

Home Learning - Week 6

Foundation Subjects: Science, Art, Geography, P.E and PSHE

Choose one of these subjects each day to complete in the afternoon.

Teach	Activities
<p>Science</p> <p>Outcome: Children to sort animals into their correct categories: carnivore, herbivore or omnivore.</p> <p><u>Children to watch the following video:</u> https://www.bbc.co.uk/bitesize/clips/zwfd2p3</p> <p>Re-cap with your child after the video: Carnivores - Animals that only eat meat. Herbivores - Animals that only eat plants. And Omnivores - Animals that eat both meat and plants. Repeat with a 'my turn' 'your turn' as you say today's Key Vocabulary: Carnivores, Herbivores and Omnivores.</p> <p><u>Look through the PowerPoint</u> and notice any misconceptions your child might have. E.g) Can Carnivores be big? Yes! Can Herbivores be small? Yes!</p> <p><u>Children listen to the song...</u> https://youtu.be/qZa8gkdP86M</p> <p>Before completing today's activity, play around with 'sorting', using games to build speed and secure understanding. You could start by choosing a category such as 'herbivores' and have your child race against the clock, using a timer, to see how fast they can find all the other herbivores. Don't have children stick anything down (if you are using the print outs) until you have sorted them with increasing speed! Alternatively, you could make the sound the animal makes or describe it and have your child guess the animal, find it and decide which category it belongs to!</p>	<p>Task: Children to sort animals into their categories: herbivores, carnivores, omnivores.</p> <p>If your child has toy animals, these would be great to use for this activity! If not, use the resources on the website for today's lesson. Your child can draw out a table for sorting or use hula hoops/plate/boxes to sort animals into the three groups. The grouping table provided for today's activity is a venn diagram which will help children to remember that omnivores eat both, and the overlapping circles show this.</p> <p></p> <p><u>Extension:</u> Can you help Mr.Nevielle?! He can't decide if Nelly is a carnivore or an omnivore?! What do you think? Use Mr.Neville's information to help you...</p> <p>Take it further! Why do animals eat different things? Explore this 'big idea' further using the following link to the website 'Explorify': https://explorify.wellcome.ac.uk/en/activities/the-big-questi-on/why-do-animals-eat-different-things</p>

Art

Outcome: To write an evaluation for the dragon eye project.

Children are to complete their evaluation sheet today for their dragon eye, which can be found in the packs you may have collected from the book swap or see the template on the school website.

Q) **Can they reflect on the process?**

Was there anything they needed to change about their initial design idea? Why? Was anything too challenging? Was there anything they were unable to do because of their resources? What did they need to change/adapt? What worked, what didn't?

Children to consider these questions and reflect on the process as they complete their evaluation.

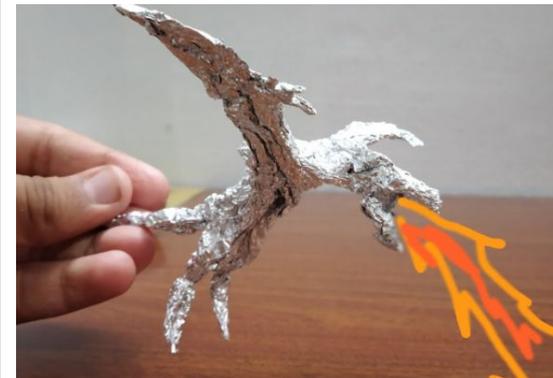
Additional Task from Mrs.Gunstone:

Make a tin foil dragon sculpture!

At this week's Book Swap you will be able to collect some resources to make a wire portrait of either a human or an animal which you can make over the half term! This week, Mrs.Gunstone would like you to have a go at a tin foil sculpture of a dragon to practice all these bendy skills you will need to continue using for the half term activity!

Have a look on the website for a video of Mrs.Gunstone guiding you through this. Give it a go!

Task: Evaluate their dragon eye process.



Geography

Outcomes: To create a character passport for the 4 countries of the UK.

Re-cap the learning of the UK with this catchy song!

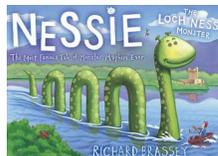
https://www.youtube.com/watch?v=RvDIZoQLgIE&list=RDRvDIZoQLgIE&start_radio=1

Listen to the following book 'Me on the Map' - This story is not entirely related to today's task but wraps up this topic nicely, showing our place within the world, the UK and London and how important maps are to help us understand this:

https://www.youtube.com/watch?v=v_qUK8U9dEO

The video is American and so you might want to discuss the word 'State' with your child.

At the end of the story, there are different characters from all over the world on the map. Today, your child will showcase their knowledge of the UK by creating a **passport for 4 characters**, who they will create. Each character must be from a different country in the **UK**. In their passport they must show their characters: country, capital city and flag. And try to use other knowledge and characteristics which they have learned across the weeks to further personalise their characters passport! They might like to use characters they are now familiar with such as... Nessie from Scotland, Finn MacCool from Ireland, Katie from London and their very own Dragons from Wales!



Challenge: Can your child use any of the following **Geographical Vocabulary** to give more details about where their character lives in their passport?

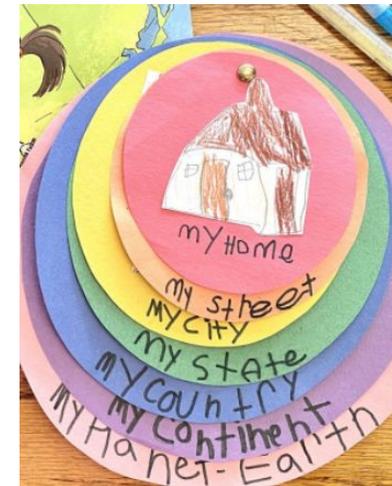
Physical features: beach, cliff, coast, forest, hill, mountain, sea, river.

Human features: city, town, village, farm, house, port, harbour, shop.

Task: To create a passport for 4 characters, each from a different country of the UK.

Resources: Passport Template. This can easily be created free hand by your child using paper or card if you are unable to print.

Additional Activity: Create a 'me on the map' flip booklet!



PE

Have you started your February Active calendar?! Find it on the 'Get Set 4 P.E.' website: <https://www.getset4pe.co.uk/ResourceBank/ResourceCategory/1002>



PHYSICAL

The 100 Game

- Select an exercise of your choice.
- Complete 100 of your named exercise throughout the day.
- Colour in one of your #1 puzzle pieces.

Exercise could include:

Star jumps	Press ups
Sit ups	Lunges
Burpees	Squats

Want to make this harder? Make it the 200 game.

www.getset4pe.co.uk

Magic carpet

What you need: Ten socks, one towel per player, one or more players.

How to play:

- Mark a distance of 5m - 7m and place all of the socks at one end.
- Players begin sitting on their towel at the start line opposite the socks.
- They race to collect one sock at a time and transport it back to the start line. They must not come off their towel.
- Make the carpet move by bringing your heels to your bottom and then straightening your legs as you shuffle forwards.
- Playing by yourself? How quickly can you transport the socks?
- Playing with someone else? Who can transport the most socks?

How else can you make the carpet move?

This 'Magic Carpet' game can be found under the 'Tactical Games' section. Why not give it games like this a go each day?! Or you could set yourself a daily challenge such as 'The 100 Game' above, and incorporate some maths into your exercise! How many of each exercise can you do? Can you get to 100?!

<<< See Suggestions



Get Set 4 P.E. My Active Calendar February 2021 Name: _____

MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

I feel awesome
It was ok
This isn't the game for me

Yay, you did it!

www.getset4pe.co.uk

Don't forget PE with Joe Wicks on YouTube - Mondays, Wednesdays and Fridays!

<https://www.youtube.com/user/thebodycoach1>

PSHE

Outcome: To make a poster about the internet and how to have fun and be safe online.

Communication and openness regarding internet usage and safe practice is vital. It's like helping your child learn to read – you can help them by sitting down and understanding what they are accessing and how they are learning to do so. Discussion with your child and the videos and links shared in this plan will help your child to design an internet safety poster today.

Starter Activity: Set a 3 minute timer for a technology hunt! How much technology can your child find in your house?! Encourage them to take an imaginary camera around with them, to snap photos of all the technology they see! Or you could encourage purposeful writing by having them write a list!

What is the internet? Watch the following video with your child:

https://www.youtube.com/watch?list=PLMcHRqQHkETpYQyycdPz2Fc8snY_zY2Ev&v=xxEJ2k0HuJq&feature=emb_logo

Discussion Questions following the video:

Q) Did the children in the video use any technology you use at home?

Q) What is similar about whales and the internet?! What do they both do?
(Communicate)

Q) What did the children say at the end of the video? Can you come up with catchy 'phrase'?!

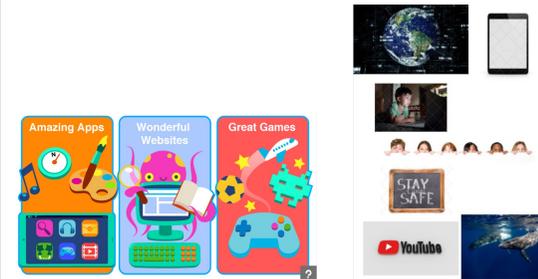
<https://www.bbc.co.uk/bitesize/topics/zymykgq/articles/zym3b9q>

Use the following link to discussion around what your child might use the internet for. "Amazing Apps", "Wonderful Websites" and "Great Games" are excellent alliteration for your child's poster! Can they come up with any others?! This website also shares 3 basic rules for internet safety which would be great for them to include on their poster. As well as any other rules you may like to discuss, such as screen time and healthy balance.

Task: Create an 'internet safety poster'.

The poster should show what the internet is and the wonderful things we can do on it - more so than ever now, with our online learning! Children could draw pictures of the types of technology they found around the house, class dojo, zoom calls with their classmates, their favourite apps or youtube videos, google chrome etc! This is a great chance to really grasp what your child knows and enjoys about the internet.

<https://www.canva.com/> - you could make your poster online, using this website or something similar!



But make sure it also has some information on what to do if they see a pop up or something they are unsure of. And about the importance of balance and giving ourselves a rest from the wonderful web! Can they come up with some safety rules and a catchy phrase to help everyone to stay safe online?

