



making physics matter



Age
3-5
years

Phizzi enquiry

Wonderful wind

A Phizzi Foundation enquiry, taken from the EYFS Science Talk programme for Ogden primary partnerships.



Key questions

- Q. Where does wind come from?
- Q. How could we (measure) the wind each day (to find out if one day was windier than the last)?
- Q. Describe how the ribbons move? Are they always moving together/in the same direction?
- Q. What would happen if the ribbon was shorter/longer?

Resources

- A range of toy windmills, photographs of windmills/wind turbines, balloon, paper fan
 - Two or four pint milk cartons (clean, dry and with the bottoms cut off below the handle and lids removed) enough for one per pair
 - Ribbon reels (in a range of colours)
 - Sticky tape
 - Scissors
- *H&S – a grown up should cut the cartons ensuring there are no sharp edges

Early learning goals

C&L (40-60+) Understanding: Children answer 'how' and 'why' questions about their experiences.

C&L (40-60+) Speaking: They develop their own narratives and explanations by connecting ideas or events.

UtW (40-60+) The world: Children know about similarities and differences in relation to places, objects, materials and living things.

Activity: Wonderful wind

Engage: Look at a range of toy windmills, pictures of wind-powered objects/machines and invite the children to tell you about them. Ask the children to explain how the moving parts work.

Explore: Children stick the ribbon onto the base of the milk carton to make the windsock. Use the wind socks in an outside area to find out about wind. This activity could follow a structured question eg How windy is it today? Or allow children to explore the movement of air independently.

Conclude: Use key questions to guide further discussion. Use observations from the activity to clarify or extend ideas about wind and the observable effect it has on a range of objects.

