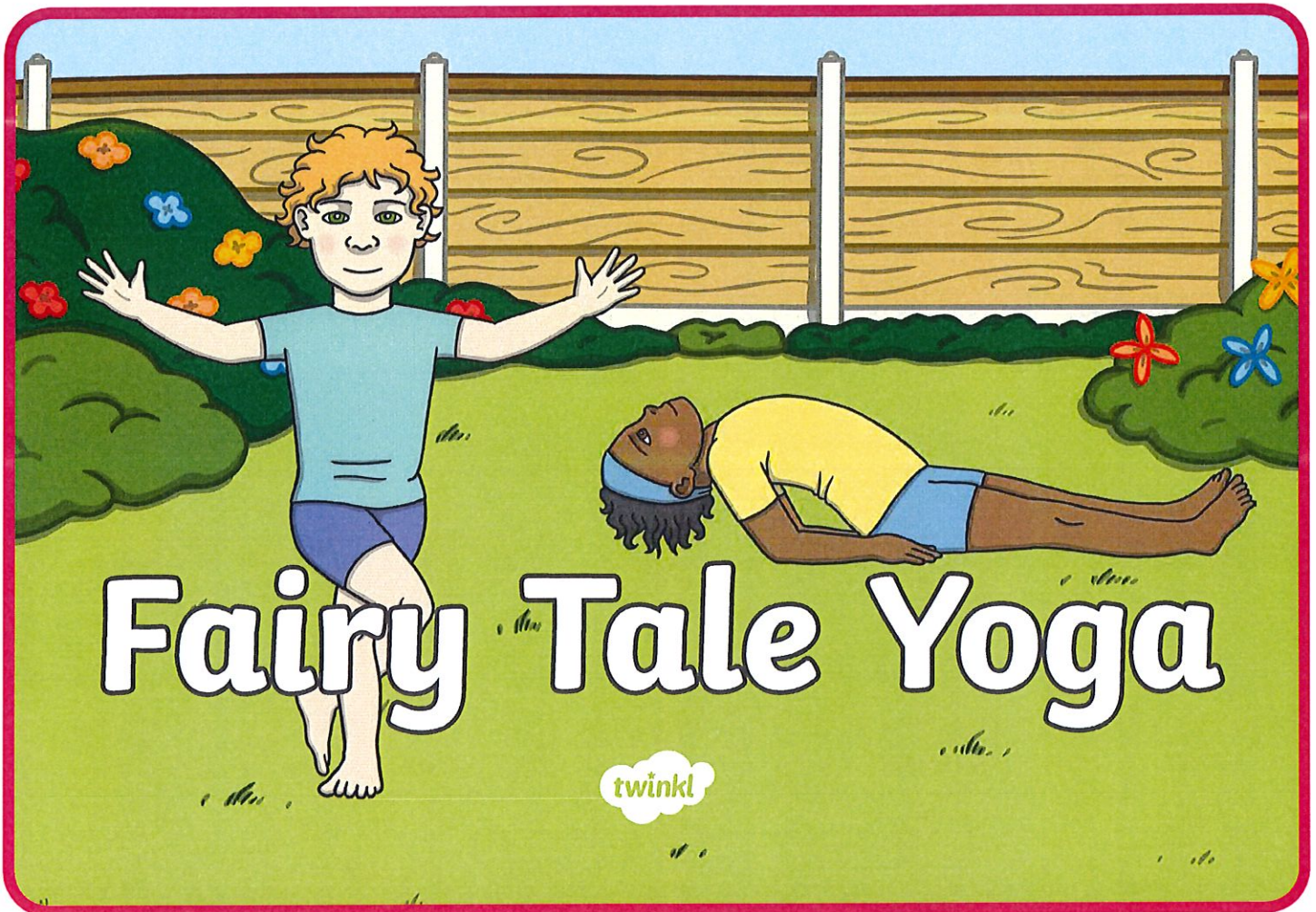
Watch what happens to the popcorn.

# Popcorn Art



This is my attempt





Fairy Tale Yoga

## Preparation and Safety

**Age**

3-11

**National Curriculum**

Develop balance, agility and coordination.

**Time**

Approximately 20 minutes but this can be flexible, according to age.

**Preparation**

Session to happen on a carpeted floor or mats, with enough space to stretch out arms and legs. If possible, have some fairy and football-themed toys or pictures to promote discussion.

Remind the participants of the safety rules.

**Safety**

- **Adapt:** Make poses easier if your breathing isn't smooth.
- **Breathe evenly:** Take easy breaths in each pose.
- **Enjoy it:** Move in a way that feels good. If it hurts at any point, stop.
- **Keep safe:** Don't touch others and use support where necessary.

**Butterfly****1**

This pose will gently stretch your hips. To stay safe and comfortable, make sure you don't feel a stretch in your knees.

1. Start in sitting with your knees slightly bent.
2. Bring the soles of your feet together.
3. Let your legs widen so that your knees fall towards the floor.
4. Keep sitting up tall.
5. As you breathe in, lift your knees.
6. As you breathe out, let your knees sink.
7. Do this again if you would like.

**Worm****2**

This pose will stretch your upper back and shoulders. To make the pose feel more comfortable, cross your arms lower down.

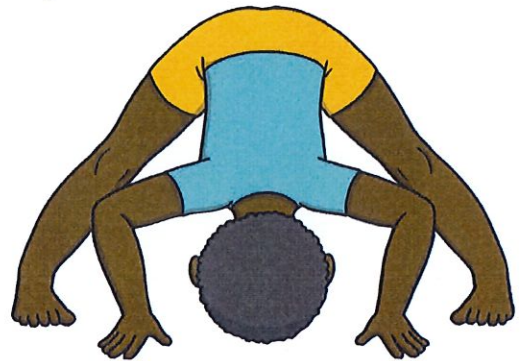
1. Start in a standing position.
2. Straighten your arms and then cross them at the elbows.
3. Bend your forearms in and bring your hands together.
4. See if your palms want to touch one another.
5. If you would like to, cross one leg over the other.
6. Gently spread your arms wide and unfold your legs to come out of the pose.
7. Do this again with the opposite arm and leg on top.



**Ladybird****3**

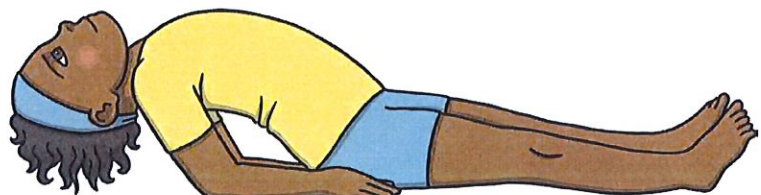
This pose will turn you upside down. Keep your knees soft and make sure your back feels comfortable at all times.

1. Start in standing.
2. Take your feet out wide and slightly bend your knees.
3. Make sure your feet are strong on the floor.
4. Slide your hands down your legs towards the floor.
5. Lift your hips up towards the ceiling.
6. Bend your knees and lift up to come back to standing.
7. Do this again if you want to.

**Fish****4**

This pose gently bends your spine back. To make it more comfortable, don't lift your shoulders as high and focus on your breathing.

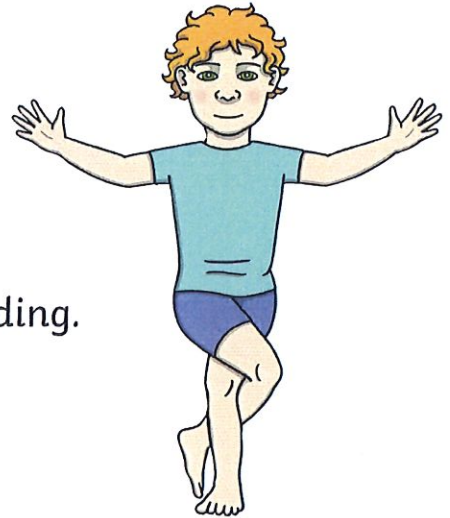
1. Start by lying down on your back with your legs together.
2. Place your arms very close to the side of your body.
3. Press into your elbows and lift your chest.
4. Keep your head on the floor as you lift your chest.
5. Slide your shoulders on to the ground again.
6. Do this again if you would like to.



**Dragonfly****5**

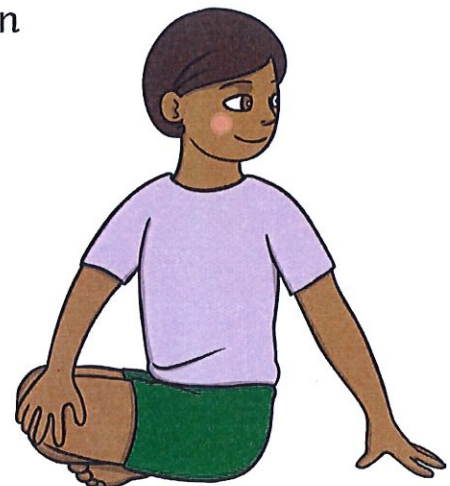
This pose will help you balance. If you wobble, come back to standing or put your hand on a support, such as the wall or a chair. Remember that we do not touch anyone else during yoga.

1. Start in standing. Make sure you are nice and tall.
2. Wrap one leg over and around the other.
3. Take your arms out wide.
4. Breathe in and out easily and gently for a while.
5. Then, unwrap your legs and come back to standing.
6. Do this again with the opposite leg on top.

**Mouse****6**

This pose helps your spine to be flexible. To make it more comfortable, don't twist your body as much.

1. Start by sitting comfortably.
2. Cross your legs.
3. Take one hand on to the opposite thigh and then twist around.
4. Lift your tummy as you twist around to one side.
5. Now, twist smoothly to the other side.
6. Come back to the front, slowly and smoothly.
7. Repeat this pose with the opposite leg on top as you cross them.



This pose will fold your spine forwards. Make sure your knees are slightly bent at all times.

1. Start in sitting with your knees bent.
2. Slide your hands down your legs and fold your body forwards.
3. Allow your tummy to come closer to your thighs.
4. Allow your head to become heavy.
5. Walk your hands back up your legs to come back to sitting.
6. Do this again if you would like to.





# Wellbeing Craft - Things to Look Forward To Jar

Use these craft instructions to create your own wellbeing jar. Having things to look forward to can make you feel happier and improve your wellbeing. Each time you think of something you would like to do in the future, write it on a piece of paper and place it inside your decorated jar.

## You will need:

- glass or plastic jar
- scissors
- paintbrush
- white glue
- sticky label or strip of paper
- tissue paper or colored paper
- pencil
- paper to record the things you are looking forward to



## Instructions



1 Cut shapes out of the colorful paper or tissue paper.



4 Write a label for your jar. You could write "Things to Look Forward To."



2 Use the paintbrush to put some glue onto the jar.



5 You can use white glue to paint over the top of the shapes on your jar and the label. This will give it a nice, shiny effect.

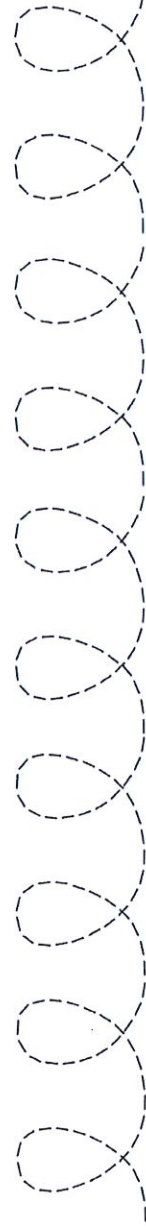
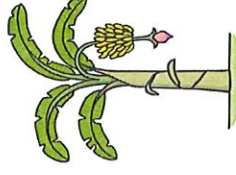
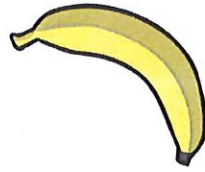
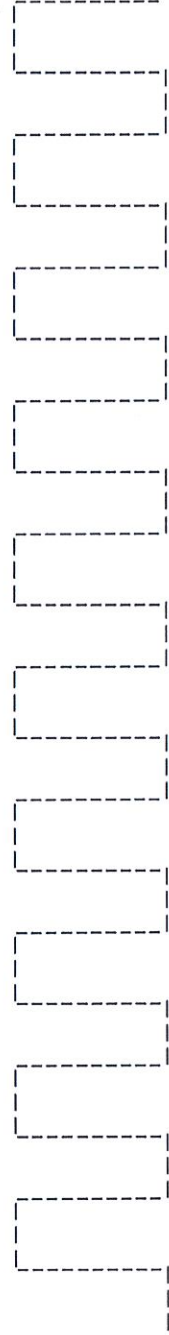
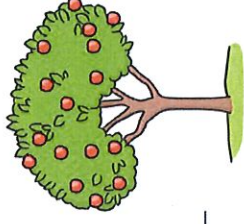
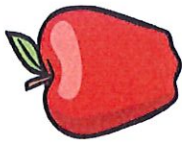
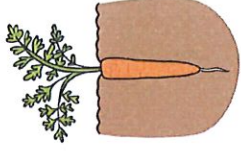
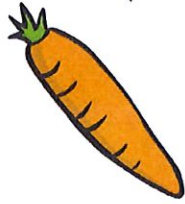


3 Stick the paper shapes carefully onto the jar.

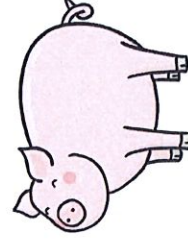
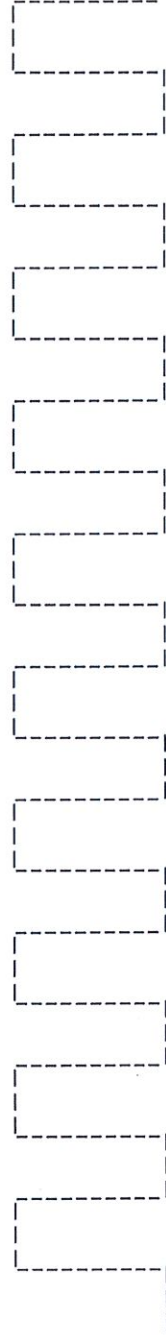
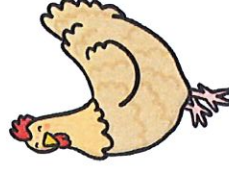
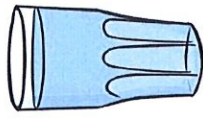


6 Once dry, your jar is ready to use. Write things that you are looking forward to on pieces of paper and place them into your decorated jar.

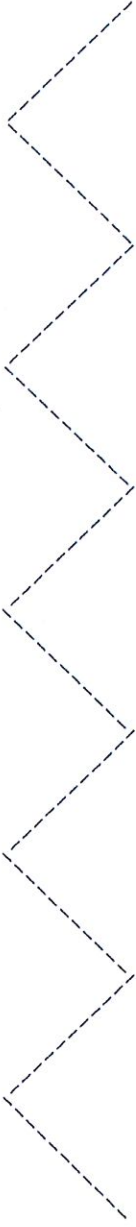
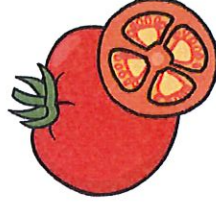
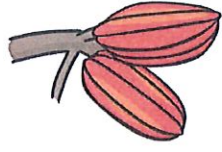
# Where Does Food and Drink Come From?



# Where Does Food and Drink Come From?



# Where Does Food and Drink Come From?



# Oral Blending and Segmenting

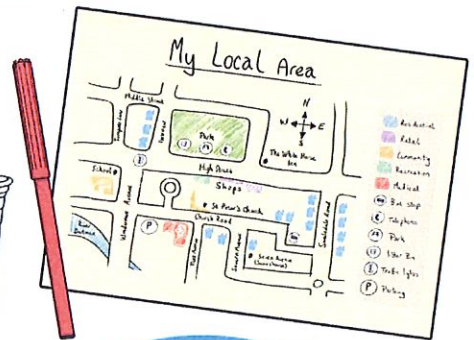
## Home Learning Challenge

Listen carefully as you sound out these words: pin, sat, tap, net. How many letter sounds are in each word? Try counting on your fingers. E.g. 'c-a-t, 1-2-3'.

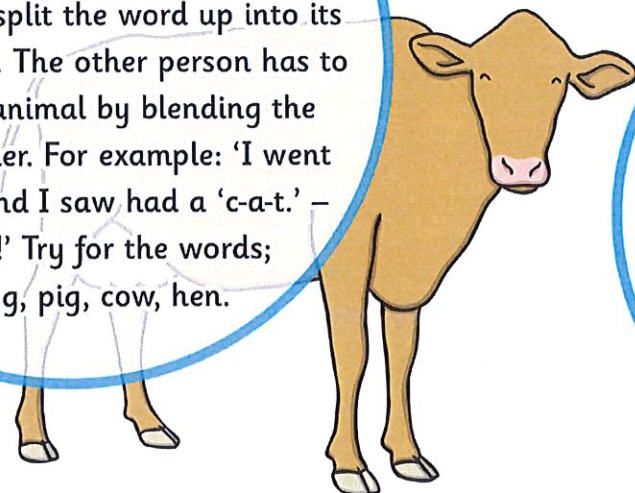


Emma the Explorer has a list of things she needs to take on her next adventure but she can't read it! Can you help Emma work out what she needs to pack in her bag? Sound out the words below and blend the sounds together to find out what she needs to take. You could draw pictures to help Emma know what she needs to take.

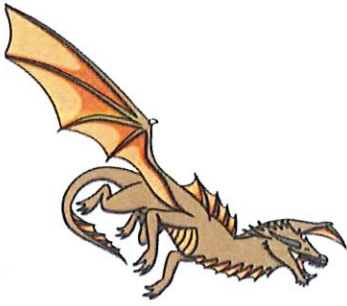
m-a-p  
c-u-p  
h-a-t  
p-e-n



With a grown-up, play a listening game about a visit to a farm. 'I went to the farm and I saw ...' – instead of saying the animal name, split the word up into its 3 letter sounds. The other person has to identify the animal by blending the sounds together. For example: 'I went to the farm and I saw had a 'c-a-t.' – 'It's a cat!' Try for the words; cat, dog, pig, cow, hen.

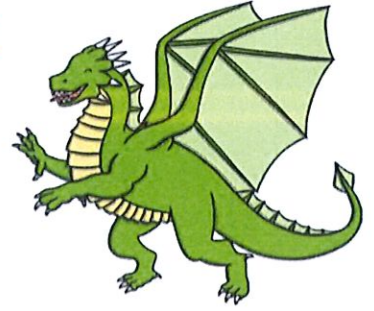


Play a listening and drawing game with a grown-up. Take it in turns to sound out a word and then the other person has to draw the item! Try the words: hat, sun, ten, pan, box.



# Calm Down Meditation

Ask your child to sit up straight on the floor with their legs crossed. Ask them to hold a teddy bear against their tummy to help them focus on their breathing. You may like to have a bell or another gentle sound to signify the end of the meditation. Encourage your child to close their eyes. Follow the script below:



Today, we are going to be big dragons breathing out fire.

Let's begin with a long, deep breath starting way down in your tummy and filling up your lungs.

Then, breathe out slowly just like a dragon breathing out the fire.

Let's do that again; long breath in... and long breath out. Feel your body relaxing as you breathe out the fire.

Think about your breath as you breathe out your fire.

Is it slow?

Is it hot?

Is your fire running out?

Keep breathing until you hear the sound.

Now you've heard the sound, wiggle your fingers and toes.

Slowly open your eyes.

How do you feel?



# Popcorn: FROM SEED TO SNACK

## What is Popcorn?

Popcorn, like all six types of corn, is a cereal grain and originates from a wild grass. Its scientific name is *zea mays everta*, and it is the only type of corn to actually pop.

Popcorn is made up of three main components; endosperm, germ and the pericarp. The endosperm is made up of soft and hard starch granules. The endosperm is always white or yellow in color and is a carbohydrate. The function of the starch is to provide energy for the living part of the kernel, more commonly known as the "germ" or "embryo." The outer hull of the kernel is the pericarp, which is made of cellulose. The pericarp or hull is usually white or yellow in color, though the range of colors includes red, black and many colors in between.

## Finally, Popcorn!

Humans consume popcorn as a versatile and nutritious snack. It's enjoyed both sweet and savory by fans around the world. One factor which makes it so popular is its nutritional value. One cup of air-popped popcorn contains 31 calories, 1 gram of protein, 6 grams of carbohydrate, 1 gram of fiber and just a trace of fat.

And, it's a favorite snack of consumers of all ages. Americans consume more than 18 billion quarts of popped popcorn each year, which equals approximately 56 quarts per man, woman and child.

## Breeding Popcorn Seed

Popcorn seeds are bred to produce desirable traits such as stalk strength, grain color and successful popping. Plant breeders select popcorn for genetic traits by using inbreeding. Inbreeding is taking the pollen from the tassel (male flower) from a single plant and using that pollen to fertilize the silk (female flower) of that same plant. Inbreeding leads to genetic segregation, whereby the plant breeder is able to identify, select and save the seed of desirable plants. The breeder then takes the seed and inbreeds it again, and continues to select for desirable traits. It takes eight years of inbreeding until the plant selection is stable and is no longer segregating. Finally, two inbreds are crossed together to produce a hybrid, which is then planted as popcorn seed.

## Ready to Pop

Popcorn needs heat to pop. Most popcorn will pop when the kernel's internal temperature reaches 400-460 degrees Fahrenheit. Bound within the endosperm, or starch, is moisture. When the kernel is heated, the moisture turns to steam. Because the pericarp, or hull, is hard and flinty, pressure builds up within the kernel. The starch inside the kernel becomes soft, like gelatin, and the moisture vaporizes until the pressure in the kernel reaches 135 pounds per square inch. The pressure increases until the pericarp/hull ruptures and the gelatinized starch granules puff out. The kernel literally turns inside out. The starch, or endosperm, is the white part of the popped kernel and the pericarp/hull is the darker, flaky bit at the center of the kernel.

## Popcorn Planting

Most of the world's popcorn is grown in the United States corn belt of Iowa, Illinois, Indiana, Kansas, Kentucky, Michigan, Missouri, Nebraska and Ohio. Each spring, farmers use a corn planter to place popcorn seeds about 1 1/2 inches deep and 6 inches apart in the soil. That's nearly 28,000 seeds per acre.

## Processing Popcorn

Once the popcorn has dried to the optimum moisture level of 14%, it is cleaned to remove small pieces of the cob and other plant parts. Popcorn kernels are moved over a screen, which vibrates to separate the kernels from the other particles. Next, popcorn kernels go through a gravity separator, which eliminates lightweight particles such as small kernels. Once the kernels have been cleaned, they are polished, eliminating any final plant material still clinging to the kernel. The kernels are now ready to be packaged for microwave, bag, jar or bulk distribution.

## The Growth of a Popcorn Plant

Popcorn seed will germinate in approximately seven days and emerges from the soil in 10 days. It is the moisture in the soil which dissolves important elements for the plant such as nitrogen, phosphate and potash. The popcorn roots absorb this nutrient rich moisture to "feed" the seed and cause it to germinate. When the sun shines on the new leaves, the green chlorophyll in the leaf contains water, which is combined with carbon dioxide in the air, creating sugar. The plant uses the sugar to build more leaves and roots, and eventually ears of popcorn. This process is called photosynthesis.

As the popcorn plant grows, the stalk will reach approximately eight feet in height and produce long, green leaves. Popcorn requires 18-24 inches of water during the growing season. As the plant grows, it begins to produce ears of corn, covered with a green husk. Feathery tassels form at the top of the plant and produce pollen, a yellowish powder. The ears form silks or long strands that "catch" pollen as the wind blows. This process is called pollination and allows the ears to produce kernels. Once the ears have kernels, the maturity process continues until the entire plant is dry and brown.

## Harvest – The Fruit of the Labor!

Popcorn is mature when the stalk and leaves are brown and dry, the kernel is hard, and a "black layer," easily found by scratching away the tip of the kernel, is formed. This layer signals that the kernel is no longer requiring nutrition from the plant. Popcorn is usually harvested when the kernel has moisture content of 16%-20%. It is this moisture within the kernel which allows the popcorn kernel to pop when heated.

Popcorn is usually harvested with a combine. This is a machine which has a "corn head" which strips the ear from the stalk. The ear is then fed into the combine. The combine shells the kernels from the cob and ejects the cob out of the back of the machine. The kernels are loaded into a truck and transported to a storage bin. These bins have a perforated floor and air is forced through the floor to dry the corn to a 14% moisture level – the ideal level for popping corn. Sometimes the popcorn is harvested on the ear with a corn picker, which picks the corn on the cob without removing the kernels. The corn then dries on the cob and kernels are later removed from the ear.



# Popcorn Capacity

## Sensory Bottle

### You will need:

2 identical plastic bottles

Popcorn

Popcorn kernels

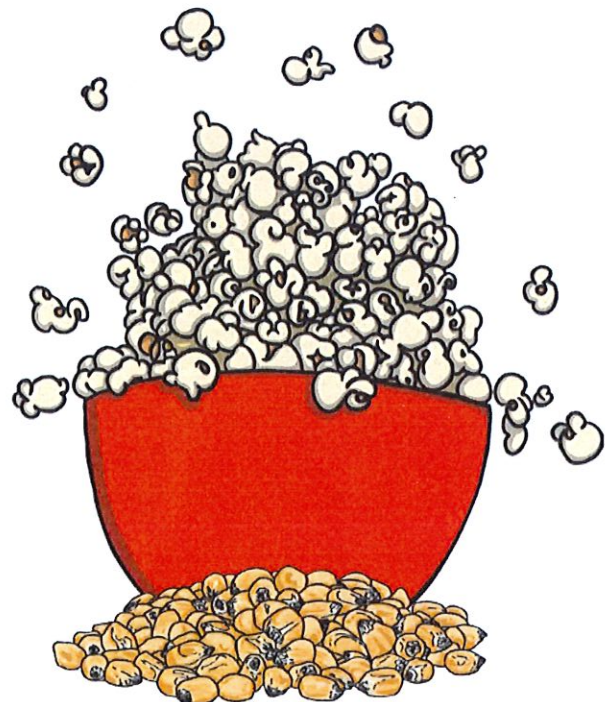
Strong glue

Sticky tape (optional)

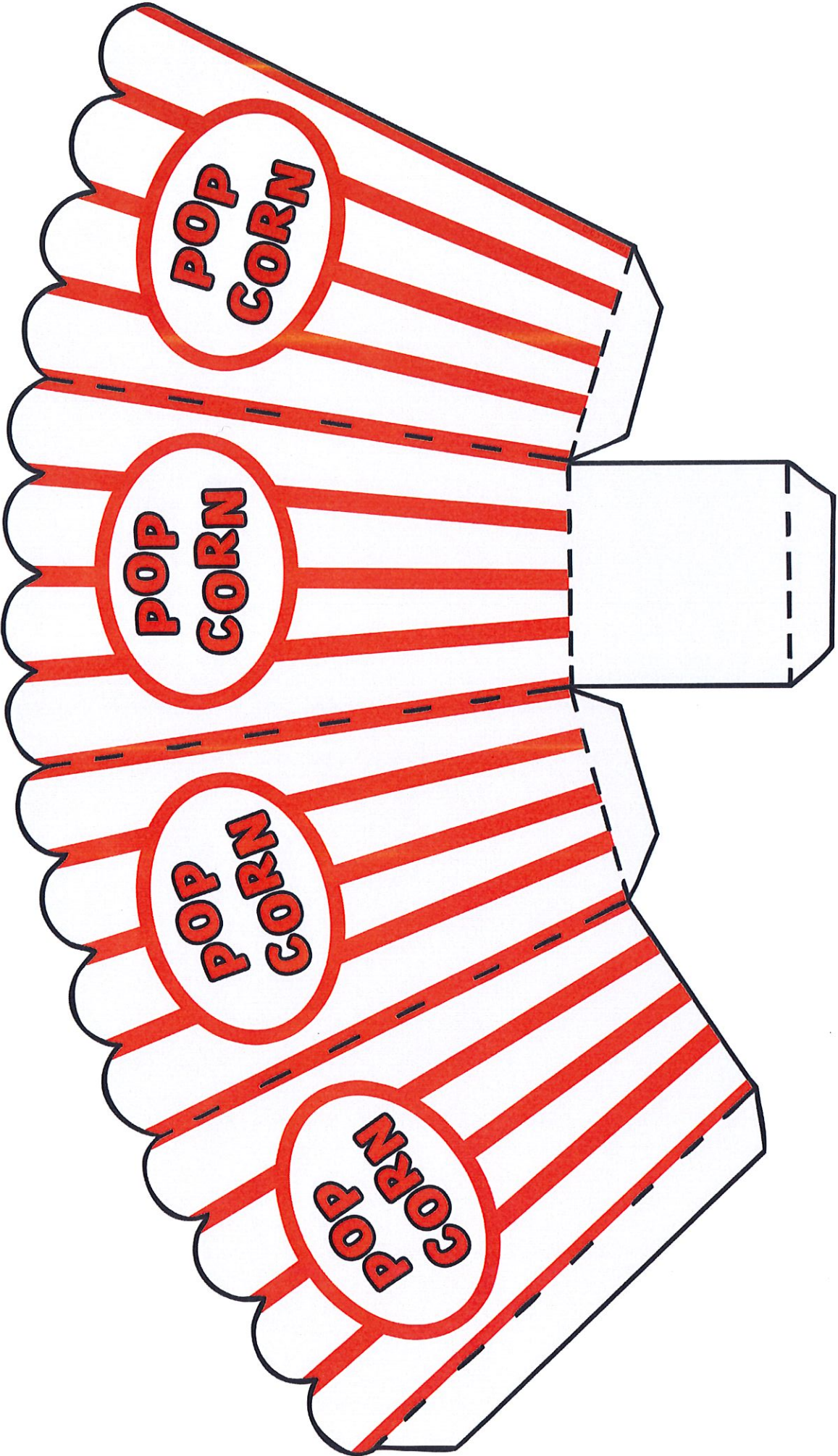
Weighing scales

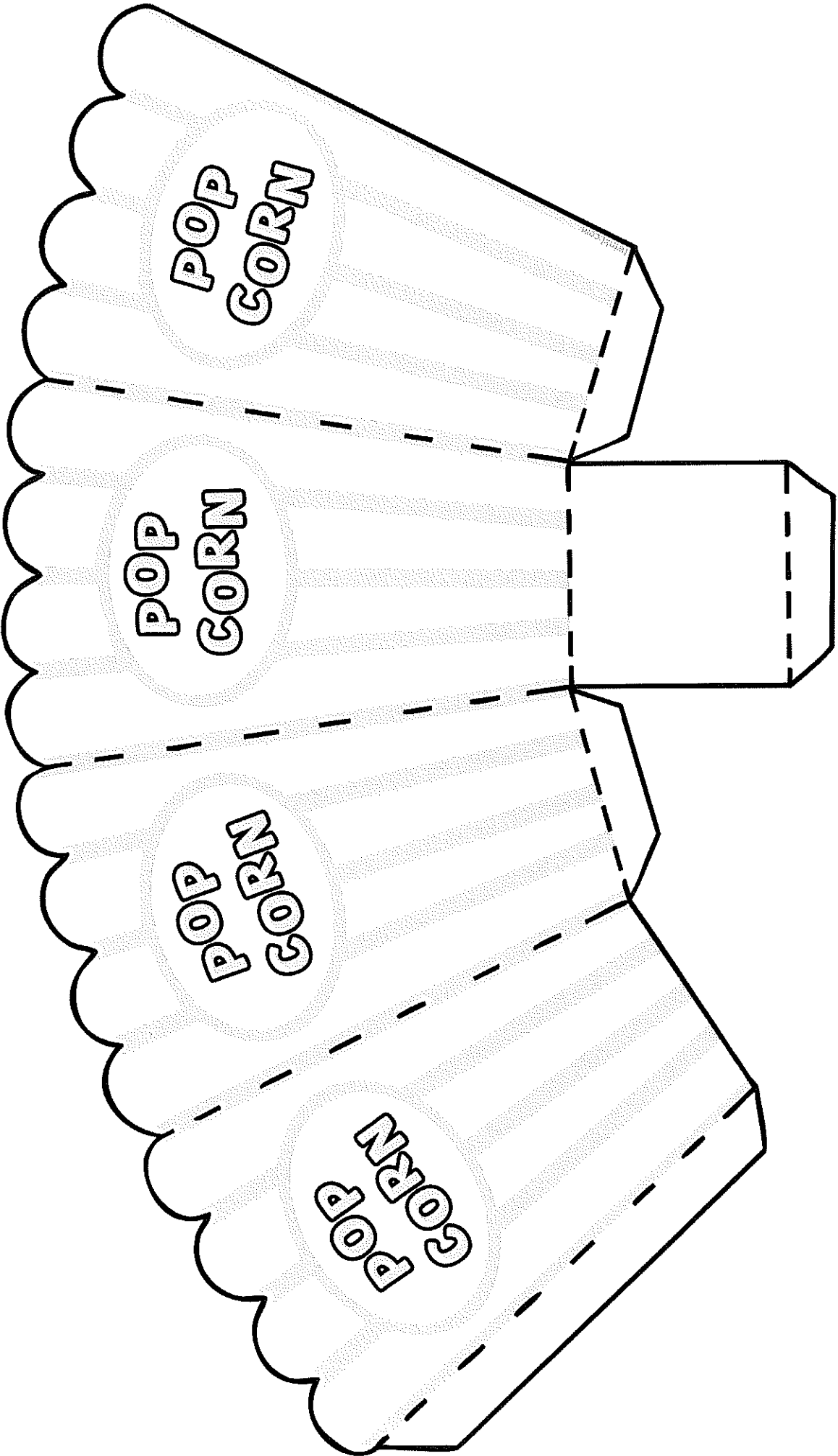
### Method

1. Weigh out 15g of popcorn kernels and add these to one of the plastic bottles.
2. Weigh out another 15g of popcorn and add these to the other plastic bottle.
3. Squeeze strong glue onto the inside of the bottle tops and secure the lids onto the bottles. Allow time for the glue to dry. You may also like to tape around the lid of the bottle in coloured sticky tape.
4. The bottles are now ready for the children to play with. Both the bottles weigh the same but one bottle is full and the other is almost empty. Challenge the children to think about whether full also means heavy.









# The Journey to Cursive: The Letter 'k'

## Suggested Order

The letter 'k' should be taught as part of a series of lessons, which links to the family it belongs to – the 'one-armed robot' family firstly. It would be taught as the fourth letter in the series of seven (n, m, h, k, b, p, r).

## Gross Motor Warm-Up

**Back-to-Back** Get the children into pairs standing back-to-back against each other. Children try to sit down in unison whilst keeping their backs pressed together. Can children then try to stand back up together?

## Fine Motor Warm-Up

**Finger Presses** Children place their hands a few centimetres apart in front of them with palms facing. Children take each finger and press it against the opposite finger, i.e. thumb to thumb, index finger to index finger. Call out different fingers to press together on command.

## Let's Get Ready to Write!

**Early Learning Goal** – Children handle equipment and tools effectively. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Tweezer Games** – Use the Tweezer Games Adult Guidance to set up a variety of different tweezer games and activities.

Try to use a variety of different materials for children to transfer into different pots or containers. Use different-sized and shaped tweezers to vary the challenge!

## Forming Letter Families

**Year 1** – Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'family' (i.e. letters that are formed in a similar way) and to practice those.

Introduce the letter name and the sound (phoneme) of the letter 'k'. Show the animation of how to form the lower case letter 'k'. Ask children if they know which letter family the letter 'k' belongs to? Explain that this letter belongs to the one-armed robot family (n, m, h, k, b, p, r). Children practise air writing the letter shape 'k' with their preferred hand. They could also practise air writing on the table, on body parts or on a friend's back, where appropriate. Make large and small letter shapes. Remind children of the correct pencil grip using the Lesson Presentation prompts or the **How to Grip a Writing Tool Poster**. Remind them of the appropriate

seating position and posture for good handwriting using the visual prompt on the Lesson Presentation or use the **Let's Look Ready to Write Poster**.

Remind the children how to position their paper correctly. Model how to complete the first part of the Letter 'k' Activity Sheet.

Children practise writing the letter 'k' using the Letter 'k' Activity Sheet.

The children could also complete the Letter 'k' Extra Practice Activity Sheet.

## Positioning & Pre-Cursive

**Year 2** – Form lower case letters of the correct size relative to one another. Use spacing junction words that reflects the size of the letters.

Show the children how the letter 'k' is formed on the Lesson Presentation. Ask the children if they know any words with a silent 'k'. Explain that we are going to look at forming whole words that contain a silent 'k', and making sure that the 'k' is the correct size in comparison to other letters.

Remind the children of the correct seating position, pencil grip and how to position their paper correctly using the Lesson Presentation.

Children complete the Positioning the Letter 'k' Activity Sheet.

Use the Lesson Presentation to show the children how to correctly form and position the words 'knock', 'knee', 'kiss' and 'knack'. Children may wish to practice these words on whiteboards.

## Joining Letters

**Year 3 and 4** – Increase the legibility, consistency and quality of their handwriting.

Explain to the children that they will be learning about joining from the letter 'k'. Look at the Lesson Presentation which firstly demonstrates a simple diagonal join to another 'k'. Ask the children to use their middle pencil fingers in the air to follow the line of 'k'. They then move on to practising more diagonal joins to the anticlockwise letters including descender 'a', 'g', 'q', 'j' and 'l'. The children need to practise stopping their pencil and reversing their hand movement to form the letters.

Remind the children of the correct seating position, pencil grip and how to position their paper correctly using the Lesson Presentation. The children then complete the Joining the Letter 'k' Activity Sheet, which practices joining using diagonal letter joins to anticlockwise letters.

The children can then use the Letter 'k' More Joining Practice Activity Sheet to continue to practice using diagonal joins to anticlockwise letters.

## Increasing Fluency, Style & Speed

**Year 5 and 6** – Write legibly, fluently and with increasing speed.

Explain to the children that they are going to be looking at the letter 'k'. Display the following silly sentence on the board: 'The kind, quick donkey felt awkward about his knowledge'.

Remind the children of the correct seating position, pencil grip and how to position their paper correctly using the Lesson Presentation.

Give the children stapelazines (or use the timer on the Lesson Presentation) and ask the children to write the sentence and time themselves on the Speed Writing Activity Sheet. Then, ask them to write it twice more. Remind the children that although they should aim to increase the speed of their writing, it should still be legible.

The children could also complete the Fluency, Style and Speed Practice: The Letter 'k' Activity Sheet.

## Assessment Activities

**Step 1** – Can children use tweezers to pick up and transfer different materials? Can they do this independently? Can they demonstrate an appropriate hand grip?

**Step 2** – Can the children form the letter shape 'k' appropriately, starting and finishing in the correct place? Ask the children to put a @ next to the favourite letter 'k' shape that they have written?

**Step 3** – Can the children form 'k's of the correct height? Is the top and back of their 'k' in between the baseline and midline?

**Step 4** – Can the children join the letter 'k' accurately and consistently to anticlockwise letters (including the descenders, 'l', 'g' and 'q')?

**Step 5** – Can the children increase the speed of their writing whilst maintaining legibility?

