



Diocese of Norwich  
Education and  
Academies Trust

## Parker's Church of England Primary Academy

Executive Headteacher: Mrs Sarah Disney

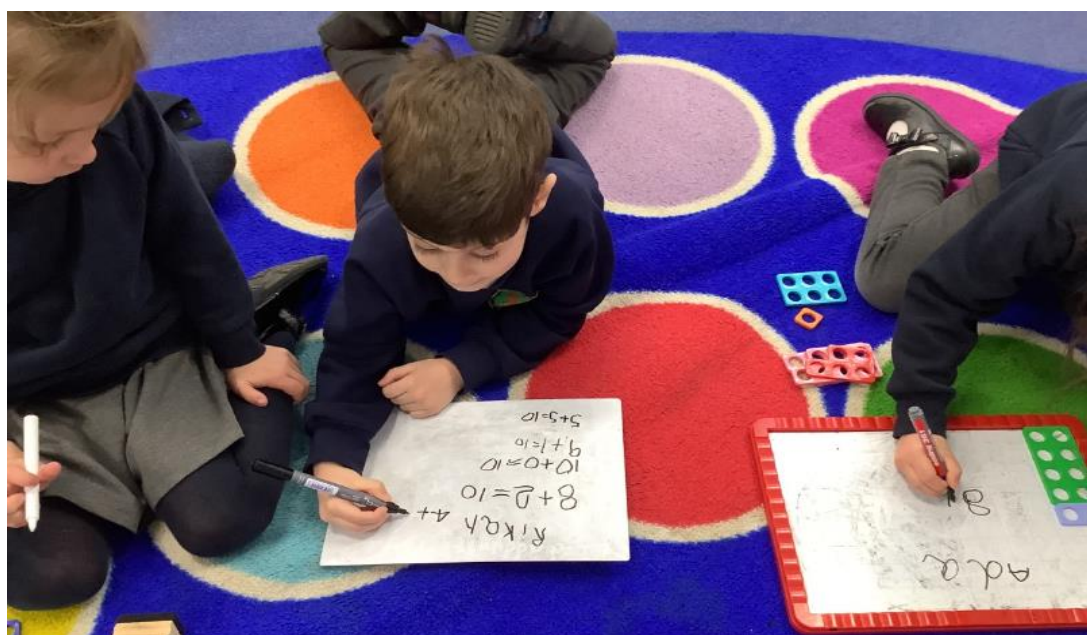
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3<sup>rd</sup> March 2023

### Celebrating Pupil's Success Caterpillar Class

This week in maths we have learnt our number bonds to 10.



### Butterfly Class



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*"God has given each of you a gift from his great variety of spiritual gifts.  
Use them well to serve one another." 1 Peter 4:10*

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### Firefly Class

Monday 27th February 2023

LO: To explain the process of pollination

Flashback - plant parts  
which part of the plant makes seed?  
B. Leaves ✓

The flower petal's bright colours and fragrant scents attracts an insect.

The insect arrives on the flower to collect nectar. This is a sweet liquid which makes perfect insect food.

As the insect is gathering the nectar, it rubs against the anthers which rub pollen onto the insect.

When the insect gets hungry again it gets attracted to another flower's bright colours and fragrant scent.

As the insect goes on the nectar in this new flower, the pollen stuck to the insect from the first flower rubs off onto the female parts of the second flower (the stigma).

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### Dragonfly Class

Tuesday 28<sup>th</sup> February 2023

To investigate <sup>which</sup> of the substances are soluble and insoluble

You will need:

- Beaker
- Water
- Teaspoon
- Stopwatch watch
- Substances:
- Sugar
- Black Pepper
- Cooking Oil
- Flour
- Wax
- Red Food coloring
- Salt
- Sand

Prediction	Substance	Result
Soluble	Salt	Soluble
Soluble	Sugar	Soluble
Soluble	Food coloring	Soluble
Soluble	Flour	Soluble
Insoluble	Sand	Insoluble
Insoluble	Pepper	Insoluble
Insoluble	Cooking Oil	Insoluble
Insoluble	Flour	Insoluble
Insoluble	Wax	Insoluble

Fair Test:

- Same amount of water
- level teaspoon - same time

Method:

1. Add a level teaspoon of the substance to 200ml of water in the beaker.
2. Use the spoon to stir the water and substance together for 60 seconds.
3. Leave the mixture for another 60 seconds.
4. Record your observations in the table on the following worksheet.
5. Using a clean beaker and spoon, repeat steps 1-4 with the other substances.

Record your findings in the table below.

Substance	Observations after 2 minutes (60 seconds of stirring, 60 seconds of not stirring)	Soluble	Insoluble
Pepper	It turned brown	✓	✓
Flour	It turns cloudy	✓	
Wax	Floats		✓
Salt	Sinks	✓	
Sugar	dissolved quickly	✓	
Sand	Sinks		✓

Explain your findings - were they what you had expected? (Look back at your predictions.)

Thinking/Discussion Questions:

Why do you think some substances are soluble, and others are insoluble?

What other factors could you explore that might speed up or slow down the dissolving process?

Do you have any other questions you would like to find out the answers to?

Oil - Sits on top - Insoluble ✓  
 Colouring - Turns blue - Soluble ✓



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