

1.

Year 6 Living things and their habitats

Science Task 1: Use secondary sources to research the characteristics of animals that belong to a group.

As you know from last time, animals can be divided into two main groups – those that have backbones (vertebrates) and those that do not (invertebrates). Vertebrates can be divided into five small groups – fish, amphibians, reptiles, birds and mammals. Each group has common characteristics.

Your task

- Your task is to find out why a particular **vertebrate** is classified as a **mammal**.
- Find out **what** makes an animal a **mammal** and make a list of all the characteristics of mammals. You will discover that they is one feature that they **all** share – find out what that is.
- Go on to the internet, use books or magazines and research these unusual mammals: pangolin; naked mole rat; bumblebee bat; narwhal; platypus; sugar glider or- any others you like.
- Write a paragraph about each one explaining **why** it is considered a **mammal**.

Key Questions

- Why is your vertebrate a member of the mammals group? Why could it not fit within a different group?

2.

Science Task 2: Use information about the characteristics of an unknown animal or plant to assign it to a group.

- Create an **imaginary** animal, which has the features of **mammals**.
- Make a poster about your animal. Including; where it lives; its life cycle; how it cares for its young (and how long for); what it eats and what eats it; size; habitat; special characteristic etc.
  - Give it a common and a scientific name. Use the information from the Linnaean Society to help you name your animal: <https://www.linnean.org/learning/special-species-competition/special-species-generator>
  - Now (if you want to) enter The Special Species Competition which is being set by The Linnaean Society of London.
  - When you have created a new species, send the following to [learning@linnean.org](mailto:learning@linnean.org):
    - The first name, age (in years) and town where you live e.g. Jack (11) Berkhamsted
    - A picture of your special species (take a photo)
    - It's scientific and common name
    - A paragraph giving the reasons for its adaptations and a description of its habitat (aim for around 50 words)

Good Luck!

### 3.

#### Computing Task 1: Write Code using Blockly and Python

- Year 6 have used Rapid Router before. You can now register from home and carry on learning to code in Blockly or Python from where you got to previously. You can choose Beginner, Intermediate or Advanced level - depending on how confident you are.



#### **Code for Life - About Rapid Router**

Rapid Router is our shopping delivery game that teaches children aged 5–14 how to code using Blockly and Python.

The game and lessons support the English National Curriculum Computing strand, and Teachers across the world love them.

Now, we've made lessons available for parents and caregivers to download and teach at home, so we can #KeepKidsCoding. They're free and easy, but most of all, they're fun!

Read our learning guide and start at Level 1, unless your child has played before. To start playing, you need to first register as an independent student. This will ensure that the level progress is saved.

[https://www.codeforlife.education/home-learning?dm\\_i=4RRT,BHG6,3PO1JS,19HCE,1](https://www.codeforlife.education/home-learning?dm_i=4RRT,BHG6,3PO1JS,19HCE,1)

### 4.

#### Computing Task 2: Computational thinking with or without a computer

In this lesson, you will be learning about **Decomposition**. Decomposition is the process of breaking down a task into smaller, more-manageable parts.

- Look at the '[Hand Jive Sequencing](#)' instructions.  
(from Barefoot Computing: [www.barefootcomputing.org/homelearning](http://www.barefootcomputing.org/homelearning))
  - Watch a sequence of hand movements; this could be a hand jive or tutting moves or clapping sequence (See videos for ideas on the sheet). The sequence needs to be relatively complex or long so that you will find it difficult to remember the parts without it being broken down into parts.
  - Try to recreate the sequence without watching it again.
  - What would be a more effective way of learning the sequence? – Break it down into parts – this is called **decomposition**.

#### **Your task**

- Now make up your own sequence on paper or use the Sequence design sheet on Page 3 of 'Hand jive sequencing'. Work out your sequence of movements and record your decomposition. There is an 'Example sequence design sheet' on Page 4.
- Keep stopping to test out each stage and debugging (fixing) it.
- Consider these points:
  - Focus on one part at a time.
  - Are all the parts in the right order?
  - Have you got all the parts?
  - How do you start?
  - Do you need to use a 'repeat command'?
  - You might like to film your sequence or ask a family member to try it out!

This is how computer scientists create computer programs, for example if they were creating a new computer game, say one like Angry Birds. Some designers might work on the first level of the game others on the next. Some programmers might work on the backgrounds, some on the sound, and others on the action. Decomposition is a fundamental skill when working with computers as it helps us break down complicated problems, focus on one part at a time and share the work with others.

## 5.

### **PHSE Task: How do we feel and what makes us special?**

I would like you to watch: **The Story of 2020**. (As this is a YouTube clip, please ask an adult to help you log on and access this material).

<https://www.youtube.com/watch?v=Lp5r8tvQbAQ>

This are some of the messages from it that I would like you to think about:

- We are living through history.
- In years to come children will study the time of Covid-19.
- They will learn how rainbows were a sign of hope.
- They will hear how people came together to cheer and clap the amazing people who saved lives and kept our country going.
- They will hear of a time where the world slowed down, polluted skies cleared and animals reclaimed the streets.
- A time when families spent time together playing and having fun.
- A time when we treasured our one walk a day.
- When people got to know their neighbours
- When people came together to help those in need.
- A time when we realised the power of a hug.
- When seeing our friends and family meant seeing their faces on a screen.
- We stayed a home to save lives.

### **How will you remember 'lockdown'?**

I think you should add something to your year book about this unique time. Think about what you will remember (I will remember my daughter going outside at 8 pm to bang her saucepan to in support of the NHS – not realising it was Wednesday – not Thursday!).

What does the word 'lockdown' mean to you? Take some photos or record your thoughts and save them for the year book.

I have added the question: 'What are the best and worst things about being at home during the lockdown?'

If you have not yet added anything to the Year Book, please go to [www.allyearbooks.co.uk](http://www.allyearbooks.co.uk)

You then follow the instructions on **Information for Year Book 2020** and log in using the **Year Book Login details 2020** list (this was sent via Teachers2Parents- let me know if you do not have your login details).

## 6.

### **RE Task: Draw upon on all 6 major faiths and humanist sources of wisdom, human responsibility and values, justice and fairness, ultimate questions.**

We are going to think about what influences your actions and decision-making – this is your 'World View'.

### **Introduction - what do you think a worldview is?**

**Definition:** Your ideas about life or the world. The foundation that your beliefs, actions, decisions and opinions are based on.

There are Religious and Non-Religious Worldviews. However, worldviews can consist of a variety of aspects and cross-over. For example, the values influencing a Girl Guide or Scout's worldview may have many similarities with religious worldviews. However, they can also differ - the worldview of a vegan may differ to that of a meat-eater. What influences the way you think about the world? Can you explain your own beliefs and what influences you?

### ***How Do You Hope To Live Your Life?***

People believe in different things and belong to different groups and cultures. This can affect how people view the world.

- **Religious Worldview:** Belief in and worship of a superhuman power, especially a personal god or gods. Follow a system of faith and worship. Read these examples:

"In my view, science and Buddhism share a search for the truth and for understanding reality."  
- Dalai Lama (the spiritual leader of the Tibetan people).

"Having a Christian worldview shapes my decision-making with respect to all aspects of my life. I always respect people in public life who are principled, and those principles have to be connected to something. And my faith is what serves as the anchor and directs my actions." - John Thune (US Senator).

"My worldview, my philosophy, my attitudes, my relationships, my parenting, my marriage - everything has been transformed by my relationship with Christ." Lee Strobel (author).

- **Non-Religious Worldview:** not relating to or believing in a religion - usually without belief in a god or gods (or unsure). Read these examples:

"My philosophy comes from a worldview that looks at the world as one. It's a view that sees the world as interconnected, interdependent and integrated in so many different ways." Dennis Kucinich (US politician).

"I've been able to look at the world differently from three continents. I've always lived between India and the U.S. When I married, I became a daughter-in-law of Africa. That really changed my worldview. I can see it from so many perspectives." Mira Nair (filmmaker).

"My worldview comes from a collection of the books I have read, the people I have met, and my conversations with my dad." Brian Kilmeade (US TV presenter).

- Do you relate to any of the quotes? Do you agree/disagree with any?

### **Where do your views come from? –**

- Think about the influences that make up your personal worldview and discuss it with a family member if you can.
- Create a jigsaw showing the influences upon you.
  - Make a list of all the things that you think influence your views.
  - Try to put them in order – starting with the most important.
  - Look at the jigsaw pieces and template.
  - Select the jigsaw pieces that best show the influences affecting your views.
  - You can also fill in two blank pieces with their own ideas
  - Put your chosen pieces together to create a 3x3 or 3x4 jigsaw.

Explain to a family member why you have chosen the pieces you have and which ones are most important to you.

7.

**Art + DT Task 1: To use a range of materials to improve your art and design techniques.**



Flowering plants produce seeds to reproduce. Quite often we eat the seeds of plants. Can you find examples of seeds that we eat in your home? You might not have thought of them as seeds but baked beans are the seeds of the haricot bean. What different types of seed can you find?

If you are able to go outside, have a look for seeds outdoors too. Seeds such as dandelion seeds are blown by the wind to find a new place to grow. Other seeds (berries) are eaten by birds and distributed in bird droppings and some seeds find their way to a new site by hitching a ride on animal fur.

- Make some art work/patterns using dried seeds that you may have at home. You can stick them into modelling clay if you have some, or just place them and take a picture.



- Design a seed to get from your house to a new site. What features would help it arrive in the best condition? Can you make a model of it?

**Please make sure you wash your hands if you have collected anything outside.**

8.

**Art Task 2: To use a range of materials to improve your art and design techniques.**





Have you been noticing 'Sign of Spring?' At this time of year, I look forward to seeing the beautiful carpets of bluebells in my local woods. I recently took this photo as it sums up the coming of Spring to me.

What does Spring mean to you? You could take your own photograph or find one on-line and then:

- Draw a picture
- Paint a picture
- Make a collage from scraps of material or paper
- Make iPad art (like artist David Hockney)
- Have your own idea

## 9.

### **Geography Task: Task 1: Why are National Parks described as Britain's 'breathing spaces'?**

There are 15 in the United Kingdom and they are protected areas because of their beautiful countryside, wildlife and cultural heritage.

The National Parks are *not* fenced off to keep people out. The opposite is true. All of the United Kingdom's National Parks welcome visitors to discover how wonderful these places are and to learn about what makes them so special. They actively encourage people from across the country to visit and enjoy them.

#### **Your task**

- Pick one of the UK National Parks of the United Kingdom (either one that you know already, or one you would like to go to once 'lockdown' is over).
- Design a leaflet to persuade overseas tourists to leave London and visit your National Park.
- Here are some ideas about what you might include:
  - A 'must do' **outdoor activity** e.g. a walk, bicycle ride, kayaking or rock climbing – must include actual places, routes etc.
  - A 'must do' activity to appreciate the **cultural heritage** and importance of the National Park e.g. visiting a medieval abbey, travelling by barge along a canal or attending an event such as a fair, play or dance.
  - A 'must do' activity to enable the visitor to **learn more** about an aspect of the National Park such as joining a guided walk about local butterflies or attending a talk about prehistoric remains found in the National Park.

The National Park websites are:

Brecon Beacons National Park: [www.breconbeacons.org](http://www.breconbeacons.org)

The Broads National Park: [www.broads-authority.gov.uk](http://www.broads-authority.gov.uk)

Cairngorms National Park: <http:// Cairngorms.co.uk>

Dartmoor National Park: [www.dartmoor.gov.uk](http://www.dartmoor.gov.uk)

Exmoor National Park: [www.exmoor-nationalpark.gov.uk](http://www.exmoor-nationalpark.gov.uk)

Lake District National Park: [www.lakedistrict.gov.uk](http://www.lakedistrict.gov.uk)

Loch Lomond and The Trossachs National Park: [www.lochlomond-trossachs.org](http://www.lochlomond-trossachs.org)

New Forest National Park: [www.newforestnpa.gov.uk](http://www.newforestnpa.gov.uk)  
Northumberland National Park: [www.northumberlandnationalpark.org.uk](http://www.northumberlandnationalpark.org.uk)  
North York Moors National Park: [www.northyorkmoors.org.uk](http://www.northyorkmoors.org.uk)  
Peak District National Park: [www.peakdistrict.gov.uk](http://www.peakdistrict.gov.uk)  
Pembrokeshire Coast National Park: [www.pembrokeshirecoast.org.uk](http://www.pembrokeshirecoast.org.uk)  
Snowdonia National Park: [www.eryri-npa.gov.uk](http://www.eryri-npa.gov.uk)  
South Downs National Park: [www.southdowns.gov.uk](http://www.southdowns.gov.uk)  
Yorkshire Dales National Park: [www.yorkshiredales.org.uk](http://www.yorkshiredales.org.uk)

**You can hand write your leaflet or produce it on a computer- whatever is most easier.**

## 10.

### **French Task : Learn Vocabulary - Manger et bouger (A healthy life-style)**

First learn this vocabulaire :

1. des frites	chips
2. de l'eau	water
3. des boissons sucrées	sweet drinks
4. du poisson	fish
5. des legumes	vegetables
6. des noix	nuts
7. du beurre	butter
8. des bonbons	sweets
9. de la viande rouge	red meat
10. des céréales	cereal

- Log on to Languageangels. (Do not use Chrome)
- <https://www.languageangels.com/schools/>
- The Username for this is Greenwaypupils and the password is French1
- Play the games!