

Let's Go STEM Trails

Literacy opportunities

The trails are listed in the same order as in the Let's Go STEM Trails book.

Let's Go!	Age group	Literacy opportunities
2D and 3D shapes – KS1	4-7 years	<p>A really good way of generating talk and discussion. Lots of opportunities to link to spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Articulate and justify answers, arguments and opinions • Give well-structured descriptions • Use spoken language to develop understanding through speculating, imagining • Speak audibly and fluently <p>The children could write descriptions of their homes looking at the shapes and patterns. They could include maths vocabulary in their writing. They could also describe their route into school identifying key features and shapes.</p>
2D and 3D shapes – KS2	7-11 years	<p>as above (with age-appropriate vocabulary)</p> <p>If children have designed their own piece of play equipment as a model or drawing, they could produce written instructions for building it.</p>
Algorithms	4-11 years	<p>Writing: instruction cards for a simple activity like getting ready for bed.</p>
Aquarium	4-11 years	<p>Explaining ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p> <p>Explaining organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points – children could look at labels and leaflets produced by the aquarium they visit.</p> <p>Persuasive writing: in support/against the existence of aquariums and their purposes.</p>

Boats	9-11 years	<p>Recounts, or diary entries would be suitable to record their learning on this trip.</p> <p>Children could write a 'force story' about an imagined day trip from the marina, using appropriate vocabulary when describing a force.</p>
Electricity in Action 2	7-11 years	<p>Speaking and listening: children could create a PowerPoint in pairs and present a 2-minute talk to their class.</p> <p>A range of writing genres fit with the subject of electricity:</p> <ul style="list-style-type: none"> • report writing about its uses and how it is created • story writing about blackouts, or a world without electricity • persuasive writing about its uses across the world and its environmental impact. <p>Key skill: complex sentences (use when writing up).</p> <p>Poems could be created.</p>
Electricity in School	7-11 years	<p>Debates or persuasive writing:</p> <ul style="list-style-type: none"> • What if we had no electricity? • What would school look like?
Exploring the World	3-7 years	<p>A really good way of generating talk and discussion. Lots of opportunities to link to spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Articulate and justify answers, arguments and opinions • Give well-structured descriptions • Use spoken language to develop understanding through speculating, imagining • Speak audibly and fluently
Food Shopping	4-7	<p>Asking and answering questions, giving explanations for their answers.</p> <p>Writing for different purposes:</p> <ul style="list-style-type: none"> • Instructions - How to make a loaf of bread. • Story – The Little Red Hen. Sequence the story to understand how bread is made.

Historical Buildings	5-11	Speaking & listening, debates and report writing: <ul style="list-style-type: none"> • why are certain shapes/materials used?
Insects	5-11	Children could write a story or diary entry. What would it like to be the size of an insect for a day? What problems would you have? What dangers would you face in your own back garden? A movie clip from "Honey I Shrunk the Kids" would help to get the children thinking.
International Food	4-11	Spoken language: listen and respond appropriately, ask relevant questions. Reading: sheets to complete, names of foods on packaging and on shelving, making inferences. Writing: <ul style="list-style-type: none"> • Report writing to describe different types of food available locally • Persuasive writing, e.g. a leaflet to promote food from another country, a letter to persuade a person to make healthy food choices
Measure	5-7	A really good way of generating talk and discussion. Lots of opportunities to link to spoken language: <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Articulate and justify answers, arguments and opinions • Give well-structured descriptions • Use spoken language to develop understanding through speculating, imagining • Speak audibly and fluently
Number Detectives	3-6	as above
Packaging	7-11	Lots of opportunities for generating talk and discussion and for children to justify their ideas orally through debates or writing. Persuasive writing: <ul style="list-style-type: none"> • a letter to company asking them to reduce packaging on their products Report writing: <ul style="list-style-type: none"> • what would happen if the wrong piece of packaging was used for a solid, liquid or gas?

		<ul style="list-style-type: none"> the implications of packaging left in the wrong place (litter) the implications of the amount of plastic found in the sea
Seashore Safari	5-11	<p>Speaking & listening: present fact file to a small group or a presentation to the class.</p> <p>Persuasive writing: a leaflet to encourage visitors to care for the environment.</p>
Seaweed	6-11	Report writing describing types, growth & uses of seaweeds.
Seed Dispersal	6-10	Writing instructions for a seed packet.
Shapes	3-5	<p>A really good way of generating talk and discussion.</p> <p>Lots of opportunities to link to spoken language:</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Give well-structured descriptions Use spoken language to develop understanding through speculating, imagining Speak audibly and fluently
Shoe shopping	4-7	<p>Spoken language: as above</p> <p>Persuasive writing: a leaflet to promote a favourite type of shoe.</p>
Speed	7-11	<p>Persuasive writing: a leaflet to encourage people to drive slowly near to school.</p> <p>Story writing: 'The Hare and the Tortoise' with new characters.</p>
Spring		<p>Postcard to an alien: Come to Earth in Spring and you will see... Key 'spring' vocabulary words put on display.</p> <p>Read/write poetry inspired by spring.</p>
STEM in Action	6-11	Descriptive writing: 'A world without....'

Sugar	7-11	<p>Reading: sugar content on food packets.</p> <p>Persuasive writing: a leaflet to encourage healthy eating.</p>
Tessellation	5-11	<p>Younger children – opportunities for speaking & listening.</p> <p>Older children – report writing, e.g. an explanation of where tessellations can be found in nature or on manufactured items.</p>
Train Stations	9-11	<p>Story: The Railway Children.</p> <p>Debates: Are there enough trains in rural areas?</p> <p>Letters of complaint/compensation: houses too close to railway lines due to noise, trains too expensive, overcrowded or late.</p>
Transport	4-7	<p>Reading: warning signs on the roads, signs on buses and lorries.</p> <p>Speaking & listening: listening for sounds, asking and answering questions about the trail, using a story map - verbal retelling.</p> <p>Writing: making a map with labels.</p>
Woodland Walking	4-11	<p>Spoken language: listening/asking questions, discussing, considering different points of view.</p> <p>Writing for a purpose, making notes on observations.</p> <p>After trail retrieve and record information from non-fiction sources or texts.</p>
Zoo	4-11	<p>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</p> <p>Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</p>