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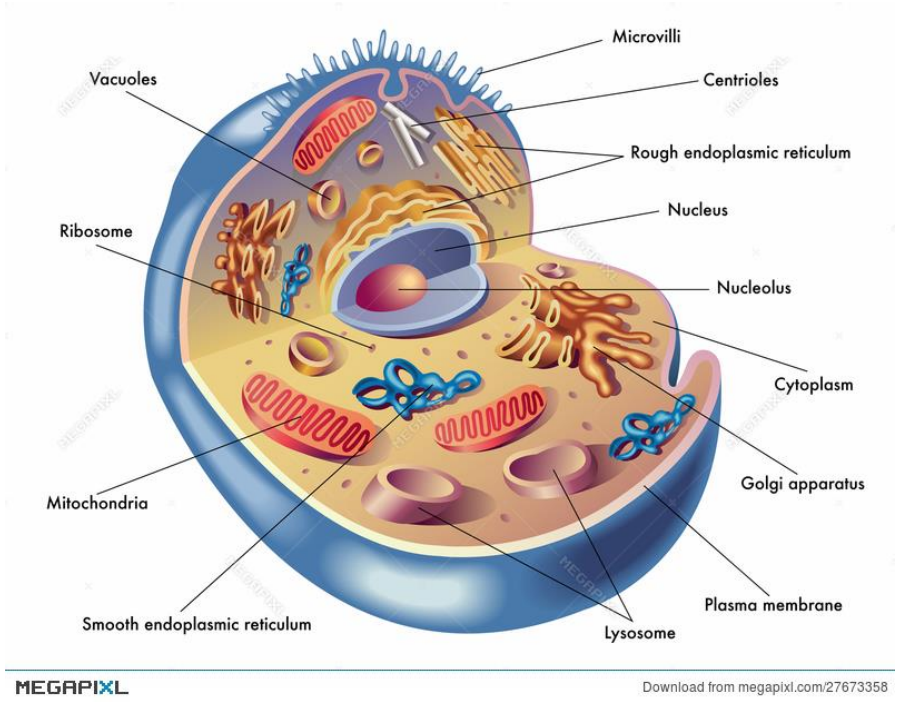
What you will need

- Pencil/pen and paper
- Coloured pens/pencils **OR** Clay **OR** Objects around the house
- See Kitchen Science Booklet for more…

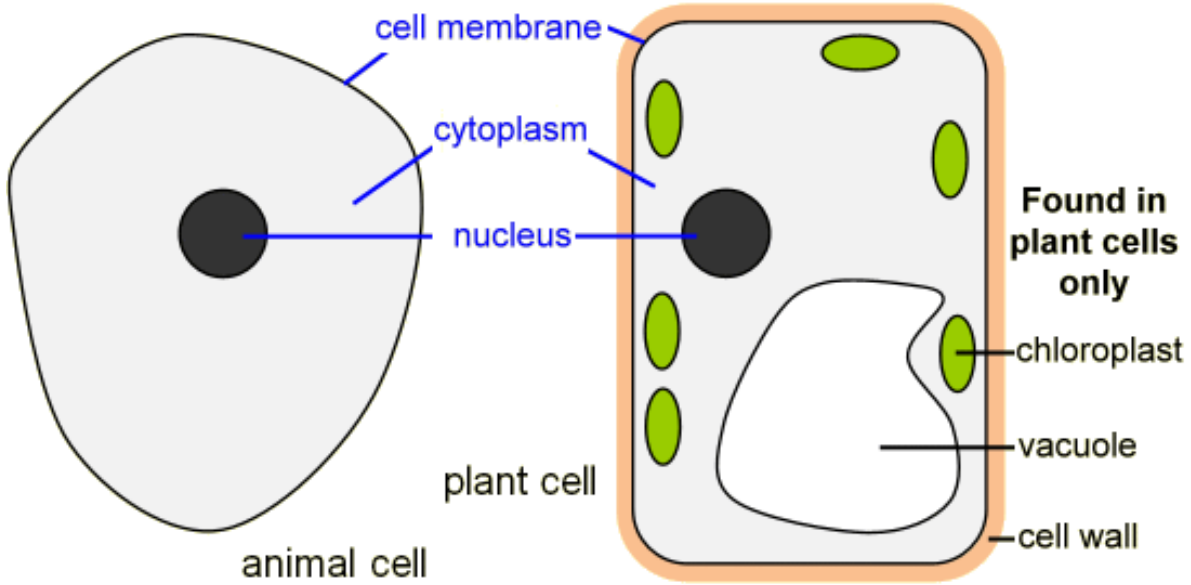
Learning about CELLS

- **First, reading this webpage: https://bit.ly/34NNyKI.**
- **Second, watch this video about the parts of a cell: https://rb.gy/dmutkw.**
- **Now, time yourself and try to explain what you know about cells in 1 minute!**



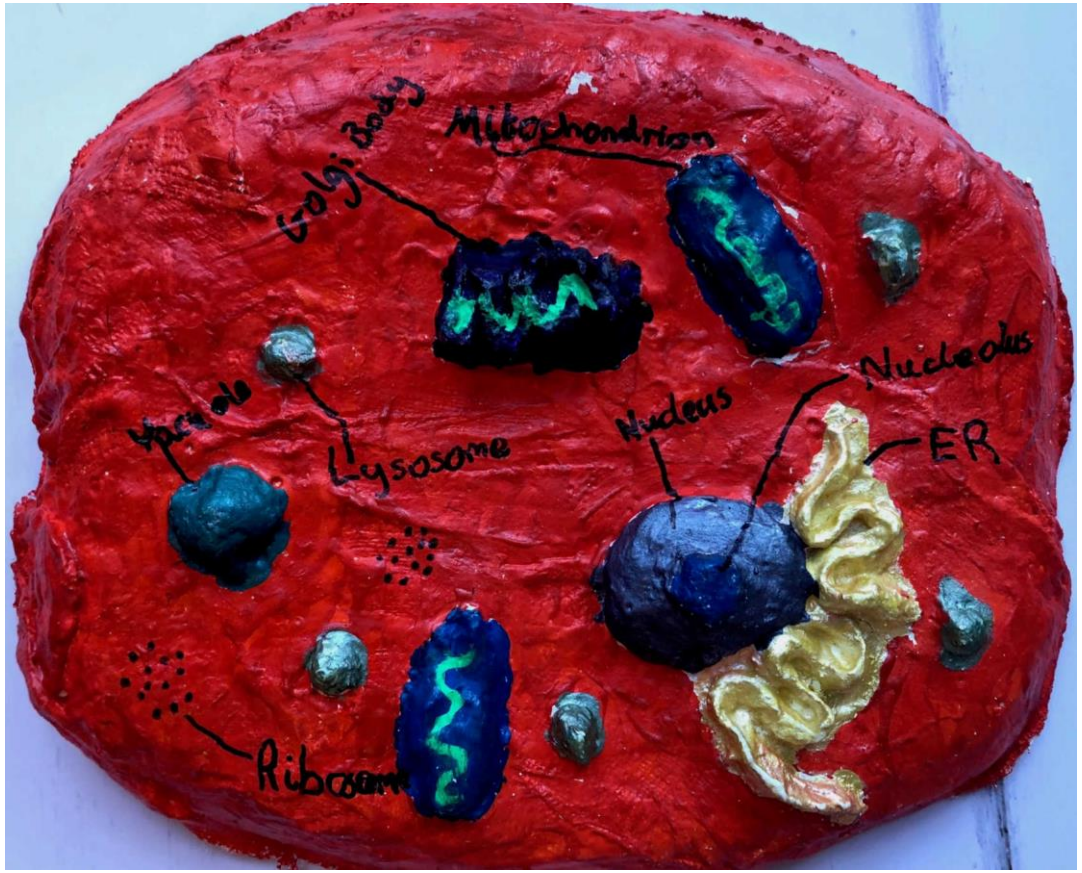
Animal and Plant CELLS

- **Watch this video about the difference between plant and animal cells: https://rb.gy/btfxne.**
- **Then answer the quiz questions further down the same webpage**



Labelling cells

- Draw **OR** make a cell out of clay **OR** use objects from your house. Your design needs the following labels:
- **Nucleus**
- **Cytoplasm**
- **Cell membrane**
- **Vacuole**
- **Mitochondria**



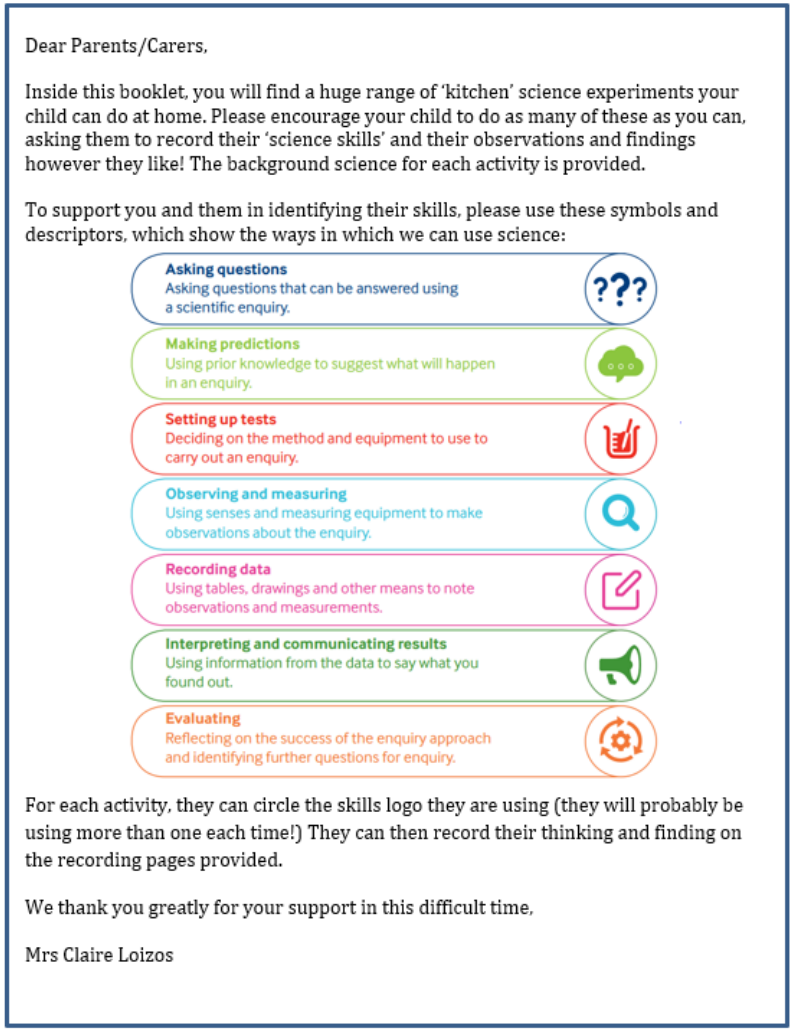
Kitchen Science

- Now, pick a kitchen experiment and record your findings

Includes instructions for children and parents!

My Little Book of Kitchen Science!

Name:_____



Dear Parents/Carers,

Inside this booklet, you will find a huge range of 'kitchen' science experiments your child can do at home. Please encourage your child to do as many of these as you can, asking them to record their 'science skills' and their observations and findings however they like! The background science for each activity is provided.

To support you and them in identifying their skills, please use these symbols and descriptors, which show the ways in which we can use science:

Asking questions
Asking questions that can be answered using a scientific enquiry.

Making predictions
Using prior knowledge to suggest what will happen in an enquiry.

Setting up tests
Deciding on the method and equipment to use to carry out an enquiry.

Observing and measuring
Using senses and measuring equipment to make observations about the enquiry.

Recording data
Using tables, drawings and other means to note observations and measurements.

Interpreting and communicating results
Using information from the data to say what you found out.

Evaluating
Reflecting on the success of the enquiry approach and identifying further questions for enquiry.

For each activity, they can circle the skills logo they are using (they will probably be using more than one each time!) They can then record their thinking and finding on the recording pages provided.

We thank you greatly for your support in this difficult time,

Mrs Claire Loizos