

Science

FRUIT SLUSHIES

Activity

This pack includes...

p2: **Activity Card** (detailed breakdown of the activity, vocabulary, questions, etc.)

p3: **'Family Fun' Activity Cards** (shorthand version of the activity to send home)

p4: **'Fruit Slushies' poster** (for use with our Science 'Activity Space' Banners)

p5: **Colour mat**

p6: **Colour mixing sheet**

p7-9: **Melt, Freeze, Solid-Liquid-Gas posters**

p10: **'Fruit Slushies' poster**

p11: **'Ice cubes in cup' colouring page**

p12-16: **Word cards** (for display or as flash cards)

p17-19: **'What did we do?' sheets** (for writing, drawing, or adding a photograph)

p20-22: **'What did we find out?' sheets** (for writing, drawing, or adding a photograph)

Science **FRUIT SLUSHIES** Activity

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You will need:

- 2 or more fruit juices or squashes, ice cube tray,
- drinking vessel(s) to place ice cubes in (ideally tall clear plastic cups)
- Optional – food colouring

Activity Description:

Start by freezing some different coloured fruit juices or squashes into ice cubes. (For more exciting or bolder colours you might like to add food colouring.) Once frozen, place the ice cubes into a clear container; ideally a tall plastic cup so that children can see what happens as the coloured ice cubes melt and are able to handle it themselves.

With younger children you might like to concentrate on their hands on experience of the ice and how it changes as it melts, using words such as 'cold', 'ice' and 'melting'. This investigation is also a fantastic opportunity to look at colour. Notice how the colours drip and mix into one another. Can they make the ice melt faster? (E.g. holding their warm hands around the outside of the cup, using a spoon to stir the ice or chip away at it.)

As the children get older there is more scope for describing the qualities of the two states of matter ('solid' and 'liquid') and the **process of change** from one to the other; first **freezing** the fruit juices and then allowing them to 'melt'.

For additional depth to the investigation, set up an experiment and place 2 or 3 slushies in different places, e.g. one in the fridge and another out on the table. Which one melts the quickest/slowest? Or experiment with the different colours you can make.

EXTRA CHALLENGE!

Discuss – Once the ice has melted, can we reverse the process to get back the ice cubes? If we tried this, what would be the same/different? Why not test pouring the liquid back into the ice trays and into the freezer!

Development Matters: (Understanding the World)

Birth to 3 – Explore materials with *different properties*. – Explore and respond to different natural phenomena in their setting and on trips.

3 and 4 – Talk about what they see, using a wide vocabulary. – Explore how things work. – Talk about the differences between materials and *changes they notice*.

Reception – Explore the natural world around them. **ELG:** Understand some important processes and changes in the natural world around them, including the seasons and *changing states of matter*.

Key Vocabulary: (Progressing in difficulty)

Cold, ice

mix, colours (plus relevant colours used),

hard, solid, freeze, frozen,

runny, drip, melt, liquid,

change, temperature

Key Questions: (Progressing in difficulty)

What colours can you see? What are the ice cubes like? **What has happened to the ice cubes?** What has changed? **What has stayed the same?** What do you think/predict will happen to the ice cubes? **What makes you think that?** Can we make the ice cubes melt faster? **Once the ice has melted, can we get back the ice cubes?** What would be the same/different? **What effect does temperature have?**

Additional Resources:

Further resources within this pack. Plus, 'Water Play' resources at

<https://littleowls-premium.com/outdoor-area-water-play>

Family Fun!

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Once frozen, place the ice cubes into a clear container, perhaps a plastic cup so that you can see what happens to the coloured ice cubes as time passes.

Describe what you find out using words such as 'cold', 'ice' and 'melting'. Also, use the colour names and look what happens to them as they drip and mix into one another.

We'd love to see some photos or drawings of your slushy experiments!

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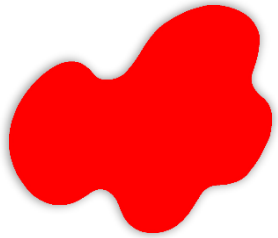
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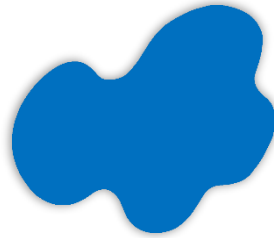


**For use with the 'Science Banner' display.*

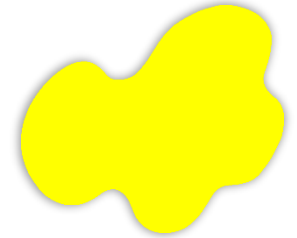
Colour Mat



red



blue



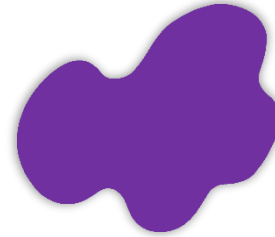
yellow



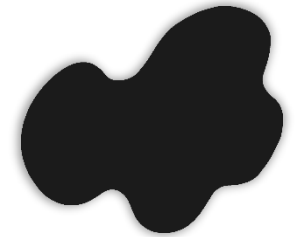
orange



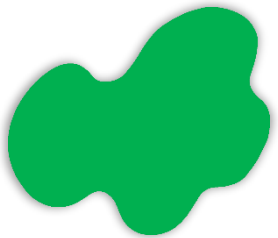
pink



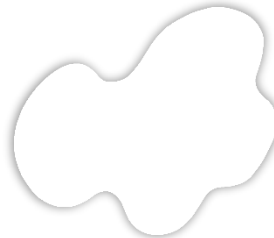
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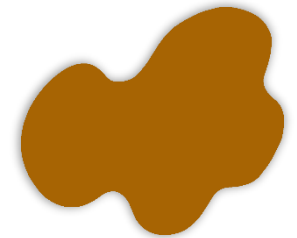
black



green

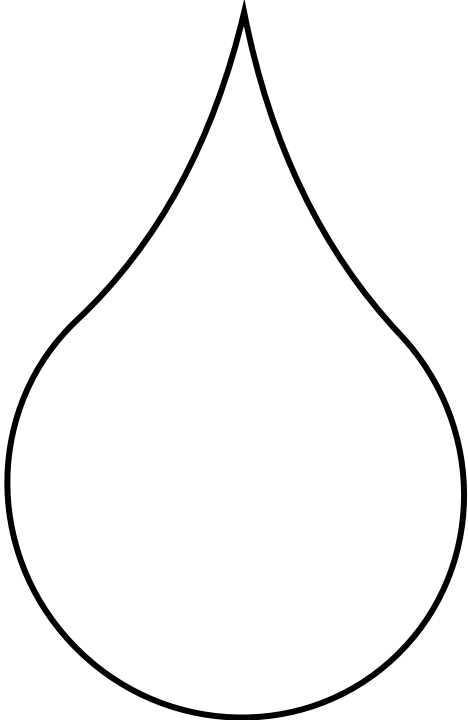


white

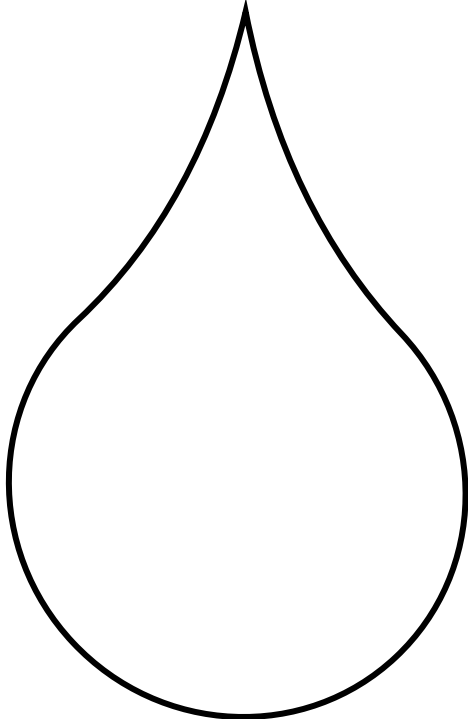
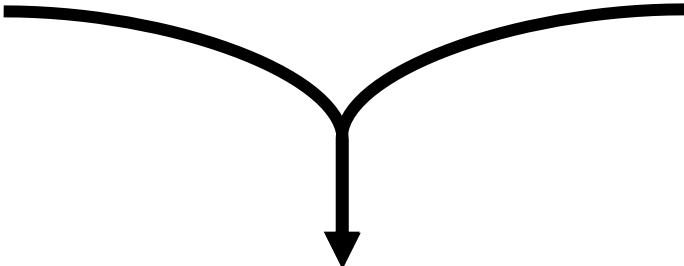


brown

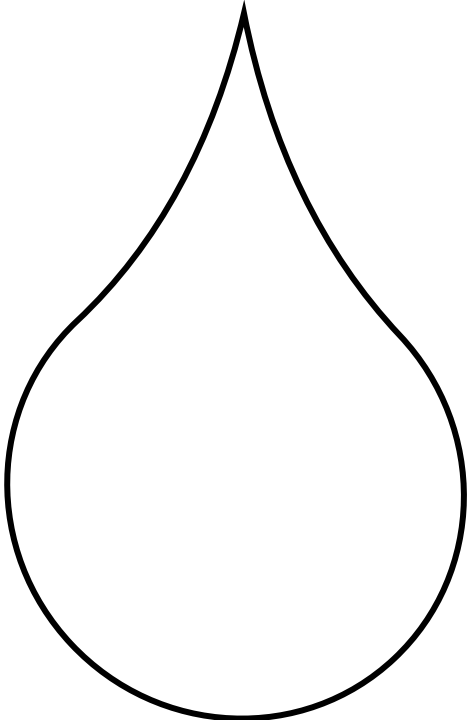
Colour Mixing



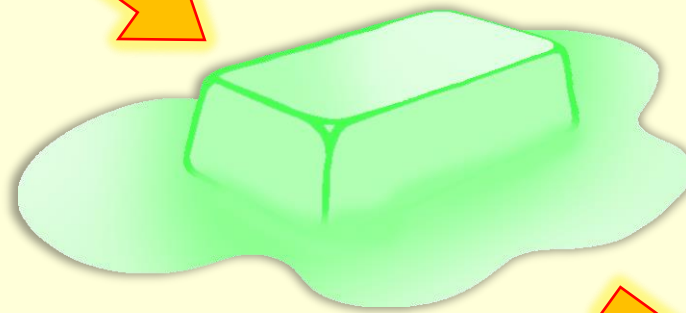
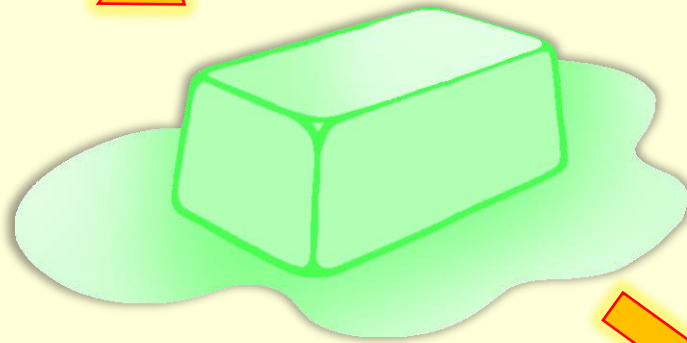
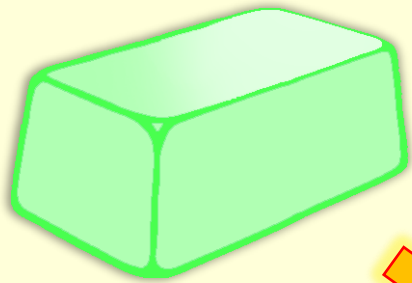
First Colour



Second Colour

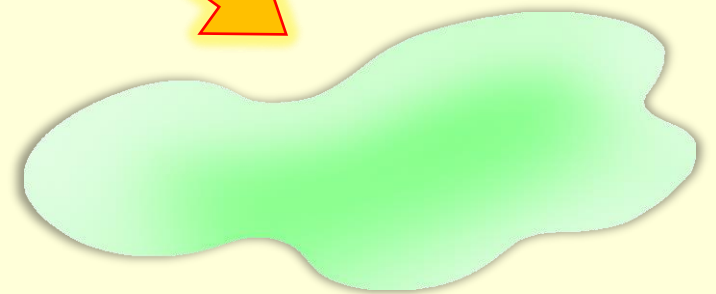


Mixture Colour



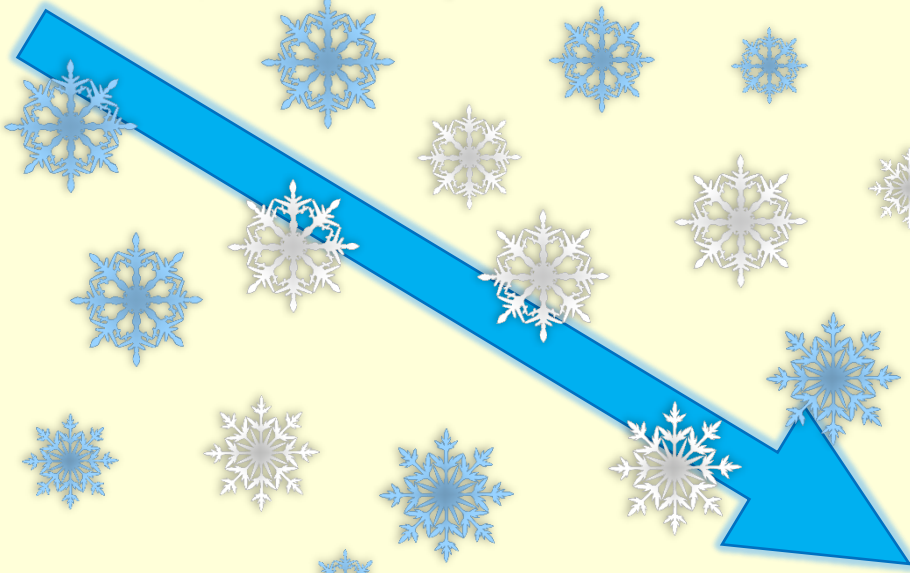
melt

melting

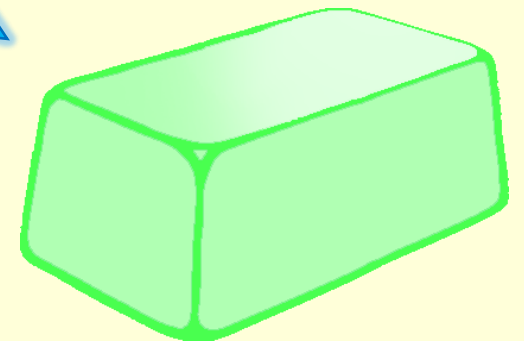




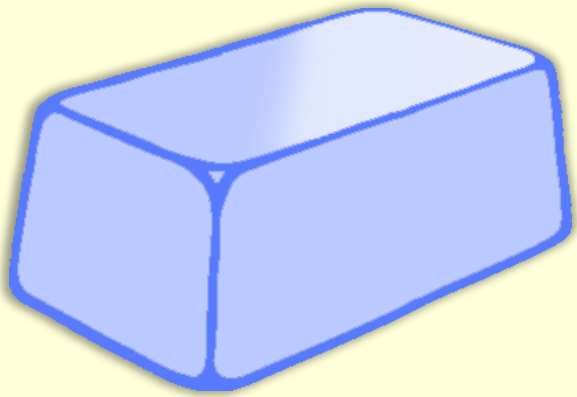
freeze



freezing

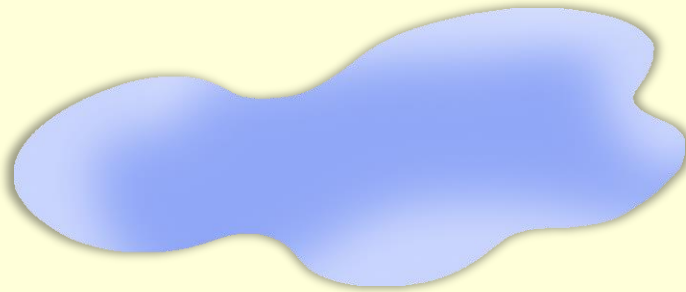


solid



solid

liquid



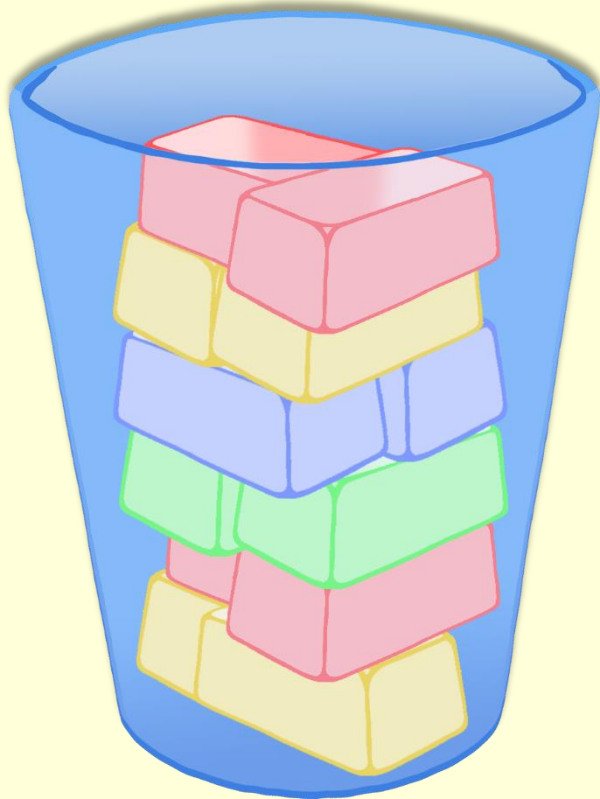
liquid

gas

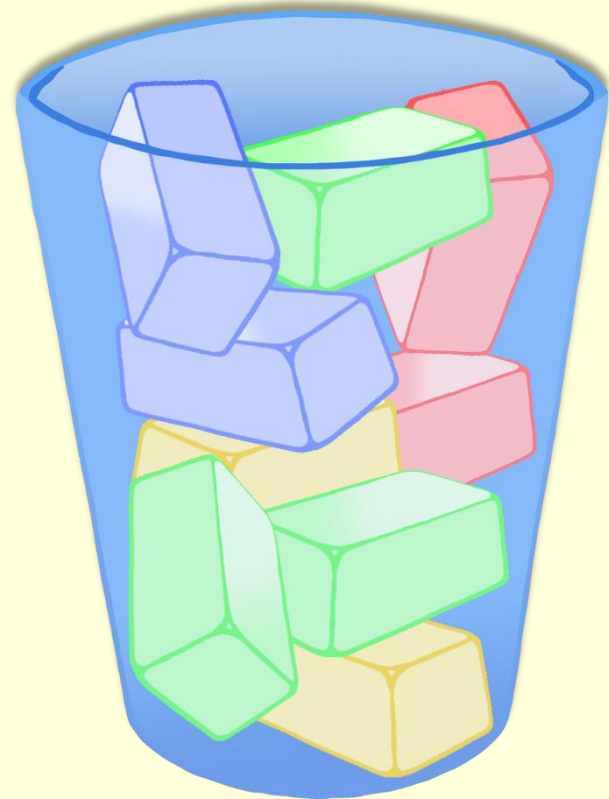


gas

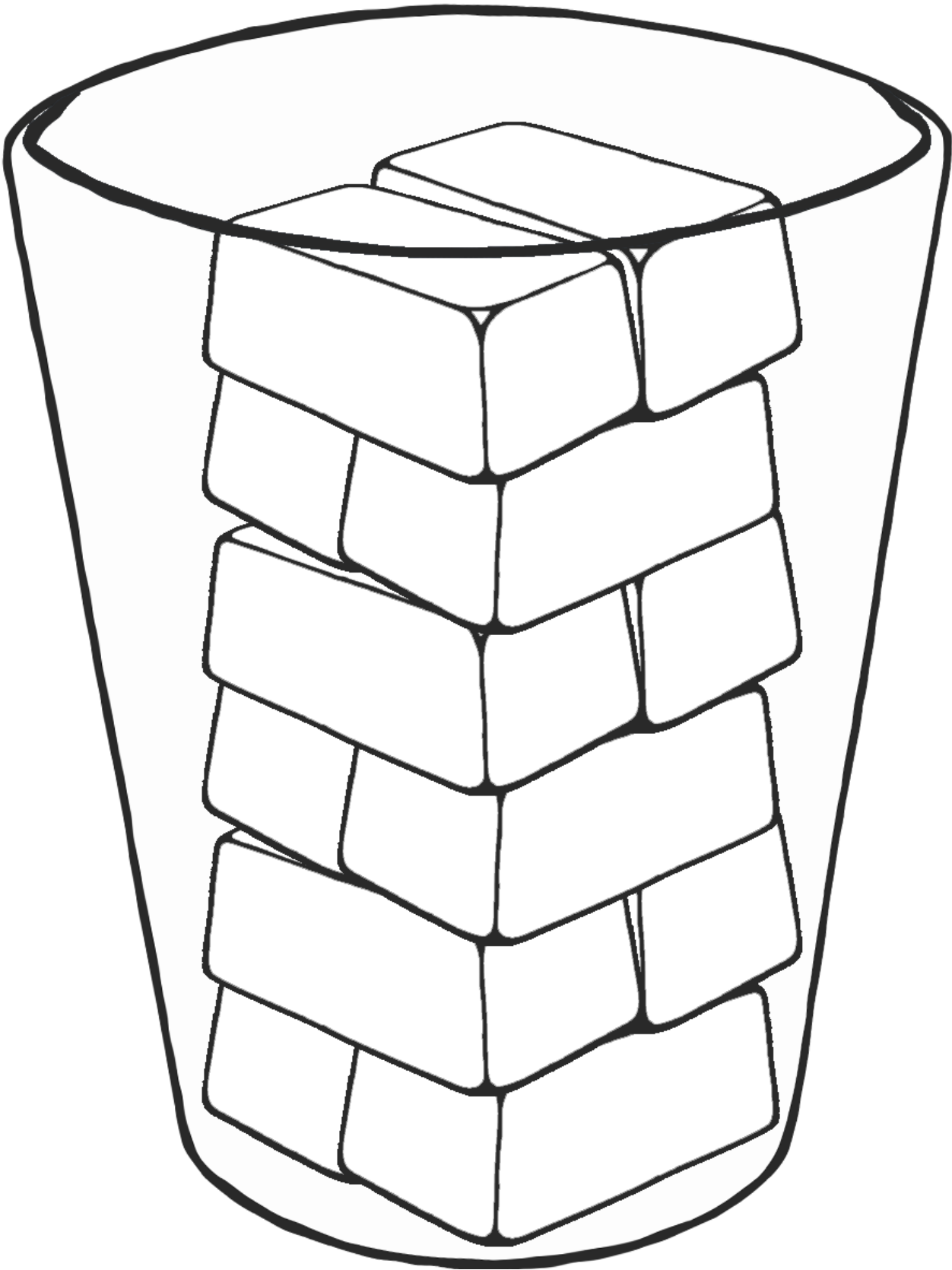
FRUIT SLUSHIES

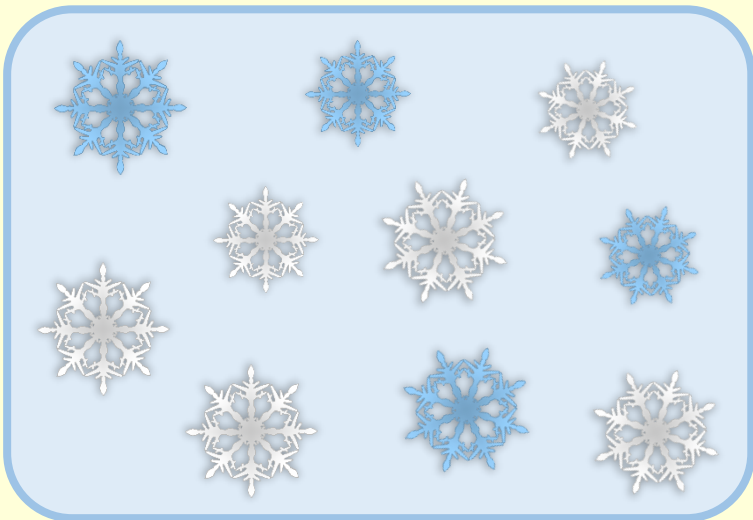


Try stacking the
coloured ice cubes.

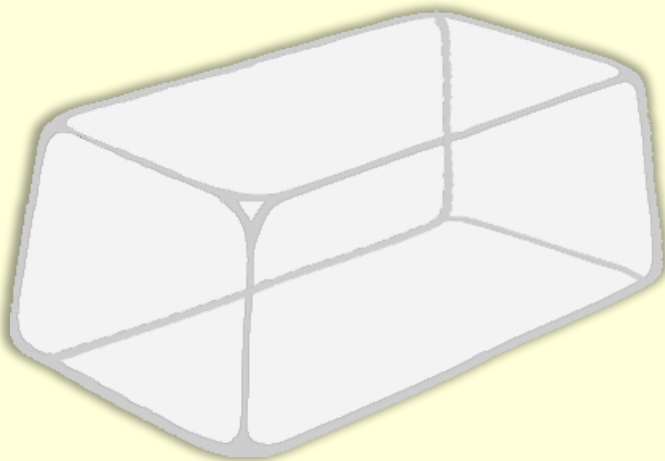


Try mixing up the
coloured ice cubes.





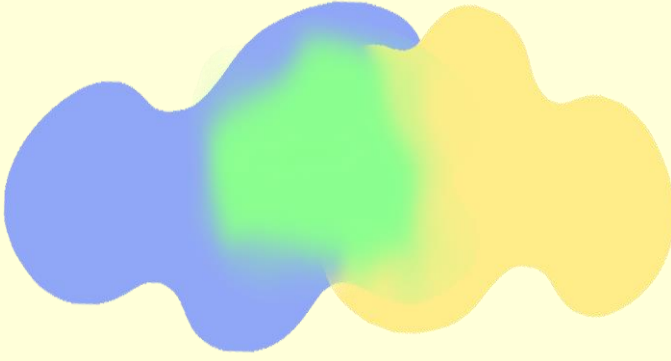
cold



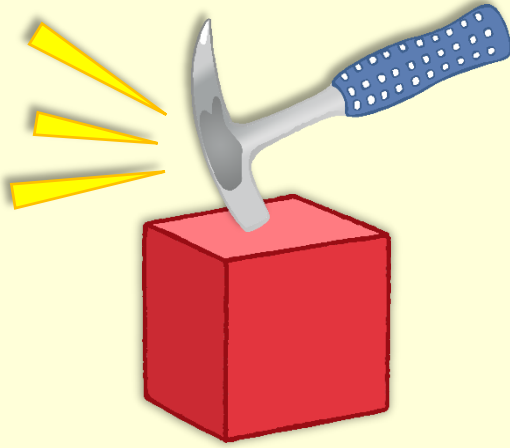
ice



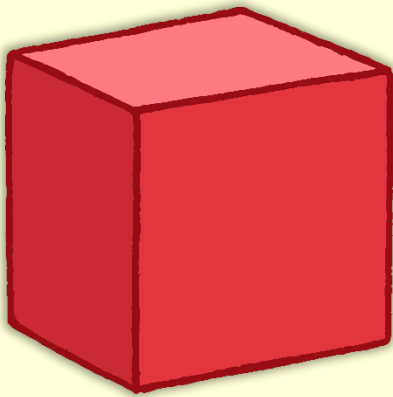
colours



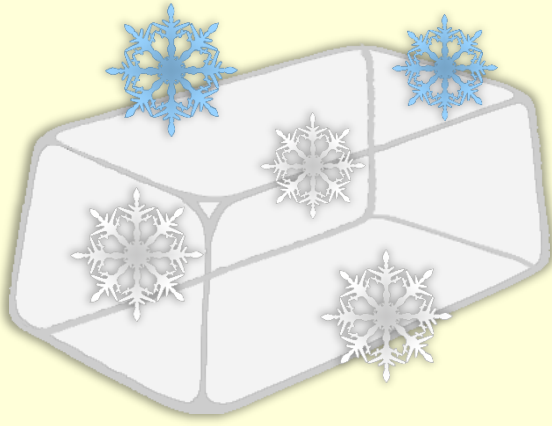
mix



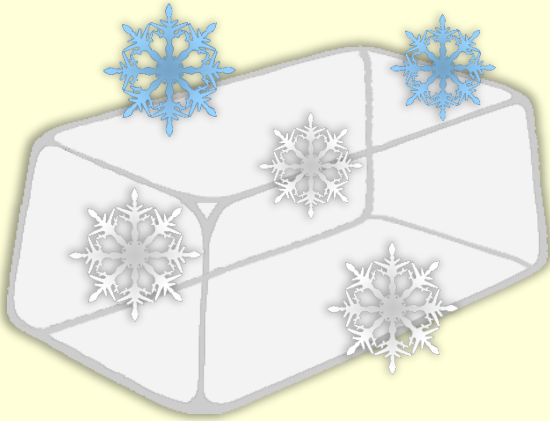
hard



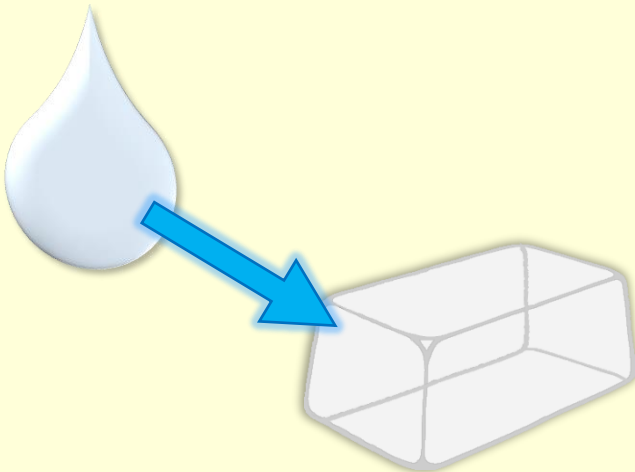
solid



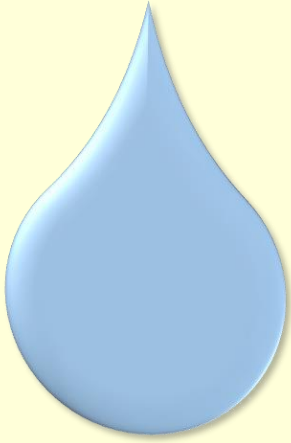
freeze



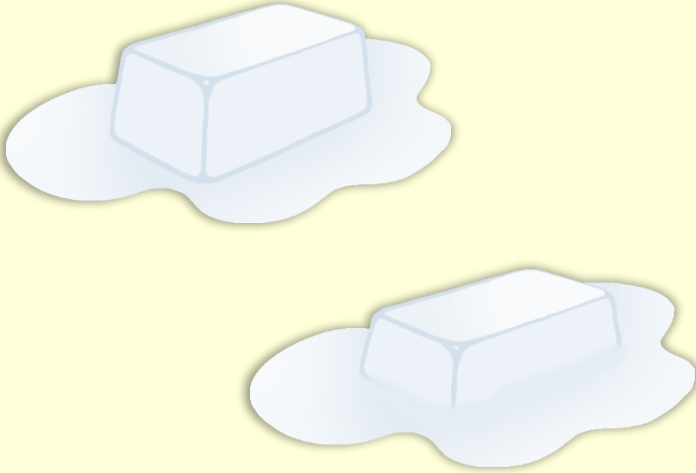
frozen



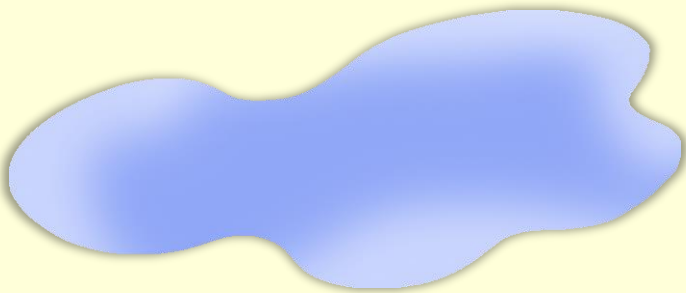
change



drip



melt

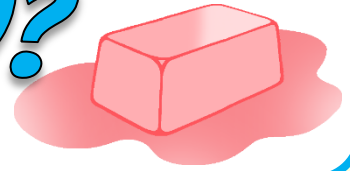
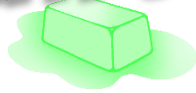
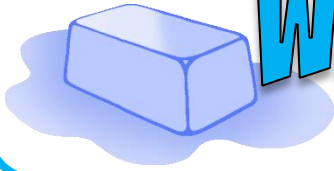


liquid



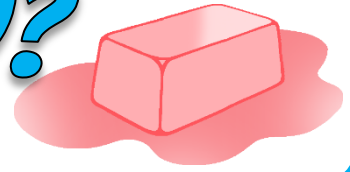
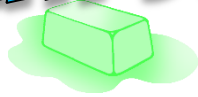
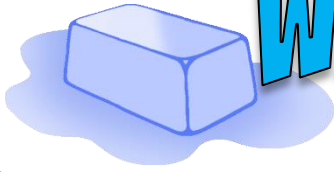
temperature

WHAT DID WE DO?



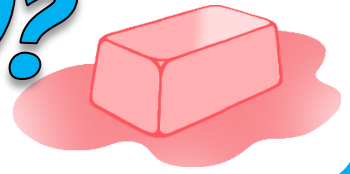
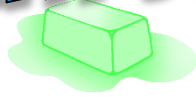
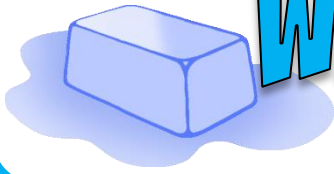
A large, empty rectangular box with rounded corners and a black border, intended for drawing or writing.

WHAT DID WE DO?

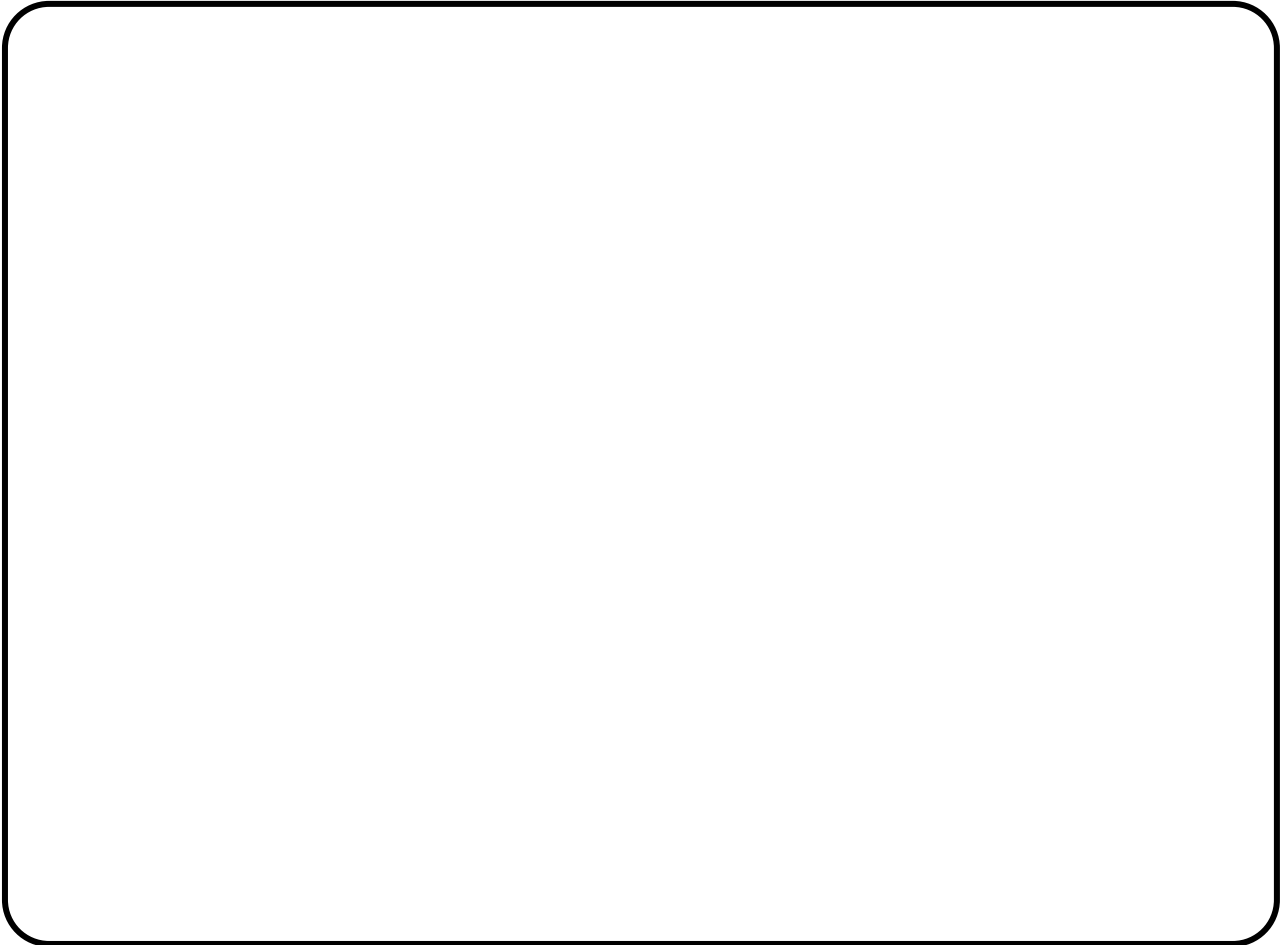


A large, empty rectangular box with a black border, intended for drawing or writing.

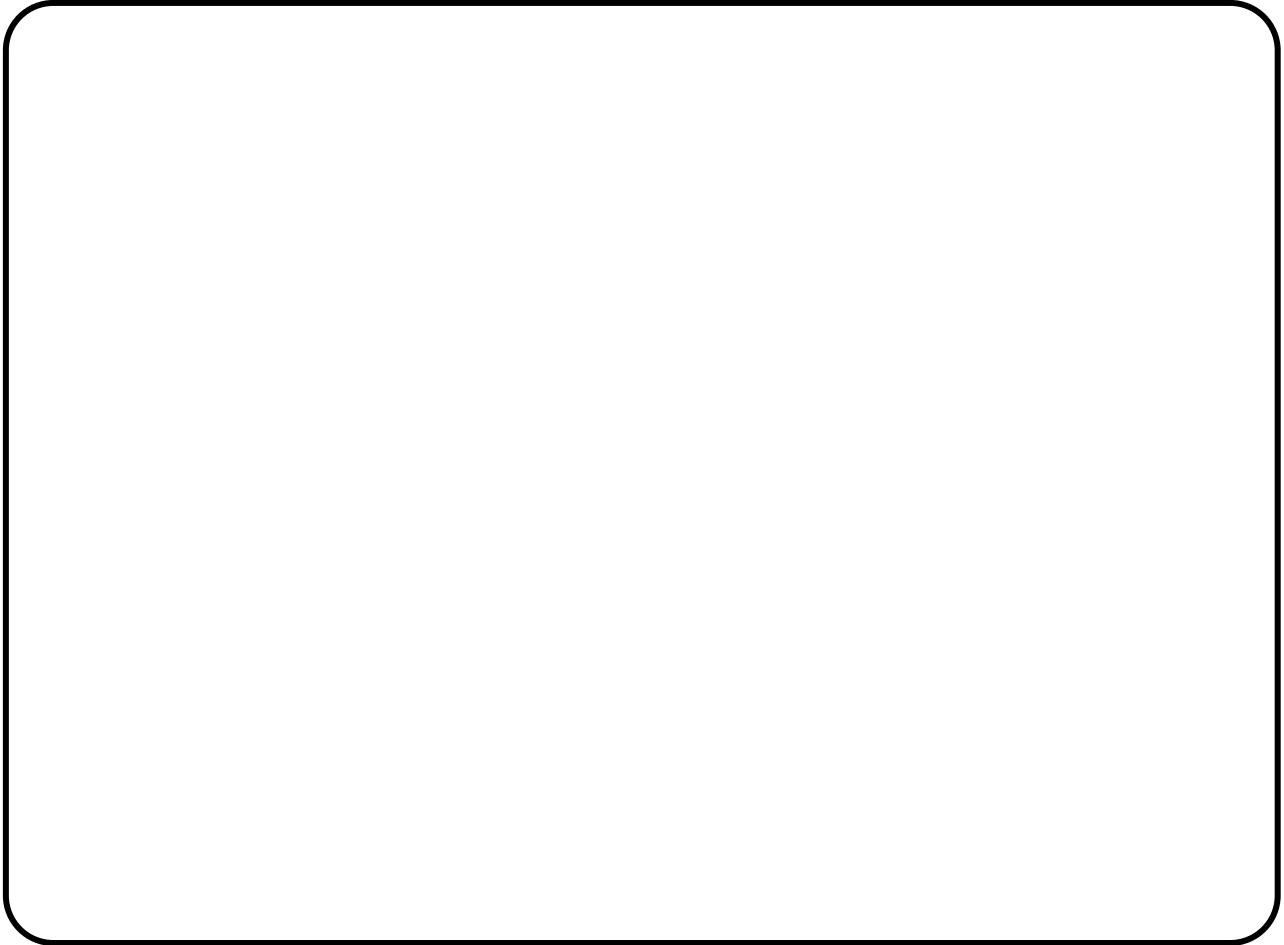
WHAT DID WE DO?



What did we find out?



What did we find out?



What did we find out?