



Name of Ellie Resource:	Ellie Holiday Pack
Target Year Groups:	Key Stage 2 (Years 3, 4, 5 & 6)
Length of Activity:	60+ minutes
Story Outline:	<p>An Ellie activity that pupils can do at home over the holidays. Pupils can explore different places alongside Ellie, such as the park, the supermarket and the recycling centre. Pupils can also learn about different activities such as setting up experiments and baking.</p> <p>Each ‘expedition’ contains 3 key topics, with a mix of learning formats (diagrams, videos, interactive), a quiz at the end to consolidate learning and information about careers related to the topics covered.</p>
Expedition 1 – Ellie’s Park Adventure	
Key Themes	Rocks, soil, water
National Curriculum Themes and Objectives Covered:	<ul style="list-style-type: none">• Rocks (Year 3)<ul style="list-style-type: none">○ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties○ Describe in simple terms how fossils are formed when things that have lived are trapped within rock○ Recognise that soils are made from rocks and organic matter• States of Matter (Year 4)<ul style="list-style-type: none">○ Compare and group materials together, according to whether they are solids, liquids or gases○ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)○ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature• Evolution and Inheritance (Year 6)<ul style="list-style-type: none">○ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
Expedition 2 – Ellie Scours the Supermarket	



Key Themes	Balanced diet, plants, recycling
<p>National Curriculum Themes and Objectives Covered:</p>	<ul style="list-style-type: none"> • Animals, including Humans (Year 3) <ul style="list-style-type: none"> ○ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Plants (Year 3) <ul style="list-style-type: none"> ○ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ○ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ○ Investigate the way in which water is transported within plants ○ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Cooking and Nutrition (Key Stage 2) <ul style="list-style-type: none"> ○ Understand and apply the principles of a healthy and varied diet. • Properties and Changes of Materials (Year 5) <ul style="list-style-type: none"> ○ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
<p>Expedition 3 – Ellie Researches the Recycling Centre</p>	
Key Themes	Materials, forces, sound
<p>National Curriculum Themes and Objectives Covered:</p>	<ul style="list-style-type: none"> • Everyday Materials (Year 1) <ul style="list-style-type: none"> ○ Distinguish between an object and the material from which it is made ○ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ○ Describe the simple physical properties of a variety of everyday materials ○ Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Uses of Everyday Materials (Year 2) <ul style="list-style-type: none"> ○ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Forces and Magnets (Year 3)



	<ul style="list-style-type: none">○ Compare how things move on different surfaces○ Notice that some forces need contact between two objects, but magnetic forces can act at a distance○ Observe how magnets attract or repel each other and attract some materials and not others○ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials○ Describe magnets as having two poles○ Predict whether two magnets will attract or repel each other, depending on which poles are facing.● Sound (Year 4)<ul style="list-style-type: none">○ Identify how sounds are made, associating some of them with something vibrating○ Recognise that vibrations from sounds travel through a medium to the ear○ Find patterns between the pitch of a sound and features of the object that produced it○ Find patterns between the volume of a sound and the strength of the vibrations that produced it○ Recognise that sounds get fainter as the distance from the sound source increases● Properties and Changes of Materials (Year 5)<ul style="list-style-type: none">○ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets● Forces (Year 5)<ul style="list-style-type: none">○ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object○ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces○ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Expedition 4 – Ellie and the Rainy-Day Surprise	
Key Themes	Thinking scientifically, day and night, seasons, experiments



<p>National Curriculum Themes and Objectives Covered:</p>	<ul style="list-style-type: none">• Working Scientifically (Lower Key Stage 2)<ul style="list-style-type: none">○ Asking relevant questions and using different types of scientific enquiries to answer them○ Setting up simple practical enquiries, comparative and fair tests○ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers○ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions○ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables○ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions○ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions○ Identifying differences, similarities or changes related to simple scientific ideas and processes○ Using straightforward scientific evidence to answer questions or to support their findings.• Seasonal Changes (Year 1)<ul style="list-style-type: none">○ Observe changes across the four seasons○ Observe and describe weather associated with the seasons and how day length varies• Light (Year 3)<ul style="list-style-type: none">○ Recognise that shadows are formed when the light from a light source is blocked by an opaque object○ Find patterns in the way that the size of shadows change.• Working Scientifically (Upper Key Stage 2)<ul style="list-style-type: none">○ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary○ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate○ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs○ Using test results to make predictions to set up further comparative and fair tests
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	<ul style="list-style-type: none"> ○ Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ○ Identifying scientific evidence that has been used to support or refute ideas or arguments. ● Earth and Space (Year 5) <ul style="list-style-type: none"> ○ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Expedition 5 – Ellie Bakes with Great Aunt Betsi	
Key Themes	Mixtures and reactions, electricity, digestive system
National Curriculum Themes and Objectives Covered:	<ul style="list-style-type: none"> ● Animals, including Humans (Year 4) <ul style="list-style-type: none"> ○ Describe the simple functions of the basic parts of the digestive system in humans ○ Identify the different types of teeth in humans and their simple functions ● Electricity (Year 4) <ul style="list-style-type: none"> ○ Identify common appliances that run on electricity ○ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ○ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ○ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ○ Recognise some common conductors and insulators, and associate metals with being good conductors. ● Properties and Changes of Materials (Year 5) <ul style="list-style-type: none"> ○ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ○ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ○ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating



	<ul style="list-style-type: none">○ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic○ Demonstrate that dissolving, mixing and changes of state are reversible changes○ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.● Electricity (Year 6)<ul style="list-style-type: none">○ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit○ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches○ Use recognised symbols when representing a simple circuit in a diagram.
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Other Complementing Resources:

- ABPI Primary Careers Poster – <https://www.abpischools.org.uk/topics/primary-careers/primary-careers-poster/>