



**PRIMARY SCHOOL
WATER SAFETY FOR THE CURRICULUM**



**ROYAL
LIFE SAVING
SOCIETY UK**

THANK YOU



Thank you for registering for Drowning Prevention Week (DPW), the annual campaign to raise awareness and funds for drowning prevention through lots of fun and educational activities.

June is a critical time to remind everybody of the importance of being safe around water, as pupils prepare to launch themselves into the school summer holidays and everyone plans to take some time enjoying the summer, often by water of some description, from paddling pools to the beach.

This booklet contains lots of suggestions for activities aimed at pupils of primary school age. All the resources mentioned here are available for download from our Drowning Prevention Week resources area.

By taking part in or delivering any of these activities, you will be helping more people to be able to enjoy the water, safely.

Helping us to save more lives from drowning.



FROM THE ROYAL LIFE SAVING SOCIETY UK

Every year around 700 people lose their lives to drowning in the UK and Ireland



CONTENTS

This toolkit contains an introduction to the educational and fundraising ideas that you need for your Drowning Prevention Week activities. The online resources area contains all of the resources that you might need when teaching these activities. As the Drowning Prevention Charity, safety is very important to us, so please follow your normal school safety and risk assessment process for all of the Drowning Prevention Week activities.

Help your pupils to stay safe this summer with these great educational activities.

Activities

Water safety cartoon	Story cards
Spot local dangers	Safe or unsafe
Spot local dangers - extended	Warm Summers Day
Water safety bingo	Warm Summers Day - extended
Who to ask	Between the flags
Story time	Water safety masterpiece
Acrostic poem	Can you spot the dangers
Make an advert	Personal/group investigation
Make an advert - extended	Sink or float
Where do people drown?	



TOPIC MAP



PHSE

- Water safety cartoon and presentation
- Spot the local dangers
- Water Safety Bingo
- Who to ask
- Where do people drown
- Story cards
- Safe or unsafe
- Warm summer's day
- Between the flags

PHYSICAL EDUCATION

Download physical education activity cards



SCIENCE

Sink or float

CRAFT, DESIGN, ENGINEERING AND GRAPHICS

Water safety masterpiece

LITERACY

- Story time
- Acrostic poem
- Make an advert
- Warm summer's day - extension

DIGITAL LITERACY and DRAMA

- Spot the local dangers – extended
- Make an advert – extended
- Can you spot the dangers
- Personal group investigation





BEFORE YOU START!

BEHAVIOUR CHANGE SURVEY

To ascertain whether these resources have the desired affect on behaviour and are helping to prevent pupils getting into trouble near water, we would really appreciate your commitment to completing the pre and post activity surveys.

These can be completed online or there is a ready to print version to scan and return to marketing@rlss.org.uk or via post to:

Campaigns
RLSS UK
Redhill House
227 London Rd
Worcester
WR5 2JG

BEREAVEMENT

Before you start any water safety activity, check to see if anyone has been personally affected by drowning and adjust the teaching for that individual accordingly.



WATER SAFETY CARTOON/PRESENTATION

ASSEMBLY/GROUP ACTIVITY



Pupil Learning Objectives

I know about the Water Safety Code.
I listen or watch for useful or interesting information and I use this to make choices or learn new things.
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Teacher Notes

This session should aim to introduce/reinforce the Water Safety Code. It is useful to repeat this session.

Activity

As a group/class or as part of an assembly watch either

- The water safety cartoon
- Age appropriate presentation

Age/Level

AGE 3-years +

SEND - Basic

Resources

Water Safety Cartoon
Water safety presentation
(available for download)

Extension Experiences

Use to facilitate a discussion on the dangers around water.

Home Learning

Encourage pupils to talk with parents and any siblings about the Water Safety Code so they can understand the importance of staying safe around the water.



SPOT THE LOCAL DANGERS

ASSEMBLY/GROUP ACTIVITY



Pupil Learning Objectives

I will know about the Water Safety Code.
I am learning to spot dangers.
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Teacher Notes

This session should aim to help pupils understand risk and be aware of dangers around water. This sessions works well following the water safety cartoon.

Activity

There is water all around us, from the obvious like rivers and lakes, to the less thought of, like washing machines and bathtubs.

Assembly action: Ask the pupils how many times they have been near water since they woke up?

- Encourage them to recall the ones they might not have thought about for example, baths, kitchen sink, ponds etc
- Do they pass any water on their walk to school?
- Ask the pupils to think about the surrounding area. Are there any dangers?
- Ask the pupils to think about the water within the school, is there anything they should be doing to stay safe around water?

Age/Level

Age 4-years +

SEND - Basic

Resources

Water Safety Cartoon (available for download)

Extension Experiences

Show the pupils an overhead view of the local area (Google Earth) and ask them to spot the dangers. Are there any they hadn't thought of?

Home Learning

Encourage pupils to talk with parents and any siblings about the Water Safety Code so they can understand the importance of staying safe around the water.



SPOT THE LOCAL DANGERS - EXTENDED

DIGITAL LITERACY



Pupil Learning Objectives

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
I can use my observations to suggest answers to questions.
Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.

Teacher Notes

This session should encourage pupils to understand and identify risk in the local area, while developing ICT skills.

Activity

Follow on from the 'Spot the local dangers' session.
Ask pupils to access a map of the local area using the internet.

Ask the pupils to :

- Highlight/mark the danger spots on the map
- Save this information for presentation
- Discuss how the area could be made safer

Age/Level

Age 6-years +
SEN – Advanced

Resources

ICT

Extension Experiences

Put together a presentation on the local dangers.

Home Learning

Encourage pupils to talk with parents about the risks that they have identified.



WATER SAFETY BINGO

ASSEMBLY/GROUP ACTIVITY



Pupil Learning Objectives

I can recognise water safety items.

Teacher Notes

This session aims to familiarise pupils with water safety items.

Activity

Each pupil (or group) receives a bingo card.

All the items from the bingo card are cut out and put into a bowl/bag.

- Ask someone to be the bingo caller and pick out one card at a time from the bowl/bag and tell the class what the image is.
- As each image is called, the pupils cross off the corresponding pictures on their bingo cards until the whole card is complete.
- Issuing everyone with the same bingo card means everyone gets to shout 'bingo!' at the same time – everyone's a winner.

Age/Level

Age 3-years+

SEND Basic

Resources

Bingo cards and items

Extension Experiences

Home Learning



WHO TO ASK

ASSEMBLY/GROUP ACTIVITY



Pupil Learning Objectives

I will know who to ask for advice in different environments.
I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

Teacher Notes

This session will introduce the different options pupils have for advice in different environments.

Activity

Assembly action: Talk in general about going to new places. Ask what new places the pupils have been or are about to go, for example, are they going on holiday? Will they be going to a beach or a new pool? Maybe they are going to a new shopping centre.

Ask them where they can get information about a new place? Suggestions should be: parents, friends, signs, books and the internet.

Who else could be asked? (These are examples)

- If you are at the beach?
- If you are at a shopping centre?
- If you are at a zoo?
- If you are at the park?
- If you are in the high street?

Notes: This works well if pupils dress up as different people who can be asked for advice. Remind the pupils about stranger danger and keeping themselves as safe as possible.

Age/Level

AGE 3-years+

SEND - Basic

Resources

Optional: outfits for dress up

Extension Experiences

Home Learning

Encourage pupils to talk with parents and any siblings about who they can ask for advice in and emergency.



STORY TIME

LITERACY



Pupil Learning Objectives

I understand the practical applications of water safety and can use these in a fictional story.
I can draft and rewrite work, that creates settings, characters and plots that interest the reader.
Ext: I can read my work out with confidence and make it sound interesting.

Teacher Notes

Pupils will need to know and understand the Water Safety Code, as well as be able to spot dangers.
This session should help pupils to put danger spotting and water safety knowledge into real life situations.

Activity

Following a discussion about water safety using some of the other resources, pupils are encouraged to think of a story that incorporates some of the dangers highlighted and/or messages they have learned.

Distribute the DPW cartoon characters sheet.

Using the cartoon characters ask pupils to write a short story about the characters, introducing new characters or themselves into the story if they wish. This story should include water safety messages.

Age/Level

Age 6+
SEN – Advanced

Resources

DPW character list

Extension Experiences

Work in groups or pairs to read each others stories and discuss how the characters dealt with water safety.

Home Learning

Encourage pupils to read their story to their parents and siblings.



ACROSTIC POEM

LITERACY



Pupil Learning Objectives

Having explored the elements which writers use in different genres, I can use what I learn to create my own poem.
Ext: I can read my work out with confidence and make it sound interesting.

Teacher Notes

This session should aim to develop the understanding of water safety.

Activity

- Pupils choose water safety phrases and create an acrostic poem about what the dangers are, and how to stay safe.
- An acrostic poem looks at a key word and then asks you to write a line about that word. Each line you start should begin with a letter from that word.
 - Write your word down vertically.
 - Brainstorm words or phrases that describe your idea.
 - Place your brainstormed words or phrases on the lines that begin with the same letters.
 - Fill in the rest of the lines to create a poem.

Suggested Words

Hazards, Safety, Dangers, Locks, Swimming, Canal, River, Streams, Fishing, Awareness, Boats, Waterfall, Cold Water, Pond, Washing Machine, Pond

Age/Level

Age 7=years+
SEN – Advanced

Resources

Poem example
Suggested words and phrases

Extension Experiences

Read the poem out.
Link to art: Present the poem in poster form with accompanying imagery

Home Learning

Encourage pupils to read/display their poem to their parents and siblings.





ACROSTIC POEM (EXAMPLE)

Henry was a naughty lad and every rule he'd break
And all his friends would say to him a change you need to make.
Zella caught him messing around the local lake
And told him he was silly and to learn for goodness sake.
Read the Water Safety Code, be wise she told him straight,
Don't end up in water deep, a sad and silly fate.
Stop and think, be water smart, before you learn too late.



MAKE AN ADVERT

LITERACY



Pupil Learning Objectives

I am developing my understanding of water safety, assessing and manage risk, to protect myself and others.
I can convey information, describe events to persuade my audience.
I am learning to use language and style in a way which engages and/or influences my audience.

Teacher Notes

This session should aim to help pupils demonstrate their understanding of water safety, risk assessment and how to respond in an emergency situation.

Activity

Following a brief discussion about water safety, pupils are asked to write and perform an advert highlighting water safety

- In groups, pupils create a concept for a TV or radio advert highlighting water safety at the beach, lakes, rivers, canals, around the home, or at the swimming pool
- Compose a written draft using strong verbs and precise and vivid language to convey meaning.
 - What is the key message?
 - What will make this advert memorable?

Age/Level

Age 6-years+
SEN – Advanced

Resources

Pen
Paper
Audio/visual aids
ICT equipment

Extension Experiences

Groups perform their adverts during assembly
The adverts can be filmed and shared around the school

Home Learning

Encourage pupils to talk with parents and any siblings about the Water Safety Code so they can understand the importance of staying safe around the water.



MAKE AN ADVERT - EXTENSION

DRAMA/DIGITAL LITERACY



Pupil Learning Objectives

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.
I can read / perform plays scripts.

Teacher Notes

This session should aim to help pupils demonstrate their understanding of water safety, risk assessment and how to respond in an emergency situation.

Activity

Following the production of a written draft of a TV or radio advert (highlighting water safety at the beach, lakes, rivers, canals, around the home, or at the swimming pool) pupils are asked to produce their advert.

This can be performed and/or filmed and edited (depending on facilities available)

Age/Level

Age 6-years+
SEN – Advanced

Resources

Audio/visual aids
ICT equipment

Extension Experiences

Art and design: produce a billboard/poster to support the advert.

Home Learning

Encourage pupils to share their advert with parents and siblings.



WHERE DO PEOPLE DROWN?

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE)



Pupil Learning Objectives

I will understand the different bodies of water and determine which are the most dangerous and why.
I can identify more or less than any given number.

Teacher Notes

The session should aim to help pupils understand risks and be aware of water environment.

Activity

- Print or display the 'Where do people drown' cards
- Pupils work in groups or independently to determine, where the highest number of people drowned, through to the lowest number.
- Ask pupils if they are surprised with any of the results. Ask pupils why they think certain bodies are more dangerous than others. Talk about who keeps them safe.

*Statistics taken from 2018 WAID Database report.

Age/Level

SEND - Basic

AGE – 3-years+

Resources

Where do people drown? PDF

Extension Experiences

Home Learning

Ask pupils if they are surprised with any of the results. Ask pupils why they think certain bodies are more dangerous than others. Talk about who keeps them safe.



STORY CARDS

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE)



Pupil Learning Objectives

I am developing my understanding of water safety, assessing and manage risk, to protect myself and others.
I understand how to deal with emergency situations.
I can understand what I have read, checking that it makes sense by talking to others about it.

Teacher Notes

The session should aim to help pupils understand risk and be aware of water, include questions of how to stay safe around water and how to respond in an emergency situation.

Activity

Split the class into pairs or groups and give each group a card.

Groups get 10-15 minutes to discuss the scenario and how they might react.

Ask them to discuss a range of reactions and discuss which would be more appropriate.

After the allotted time, each group to present back to the rest of the class, explaining the different options presented to them in the cards, and why they chose their final option.

Age/Level

Age 6-years+
SEN – Advanced

Resources

Story cards

Extension Experiences

Ask the pupils to write their own stories.

Home Learning

Encourage pupils to talk with parents and any siblings about the stories and the possible reactions.



SAFE OR UNSAFE

PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE)



Pupil Learning Objectives

I will understand how to be safe near water and things they could do to improve safety

Teacher Notes

This session should aim to help pupils identify safe and unsafe situations.

Activity

Print off or display the safe or unsafe scenarios

Hold up each scene and ask pupils to shout out whether the scene is safe or unsafe

Discuss how the characters can be safer

Option extra - Each slide has a picture of a ball, see if they can spot it

Age/Level

SEND - Basic

AGE – 3-years+

Resources

Safe or Unsafe PDF

Extension Experiences

Discuss with pupils how the pupils themselves can keep safe around water

Home Learning

Encourage pupils to talk with parents and any siblings about the Water Safety Code so they can understand the importance of staying safe around the water.



WARM SUMMER'S DAY

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE)



Pupil Learning Objectives

I am developing my understanding of water safety, assessing and manage risk, to protect myself and others.
I understand how to deal with emergency situations.
I will start to develop decision making, dealing with peer pressure, and managing personal safety.

Teacher Notes

The session should aim to help pupils understand risk and be aware of water, include questions of how to stay safe around water and how to respond in an emergency situation.

Activity

- Read the story to the pupils, using the questions and activities that are provided throughout the story to explore and develop the pupils' understanding of how the story is unfolding.

Display the Water Safety Code poster. Discuss with the pupils:

- What they should have done if they had wanted to go swimming? (Ask a parent/adult to take them somewhere safe to swim such as the swimming pool and always ensure the area is supervised by a lifeguard)
- What are the dangers of swimming in open water, such as in a river? (The water is very cold so even a strong swimmer will struggle to swim. The water is always moving and if entering the water you may travel with it and not be able to climb out)
- What steps the boys should take in the story now they realise their friend is in danger? (Get help by calling 999 or getting an adult. DO NOT go into the water and put themselves in danger)
- What action should they ask their friend to take while emergency help arrives? (they should ask him to float on his back, like a starfish, with arms and legs extended and looking up at the sky. This keeps his airway clear of the water and allows him to breathe easier)

Age/Level

Age 7-years+
SEN – Advanced

Resources

Warm summer's day story

Extension Experiences

Write a diary entry from the point of view of one of the boys, or write a newspaper report about the incident including interviews the boys about their experiences.

Home Learning

Encourage pupils to talk with parents and any siblings about the story and the possible reactions.



A WARM SUMMER'S DAY (PT1)



It was a warm sunny day during the school summer holidays. Raj, Sophie and James were looking for something fun to do for the day and they decided that a big bike ride, would be great fun on such a nice day. After cycling what felt like miles under the hot sunshine, the group decided they needed to take a break somewhere they could cool off and have a drink. They leaned their bikes up against a big tree by the river and sat under the tree for shade, whilst they got their drinks out of their rucksacks. After having a big gulp from his bottle Raj said: "I've got a great idea, let's go for a swim in the river".

Question: Why did the group want to go into the water?

The water looked calm and still but Sophie said: "My mum has always told me that it's dangerous to swim in water with no lifeguards." The others laughed! "Don't tell me you're scared?" they said, "No! I'm not scared, I was just saying!" replied Sophie quickly. She felt a bit silly for saying it now Raj and James were laughing at her. "It's fine, look how calm the water is" said Raj. "I bet people swim in here all the time and we're all good swimmers, Come on...let's get in!" and he jumped into the river. Not wanting to be left out, the other two quickly followed.

Question: Why did they think it was ok to go into the water?

When they first got into the water with a big splash, the cold water took their breath away but after a little while, they started to forget how cold it was as they were having so much fun splashing each other, laughing and joking. Suddenly Raj and Sophie noticed that James was nowhere in sight. Thinking that he was messing around they called his name. "James! James! Very funny!" they shouted, "Stop messing around!" A few minutes passed and there was still no sight of their friend. Now they started to worry, as they couldn't work out where James could have gone. They climbed up the bank and out of the river to see if they could see him. In the distance they caught a glimpse of what they thought could have been James, further down the river.

Question: How do you think Sophie and Raj felt at this point?

Sudden panic and fear ran through Raj and Sophie's bodies. They ran as fast as they could along the riverbank to where they thought they had spotted their friend but by the time they got there, he was nowhere to be seen. In a panic Sophie shouted to Raj "What are we going to do?"



A WARM SUMMER'S DAY (PT2)



Show the pupils the Water Safety Code poster. Discuss with the pupils:

- What they should have done if they had wanted to go swimming? (Ask a parent/adult to take them somewhere safe to swim such as the swimming pool)
- What steps should they take in the story now they realise their friend is in danger? (Get help by calling 999 or getting an adult. DO NOT go into the water and put themselves in danger)

"We'll have to get in...he may be under the water!" Raj said to Sophie. So the two got back into the river but this time it wasn't just cold, there was a current pushing against them too. They struggled to stay on their feet, catching their legs on weeds and old bottles someone had thrown into the river, their arms scraped against sharp branches, leaving cuts and scratches all over them.

"We have to get out!" shouted Sophie to Raj. After struggling back up the riverbank they made it to dry land. Sophie ran to her rucksack where she had a mobile phone, and she immediately called James' dad. "He's lost, we got into the river for a swim and now he's gone" she cried. "Where are you?" asked James' dad. "I'm not sure...somewhere along the river" Sophie replied. "I'll be straight there, keep looking for him" he said.

As soon as the call with Sophie was finished, James' dad called 999 straight away. The emergency services arrived at the river even before James' dad could get there and they started searching for James. Eventually James was found further down the river where the current had carried him to. Luckily, he had managed to climb out where the water became shallow, but he was too cold and tired to get back to where they had gone in. The emergency services gave James some first aid and then they took him to the hospital.

After one night in hospital James was allowed home. He realised how lucky he was that he managed to get out of the water when he did, and what a bad idea going into the river for a swim, was in the first place. Unlike the swimming pool and at the beach, there were no lifeguards or adults there to help him when he needed it most.

A couple of weeks later, the weather was still hot and the group wanted to go for another swim. This time they went to the swimming pool, and although James was a bit scared at first, remembering what happened in the river, he knew that the lifeguards were watching him and keeping him safe. They all had a great time.



WARM SUMMER'S DAY - EXTENSION

LITERACY



Pupil Learning Objectives

I am developing my understanding of water safety, assessing and manage risk, to protect myself and others.
I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.

Teacher Notes

The session should aim to help pupils understand risk and be aware of water, include questions of how to stay safe around water and how to respond in an emergency situation.

Activity

Following the warm summer's day discussion.

Ask the pupils to produce a newspaper article about the incident including interviews the boys about their experiences.

Age/Level

Age 7-years +
SEN – Advanced

Resources

Warm summer's day story

Extension Experiences

Produce the newspaper page that contains the article

Home Learning

Encourage pupils to share with parents and any siblings the news article.



BETWEEN THE FLAGS

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE), CRAFT



Pupil Learning Objectives

I know where to swim at the beach.
I am developing my understanding of water safety, assessing and manage risk, to protect myself and others.

Teacher Notes

This session focuses on beach safety, highlighting where to swim safety. For a more basic session this can be done as group using a white board.

Activity

Following a discussion of water safety at the beach, pupils are given/shown a picture of an empty beach.

- Using the Water Safety Code and beach flags poster, pupils add flags and people, to show where they should be swimming
- Ask pupils to come up with a list of things you need for a safe day at the beach
- Pupils can then decorate their own beach scene, highlighting what they have learned about beach water safety

Age/Level

Age 3-years +

SEND Basic

Resources

Blank beach scene
Drawing/artwork resources
Water safety posters
Beach flags poster

Extension Experiences

Summer safety relay

Home Learning

Encourage pupils to share with parents and any siblings where they should be swimming on a beach.



WATER SAFETY MASTERPIECE

CRAFT, DESIGN, ENGINEERING AND GRAPHICS



Pupil Learning Objectives

I am developing my understanding of water safety, assessing and manage risk, to protect myself and others.
I can convey information to persuade my audience.

Teacher Notes

This session should help consolidate understanding of the water safety code.

Activity

- Pupils will use their art design and technology skills to create their own piece of art that depicts:
 - The Water Safety Code
 - Water environment with dangers highlighted
- Pupils then use the supplies to create a piece of art such as a drawing, painting, sculpture, collage, Lego structure, graphical image etc.
- This can also be done a group activity, with pupils working together (discussing water safety) to produce a single piece of artwork.

Age/Level

Age 5-years +

SEND Intermediate

Resources

Art supplies
Digital technologies

Extension Experiences

Items could be displayed in assembly to encourage further discussion on water safety. This activity could be turned into a whole school competition.

Home Learning



CAN YOU SPOT THE DANGERS

DIGITAL LITERACY



Pupil Learning Objectives

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Teacher Notes

This session should aim to help pupils to identify and manage risks around water, while improving confidence in digital literacy.

Activity

Pupils use the interactive presentation to spot the hidden dangers in the swimming pool, home, beach and river water safety scenes provided

- Individually or in small groups, pupils should guide themselves through the presentation, only moving onto the next slide once they have found all of the dangers in each scene.
- Discuss the dangers with the pupils and ask them to think of ways that they can make sure they stay safe, in the different environments.

Age/Level

Age 6-years +

SEND - Advanced

Resources

'Spot the dangers' presentation

Extension Experiences

Create their own presentation highlighting the Water Safety Code

Home Learning



PERSONAL/GROUP INVESTIGATION

DIGITAL LITERACY



Pupil Learning Objectives

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.
I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.

Teacher Notes

This session should aim to develop greater understanding about the water environment and encourage personal investigation and fact checking.

Activity

- Ask pupils (either as individuals or in groups) to use the internet and/or library to look up and find out about, one particular danger that can be found at a water site.

Suggested topics:

- Cold water shock: what is cold water shock? What happens to someone when they jump into cold water?
- Rip Currents: what are rip currents? Why are rip currents dangerous? How can you see where one is?
- Underwater debris and plant life: what kind of debris is often found in open water?
- Waves: what is a wave? How can waves be dangerous?

Age/Level

Age 6-years+

SEND - Advanced

Resources

Access to ICT or library

Extension Experiences

Create a PowerPoint presentation based on their research.

Home Learning



SINK OR FLOAT

SCIENCE



Pupil Learning Objectives

I will understand the concept of floating and the importance of floatation devices.

Teacher Notes

This session should aim to encourage pupils to consider what type of item sink or float.

Activity

Stimulate pupils thinking by having them give their prior knowledge about things that sink and float. Ask them to describe things they have seen sink and float and give ideas of things they think will sink or float.

Display or hand out the 'Sink or float' hand out.

Pupils work in groups or independently to identify which items they think float.

Age/Level

SEND - Basic

AGE – 3-years+

Resources

Sink or Float worksheet

Extension Experiences

Pupils to carry out their own sink or float experiments using items in the classroom or brought in from home.

Home Learning

