

SCIENCE FOR ONE



Activities for doing practical science while respecting social distancing

- * Each activity sheet is based around **one easy to obtain resource**
- * Children **work independently** but should be encouraged to talk in pairs or groups
- * Any additional resources needed are minimal and easy to provide for each child
- * Activities are **linked to topics** and suggestions are given for **three age ranges**
- * The activities **can be done outside**

Science with playdough

Making models from playdough or other modelling clay is a powerful way for children to organise, share and explain their scientific thinking and ideas. Playdough is cheap and easy to make ([click here](#) for a recipe) and provided it is kept in an airtight container, it can last for several months.



AGE 5-7 PLANT POWER

In this outdoor activity, prompt the children to take a small flowering plant (ideally from the school grounds) and pull it carefully apart, observing the different parts closely and laying them out on a piece of paper. Then challenge them to put the parts back together, and to discuss what they are called and whether the parts look the same from plant to plant.

Challenge the children to model their own version of the plant using playdough. Encourage them to focus on the different parts they observed in the real plant. The children could:

- make a 2D or a 3D model and label the basic features of their plant
- discuss features of their plant with their partner and identify similarities and differences between the two plants
- use what they have learnt to examine trees and identify their basic structure and features

Resources per child

- 1 ball of playdough
- A small plant e.g. dandelion or other weed
- OPTIONAL – hand lens

Science explored

- Plants
- Observing closely

Interesting links

- [Healthy plant growth film clip](#)
- [Bursting with Life activity](#)

Important note: The Primary Science Teaching Trust is not liable for the actions or activity of any person who uses the information in this resource or in any of the suggested further resources. The Primary Science Teaching Trust assumes no liability with regards to injuries or damage to property that may occur as a result of using the information on this sheet and recommend that a full risk assessment is carried out before doing any of the activities suggested.

AGE 7-9 TERRIFIC TEETH

Prompt the children to feel their teeth with their tongues (and if possible look at them in a small mirror) and discuss whether they are all the same and how many they can count. Using a mouth shape drawn on the card, challenge the children to model their own set of teeth using playdough. Encourage them to name the types of teeth and their functions: molars chew, canines tear and incisors cut. They could:

- label the three types in their cardboard mouths
- discuss how the shape of each type of tooth makes it suitable for its function
- discuss how many they have of each type and why that might be
- share the number of teeth in their cardboard mouths and see if that is the same for everyone in the class, including the teacher

The children could find out about different animals and their teeth, and how these differ between carnivores, omnivores and herbivores.

Resources per child

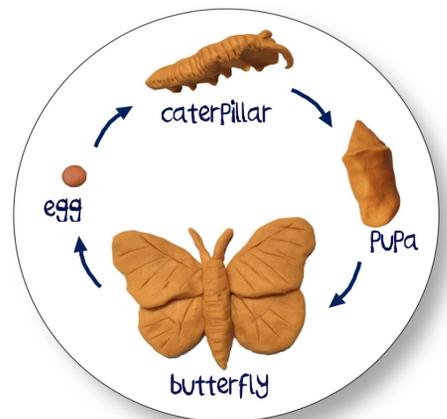
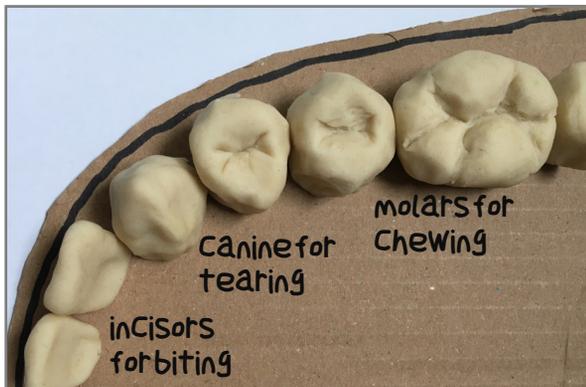
- 1 ball of playdough
- Piece of stiff card
- OPTIONAL - mirror

Science explored

- Animals including humans – Teeth
- Observing closely

Interesting links

- [Teeth and eating game](#)



Resources per child

- 1 ball of playdough
- Paper plate

Science explored

- Living things and their habitats
- Identifying and classifying

Interesting links

- [Animal Tracks quiz](#)
- [Panda adaptation](#)

AGE 9-11 LIFE ON A PLATE

Start by asking the children to discuss the different animal groups, including mammals, amphibians, insects and birds. Challenge them to use playdough to create their own 2D or 3D animal and then play 'What am I?' with a partner, asking each other yes/no questions. Challenge the children to determine which animal group theirs belongs in, and to explain how they have decided this. Next, challenge them to create the life cycle of their animal (or a different one), arrange it on a plate, and label it to show the features that are characteristic to the animal's group. Encourage the children to discuss how they could improve their models.

This activity could be extended to create a giant outdoor branching key, where the children think of sorting and classifying questions, and then arrange their plates according to their own animal's group.