

## HIAS CREATIVE HOME STUDY RESOURCE

# All At Sea

## Creative Home Study Project Week 10

HIAS Teaching and Learning Team  
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Final version

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# HIAS Creative Home Study resource

## Using the Home Learning Materials

### The materials

- Each resource contains an overarching weekly theme and all the activities relate to this.
- There will be a new theme each week, but activities can be carried over from one week to the next.
- There is no time limit to the activities, and they may take more than one week.
- All the activities can be adapted for different age groups, even though age recommendations are given.

### How to use

- Read the instructions carefully before you start an activity.
- Parents or carers may have to help with resourcing the activities, but children can mostly work independently.
- Each activity has ideas and question prompts to consider.
- The activities are all planned with limited resources in mind.

### How can parents, carers and siblings help?

- Select the activities that most interest your child. They have been considered to have a high level of independence with the role of the parent/ carer being an encourager not a teacher
- Read the activities aloud with your child and discuss how they could be adapted.
- Help your child select the appropriate activities and talk through the safety aspects of each task.
- Adapt any of the resources and materials as you feel necessary to support your child's needs.



# All At Sea



## Key theme:

This theme is based everything connected to the sea.

These activities can be adapted and used with all year groups or as a family, as appropriate.

### The big idea



**Make a 'junk' submarine**  
**All Primary year groups**



### How to do it

A submarine is a watercraft that can operate under the water for long periods of time. They are often warships and have periscopes, torpedoes, and missiles. This activity is about designing and making your own submarine out of any used materials that you can find around your home or garden.

### Getting started:

- First research what a submarine does and what it looks like. There is a great deal of information about them on the internet or you could use books and magazines to do your research
- Next search your home for useful objects that you could use to make your submarine. These could be the packaging from food items, like plastic bottles (make sure they are clean!) or objects that you can find in your garden

### Materials to help you:

- A large plastic bottle for the pressure hull (the main body)
- A yoghurt pot for the conning tower (the part that sticks up out of the water)
- Sticks or straws to make the propeller (a device that pumps fluid or gas)
- A cardboard tube to make the periscope (an instrument with mirrors that lets people see what is above)
- Silver foil for the windows and the periscope
- Paint for the final finish

### Extra activities:

You could make the activity more exciting by:

- Writing a story linked to an adventure that characters could go on in the submarine
- Writing a poem about the submarine using adjectives (describing words) and similes (contrasting ideas using 'as' and 'like')
- Drawing or painting a picture of your submarine

### What you will learn

#### Creating your submarine will help you to:

- Use your inventiveness by looking for 'junk' to use
- Improve your DT skills
- Learn more about submarines and how they work

**Useful websites:** <https://kids.kiddle.co/uk> [www.artsandcraftsforkids.co.uk](http://www.artsandcraftsforkids.co.uk) [www.activityvillage.co.uk](http://www.activityvillage.co.uk)

### The big idea



**Research five different ships and boats  
Show your findings in a booklet  
Years 3,4,5, and 6**



### How to do it

There are many hundreds of different types of boats and ships throughout the world and your task is to research five of them and draw and write about them. You can consider more than five if you want to!

#### **Types of boats:**

You could consider researching:

- Tall ships
- Motorboats
- Yachts
- Tugs
- Hovercrafts
- Warships
- Ribs
- Ferries

There are many others, but these will get you started.

#### **How to do your research:**

- Decide on the five boats or ships that you want to research
- Find some books or information on the internet about boats and ships
- Use 'skimming' and 'scanning' techniques to find the information that you want. 'Skimming' means reading quickly to get a general overview and 'scanning' means reading rapidly to find specific facts
- Use a planning page to make a note of the main facts and then organise your findings ready for your report

#### **Completing your non-chronological report:**

A non-chronological is a report that does not have to be written in time order. Organise your research into different subheadings. There could be a page for each boat or a page for the different parts of the boat or how it is used. E.g. the engine, what it is used for etc.

#### **Consider using the following features in your report:**

- An eye-catching front cover with interesting drawings
- Sub-headings

- Writing organised into paragraphs
- Usually written in the present tense
- Useful facts and information
- Some use of technical language
- Pictures or diagrams

You could also make your writing more interesting using adjectives (describing words) to give more detail and conjunctions to extend sentences such as: and, but, because, although and so.

### **What you will learn**

#### **Researching the boats will help you to:**

- Improve your researching skills
- Learn more about ships and boats and how they work
- Improve your writing and drawing skills

**Useful websites:** <https://www.rmg.co.uk> [www.visitlondon.com](http://www.visitlondon.com)

## The big idea



# Make an aquarium and fish to go in it! All Primary year groups



## How to do it

An aquarium is where you keep fish, either as a pet at home, or in a larger public place for people to look at. They are usually made of glass or strong acrylic and have at least one side that is see-through so that the fish can be seen and enjoyed. Some aquariums are in a round shape and these are usually known as fishbowls.

Aquariums have plants inside to give the fish oxygen and most also have a filter and lighting. You will be able to make or paint the plants, but the filter and lighting may be tricky to incorporate into your homemade tank.

### Materials to make your tank and fish:

You could use:

- A cardboard box to make the main part of the aquarium (an old shoe box is ideal)
- Coloured paper for the inside (blue and green) or paint
- Coloured card for the fish
- Some thin string, twine, or cotton thread
- Coloured stickers, if you have them, to decorate the fish
- Some stones or gravel for the bottom of the aquarium
- Some thin sticks or plastic straws to balance across the top of the tank to hang the fish from
- Glue and tape

### Making the aquarium and fish:

- Using the bottom of the box, stick blue paper inside on three sides to make the water effect. Alternatively, you could paint the sides using shades of blue
- Stick brown paper on the bottom side to make the gravel effect
- Cut out coral shapes using coloured card and stick these inside the box
- Find some pictures of fish and draw around these, or copy them
- Cut out your fish and decorate them using paints or stickers. They will be in bright colours if they are tropical fish
- Make a small hole in the fish and thread the cotton thread or string onto the fish
- Put a straw or stick across the top of the box and then suspend your fish into the bowl
- Add some gravel to the bottom of the bowl, if you have some, to make the aquarium look more authentic (real)
- If you have any clear plastic, then cover one side to represent the glass

### What you will learn

#### **Making your aquarium will help you to:**

- Learn more about different fish and what an aquarium does
- Improve your drawing and DT skills

**Useful websites:** [www.kidssearch.com](http://www.kidssearch.com) [www.practicalfishkeeping.co.uk](http://www.practicalfishkeeping.co.uk)



## The big idea



# Learn four nautical knots and tie them!

## Years 4,5 and 6



## How to do it

Ropes on ships and boats serve many functions. They are used for docking, anchoring, towing, and rigging. They are an important part of any sailor's kit and sailors must learn how to tie all the different types of knots so they can keep safe when they are sailing. This is your chance to learn the some of the different knots, what they do and how to tie them.

### The different knots:

The Ashley Book of Knots was written by American artist Clifford W Ashley and was an encyclopaedia of 3800 useful knots, used for a wide range of purposes. The knots were collected by Ashley and put in a book over eleven years and is one of the most important books about knots.

These are some of the main knots that sailors use in everyday sailing, but you can find others using books or the internet:

### The bowline:

This is known as 'the king of knots' and is used for hitching, mooring, and lifting. It is a very useful knot to know when aboard a boat.



### Reef knot or square knot:

Knowing how to tie a reef knot is important because it is how you tie two ropes together. We learn to use a reef knot when we tie our shoelaces together. It is mainly used for furling sails which is when a sail is wound up.



### Clove hitch:

This is a useful knot for tying things up temporarily, often attaching a rope to a pole.



**Round turn and two half- hitches:**

This knot is used for holding mooring lines by fastening a rope to a fixed object such as a post, a ring, or a tree.

**Figure-8 knot:**

The figure-8 knot is a very secure knot that is mainly used as a 'stopper' knot and will help you to control the boat in uncertain times.

**How to tie them and complete the activity:**

You will need an adult to help you supervise some of this activity as string and rope can be dangerous.

- First research the different types of knots. You can find out lots of information and pictures of how to tie them on the internet
- Find some string or ribbon to practice tying the different knots
- Use a small pole or maybe the bannisters of your stairs to help tie the knots
- You could also draw the knots and write a small piece of text to explain what they do

N.B. be very careful with leaving string or rope around the house and put it away when you have finished learning to tie them; particularly if there are young children in your home.

**What you will learn****Researching and tying your knots will help you to:**

- Learn all about what nautical knots do
- Learn how to tie them
- Improve your fine motor skills

**Useful websites:** [www.coastwatersports.co.uk](http://www.coastwatersports.co.uk) [www.animatedknots.com](http://www.animatedknots.com)

## The big idea



# Be a sailor and draw or write their diary

## All Primary year groups



## How to do it

A diary is when someone writes down their thoughts and feelings and records their daily life. There have been many famous diary writers like Samuel Pepys (The Great Fire of London) and Captain Scott (Antarctic explorer). This activity is about imagining you are a sailor and writing a diary of your adventures across the sea. You can be a sailor from many years ago or a modern - day sea explorer.

### Getting started:

- First think about when your sailor lived. Their experience will be very different if they sailed years ago, as they may have sailed in a large ship called a 'tall ship'. A modern - day sailor would have more choice of vessel from smaller yachts to ribs or motor yachts
- Decide who your sailor is, where he or she comes from and all about their family and background. What has made them want to set off on the adventure?
- Where does the adventure start and finish and what happens to them as they venture across the sea? You may want to research some famous sea explorers such as James Cooke, Francis Drake, Christopher Columbus, and the modern sailor, Ellen MacArthur
- Try to research information about the types of ships and boats that your sailor would have and use some technical vocabulary in your diary. If you are drawing your diary you can still label the objects using the technical vocabulary

### Writing your diary – KS2:

When writing your diary consider the following:

- Plan out your ideas first and draft out what happens during the adventure
- Make sure that you write in the first person using 'I' and 'we'
- Write about the emotions and feelings that you would have as sailor and think about the feeling of being isolated, hundreds of miles into the ocean
- Try to improve your writing skills to include some describing words (adjectives), similes (contrasting using 'as' and 'like') and some conjunctions (a word used to connect sentences or clauses) to extend your sentences and make them more interesting
- Write your diary using paragraphs. You might like to give each page a day and then split your writing into paragraphs after this
- Make your diary even more interesting by adding pictures on each page

### Drawing your adventure – KS1:

- Plan out your ideas first by either talking them through with someone or drawing some key pictures first
- Use a storyboard template to draw the pictures of the key parts to the diary. There are plenty of templates on the internet to help you
- Make sure that you draw the detail of what happens in each part of your diary
- Make your diary even more interesting by writing some key words to go with each part of the adventure

### What you will learn

**Drawing or writing your diary of a sailor will help you to:**

- Use your imagination
- Improve your writing and drawing skills

**Useful websites:** [www.kiddsnationalgeographic.com](http://www.kiddsnationalgeographic.com)

### The big idea



## Design an outfit for a modern - day sailor Years 3,4,5 and 6



### How to do it

People that sail need clothing and equipment that is durable, hard wearing, and warm. They also need to be kept dry and safe as the sea is a challenging environment to be in. This activity is all about designing an outfit for a modern – day sailor so that he or she can endure the harsh conditions that they might face and look stylish!

#### Think about:

- Researching the type of activities that a sailor does on a boat. They must pull ropes in quickly and tie them, steer the boat, and clean it. Most of the time they will be working outside in difficult conditions
- How harsh the conditions can be on the water where salt water can do real damage to clothing and sailors must ensure both extreme heat, cold and wet conditions
- How the sailor will want to look. It is important that the clothes are both attractive and durable (able to withstand wear and damage but look good too)

#### Types of clothing:

A sailor will need:

- An outdoor jacket with lots of useful pockets
- A hat that stays on, keeps the sun out and is warm when the weather is colder. The ears and the head always need to be protected
- Tops – both long-sleeved and short sleeved for different climates
- A warm jumper
- Trousers - these often have extra pads on the knees to protect the body when the sailor kneels, and they also need to be waterproof
- Warm socks that do not slip inside the shoes or boots
- Shoes or boots - these often have light coloured soles so they do not damage the wood of the boat and need to be non-slip for safety

The material used for the clothing also needs to withstand the water and be colourful in case the sailor falls and needs to be seen. You could also design a life jacket that coordinates with the rest of the outfit.

#### Completing the activity:

To complete the activity, draw your designs and label the different features, saying why they are effective for the jobs that they must do on the boats.

### What you will learn

#### Designing your outfit for a sailor will help you to:

- Learn more about what a sailor does
- Improve your designing and drawing skills

## HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: [sarah.sedgwick@hants.gov.uk](mailto:sarah.sedgwick@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk).