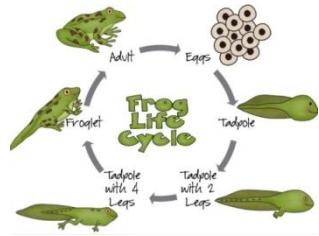


The Roche School Keswick House Nursery

Spring Term 2026



Upper Nursery Projects- 'Terrific Transformations'



	PROJECT TITLE	ACTIVITIES AT HOME TO SUPPORT LEARNING	THE BIG QUESTION
Week 1	Settling In	Settling In	Settling In
Week 2	<p>Making Bread</p> <p>Read the book "The Little Red Hen" and start a conversation with the children about the process of making bread, starting from grains.</p> <p>Display a picture of various breads for children and encourage them to talk about their favourite type of bread.</p> <p>Discuss similar cooking experiences when they might have used flour such as cakes or cupcakes.</p> <p>We will have an introduction to food safety and hygiene when cooking, followed by a sensory play activity where children will mix flour with yeast, warm water and a salt. We will then knead the dough into a ball using flour to stop the sticking. Afterwards, I will bake the bread in the school oven and show the children the final result.</p>	<ul style="list-style-type: none"> Read some story books such as "Hooray for Bread" by Allan Ahlberg, "The Best Ever Bread Book: From Farm to Flour Mill, Recipes from Around the World" by Lizzie Munsey and Emily Munsey, "The Bread Pet :A Sourdough Story" by Kate DePalma and Nelleke Verhoeff; or visit the library for some baking books Bake your own bread using flour, yeast and water Visit your local bakery and look at all the bread varieties 	<p>How do you feel when you see bread?</p> <p>What would you add to a bread recipe?</p>
Week 3	<p>Transformation Experiments</p> <p>Begin by showing the children an example of a transforming experiment. This experiment is called 'elephant toothpaste' and involves adding bleach (only I will do this experiment as an introduction), water, fairy liquid and dry yeast into a bottle and then watch the chemical reaction.</p> <ol style="list-style-type: none"> 'Magic milk' Invite the children to pour milk into a small plate or container and then add little drops of different coloured food colouring. Then using a cotton bud ask them to touch a spot of food colouring and see what happens next. Oil and water Fill shallow dishes with baby oil or vegetable oil. Invite the children to use pipettes to drop the paint and water mixture droplets into the baby oil. Watch the colour spread observe the amazing effects as they combine the 	<ul style="list-style-type: none"> Provide opportunities for your child to explore mixing other resources. Pinterest has some exciting experiments; 'Storm in a Jar' and 'Chalk Rockets' Check https://freetimewiththekids.com/kids-science-experiments-using-water/ 	<p>Would you like to make up your own experiment?</p> <p>What would it be?</p> <p>What would you need?</p>

	<p>colour mixture with the oil which forms water beads of colours. Ask the children to talk about why they think water doesn't mix with oil.</p> 		
Week 4	<p>Water cycle We will start the lesson by singing the traditional nursery rhyme "Rain, rain, go away" followed by reading the story "Maisy Loves Water" by Lucy Cousins. To enhance the children's understanding, we will introduce the water cycle to the children with a presentation and watch a short video about it. To develop children's vocabulary, we will start a conversation about the different stages of the transformation before delving into a few science experiments to further their knowledge and understanding of the water cycle or encourage the children to create a cloud using puffy paint.</p>	<ul style="list-style-type: none"> • Create a rain gauge for the garden by adding a ruler to a tall jar and keep a record of the rainfall • Visit the Science Museum or The Look Out Discovery Centre • Read some books such as: "The Snowflake: A Water Cycle Story" by Neil Waldman, "All the Water in the World" by George Ella Lyon and Katherine Tillotson, "Down Comes the Rain" by Franklyn Branley, "Magic School Bus: Wet All Over" by Joanna Cole, "Did A Dinosaur Drink This Water?" by Robert E. Wells, "Once Upon a Raindrop: The Story of Water" by James Carter • Watch some videos about the water cycle https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39 	<p>What do you think happens to the water when it gets really warm outside?</p> <p>How do you feel when you see puddles after it rains?</p>
Week 5	<p>Making Butter Show the children a packet of butter and a jug of cream. Invite them to describe what they look like and how they are different. Ask the children how they think we could make butter using just the cream. Discuss how butter used to be made by hand and how it is now made by machines. Talk about how butter and other dairy products are transported to town shops for us to buy.</p> 	<ul style="list-style-type: none"> • Baking together with your child; biscuits and cakes. • Inviting your child to identify different dairy products when you are in the supermarket. • Your child could make their own sandwiches, spreading butter on bread and adding their chosen filling. 	<p>Do you like butter?</p> <p>What can you make using butter?</p>

Week 6	<p>From seed to food</p> <p>We will start the lesson by listening to “How did that get in my Lunchbox?” The story of food” by Chris Butterworth or “The Hungry Caterpillar” by Eric Carle and “Handa’s surprise” by Eileen Brown to the children and count and compare the fruits and vegetables. During this activity, we will identify various fruit and vegetables and have a short discussion about their life cycle: from seed or bulb to fruit and vegetable and to our supermarket from the countryside to the city.</p> <p>Next, we will engage in a discussion regarding their knowledge of vegetables and fruits and to ask them which ones are their favourites.</p> <p>Finally, the children will be invited to partake in making a fruit salad by peeling tangerines and bananas, cutting and mixing other various fruits.</p>	<ul style="list-style-type: none"> • Read some story books such as “Kew: Lift and Look Fruit and Vegetables” by Tracy Cottingham, “Oliver’s Vegetables” by Vivian French and Alison Bartlett, “Let’s Eat!” by Jane Foster, “Grow It!” by Georgie Birkett, or visit the library for some non-fiction books • Encourage your child to help you make their dinner • Go to your local supermarket and look at the different fruits and vegetables available and spot the country of origin • Do some seed planting with your child and keep a log of how the seeds are growing • Visit your local allotment. Visit this website to find the closest one to you https://www.wandsworth.gov.uk/leisure-and-culture/parks-and-open-spaces/allotments/ 	<p>What is your favourite fruit/vegetable?</p> <p>Can you describe a time when you tried a new fruit or vegetable? What did you think?</p> <p>How do different fruits and vegetables make you feel when you eat them?</p>
Week 7	Half term	Half term	Half term
Week 8	<p>Paint to Pattern</p> <p>Invite the children to talk about last weeks project activity. What do they remember? Can they talk about/recall what we did and the changes that occurred?</p> <p>Activity 1: Colanders</p> <p>Show the children a variety of colanders and describe/demonstrate what we are going to do i.e. pouring a selection of different coloured paint into a cup and then pouring it carefully into the</p> <p>Activity 2: Painting ice</p> <p>Invite the children to paint various different shapes/sizes of ice.</p>	<ul style="list-style-type: none"> • Baking at home; mixing different ingredients to make bread or cakes • Google Pinterest (Early Years section) for further relevant activities and experiments you can do at home 	
Week 9	<p>Frog life cycle</p> <p>We will start the lesson by singing the traditional nursery rhymes "Five speckled frogs" followed by a reading of the charming tale “Wendy the Wide-mouthed Frog” by Stella Gurney.</p> <p>Afterwards, we will have an introduction on frog life cycle using a presentation and discuss the different stages of the transformation. Then we will be encouraging the children to share their personal experiences with frogs and toads.</p> <p>To further enhance their learning, the children will be invited to participate in a variety of table-top activities, including role play with small frogs, water and small logs; decorating paper cups into frogs according to their preferences; and colour in frog inspire colouring pages.</p>	<ul style="list-style-type: none"> • Read some story books such as “Oi Frog!” by Kes Gray, “The Very Funny Frog” by Jack Tickle, “Freddy the Frog” by Axel Scheffler, “Is that a frog?” by Claire Llewellyn, “I don’t want to be a frog” by Dev Petty, “How Does a Tadpole Grow?: Life Cycles with The Very Hungry Caterpillar” or visit the library for some non-fiction books • Visit the Wetland Centre, the National History Museum or just take a walk by the lake in the King George’s park in Wandsworth • Engage your child in a fun role-playing activity by pretending to be frogs and tadpoles: jump 	<p>How do you think a tadpole feels when it starts to grow legs?</p> <p>What do you think happens to a tadpole as it grows into a frog?</p>

		around like frogs, making big leaps, or “swim” in the water. Don’t forget to stick your tongues out to catch imaginary flies!	
Week 10	<p>Transformation Box</p> <p>Invite the children in advance to collect a selection of up to 10 objects (preferably recycled or natural) in a shoe box, either things from home or when they are out and about. For example, they might want to make a book, clock, camera or mobile phone? Therefore, they will need all the bits ready to assemble their creation at school. We will supply glue, masking tape and mark-making materials/tools. Please do include a little note explaining what your child says they want to make as this will help us to support them during the activity.</p> <p>Some examples:</p>  	<ul style="list-style-type: none"> Encourage and help your child to source the objects to put in their shoebox whether it is at home or when you are out and about on a nature walk. Talk to them about what they want to make, what they want to use and how (please make a note of this to include in their box so that we can support them to achieve their goal). 	Can you use objects you have found to transform them into something specific?