

Key skills: <ul style="list-style-type: none"> • Communication • Application of number • Information Technology • Working with others • Improving own learning performance • Problem Solving 	Thinking skills: <ul style="list-style-type: none"> • Information-processing, • Reasoning • Enquiry • Creative thinking • Evaluation 	Cross curricular opportunities English Mathematics PSHE Careers
Extra adult support		
<ul style="list-style-type: none"> • Organise Resources • Work with targeted pupil/s • Work with targeted small group • Develop resources • Manage visual aids/presentation • Circulate supporting students as appropriate • Lead group discussion • Health & Safety • Other 	Specific task: – Preparation for Activities Check that you have signed letters/ forms for each child to permit use of creams and herbs. Prepare pre-made photos of herbs and matching activity. Have ready some boxes/containers so that children can make choices of herbs. Lay out on table the labelled pestles and mortars Labels ‘ HAND CREAM ‘ and end products given to teaching staff to ensure they make the decision whether the child is safe to take what they have made home. Possibly small paper bags with names on to carry cream home.	
Differentiation <ul style="list-style-type: none"> • Different levels of work • Outcome • Targeted support • Large print • One to one work • Strategic grouping • Preferred learning styles • V isual Auditory Kinesthetic • Peer mentoring • Other 	Specific task – Preparation for Activities Have ready the plank set up and the various liquids as outlined on previous page. Ketchup could also be tested and children asked if the colour would make it suitable for hand cream. Check there is clean soapy water and wet-wipes available.	
Follow-up work: Worksheet quiz	Health and safety; 1 Low 2 Medium 3 High If 3, outline procedures to minimise risk.	
Evaluation:	Assessment for learning <ul style="list-style-type: none"> • Shared learning objectives • Q & A • Extended questions • Modelling good practice • Show/display good work • Pupils discuss what they have learnt • Identify next steps • Peer assessment • Self assessment • Constructive oral feedback • Reflection and Evaluation • Written Evaluation • Other (Please outline) 	
Memo Buy liquids/ creams as described above.		

Activity 3
SEN
Level



Helping with HERBS I am a Herbalist.

Activity focus: Science in an historical setting
Experiencing a reconstruction of life in ED house.
Scientific investigation of viscosity and experimenting with mixing different solids and liquids.

Time – 1 hour
Level: p7- NC2+

Objectives:
To gain some appreciation of life in Erasmus Darwin's time.
To enjoy classifying and investigating in a scientific manner.
To discover similarities and differences in liquids and creams
To use a microscope
To learn about how herbs and how they were used in Darwin's time.

Key words:
Herbs
Viscous/ Viscosity
mix
blend
pestle and mortar
Smell scent perfume
Sweet bitter runny thick
sticky greasy
Like don't like prefer

Display on:
Boards
Cards
Whiteboard
Screen
Display Table

Activity content	time	resources	Functional skills
Introduction – Introduce the character and the concept of helping Dr Darwin in his work using herbs to heal. Hold up examples of herbs from the garden. Show photos. Ask child to come out and match herb to photo. Ask if children know how herbs can be used. Explain the task for today which is to make a pleasantly scented hand cream.	5 -10 mins	Photos of individual herbs from the garden. Name labels for each herb. CHECK FOR ALLERGIES- letters need to have been sent and agreements signed by parent or carer.	Gross motor – Collecting herbs and using pestle and mortar Fine motor – Handling and classifying herbs Spoonings mixtures into pots and counting
Activities: Activity one- Gross motor and Choice Making – move round the garden and collect herbs. Match to photos, smell, touch and allocate to like/don't like containers. Activity two - Viscosity testing. What sort of liquid or solid would be good for a hand cream? Children and adults co-explore and discuss. They choose a liquid for the viscosity test which will be a 'Race'. Discuss whether the winner of the race is the best consistency for handcream (no – it is too runny!) Adults discuss with pupils the idea of a mixture of more solid as a base with a more runny addition and some pleasant-smelling herbs. Pupils make choices based on a thoughtful appreciation of all the liquids solids and herbs they have explored. Activity three - Gross and fine motor skills. Children crush herbs in pestle and mortar and stir into base cream. Spoon into small pots and label.Activities:	10 - 15 mins 10 - 15 mins 10 mins	Wide plastic sloping plank like a slide which can be propped up to make an angle. Washing up bowl with warm water and cloth to clean off the plank. Felt pen to mark where the liquids run. Wet wipes and paper towels Small containers labelled with each child's name. Liquids and creams might include Water,Glycerine,Honey Treacle,Vegetable oil Vaseline E45 cream Pestles and mortars Spoons and spatulas. May like to use Smiley/sad choosing sticks for children without speech.	Speech- Vocal and lip exercise- Pestle, mortar, viscosity consistency
Plenary Discuss findings. Check matching in Activity one for accuracy. Activity 2 and 3 Set up a 'museum' for the other group to look at and smell. Invite children to tell the others briefly what they have been doing. Volunteer comments on children's work and gives out certificates of competence.	10 mins	Certificate of competence in classifying herbs, testing for viscosity and making a chemical mixture.	