

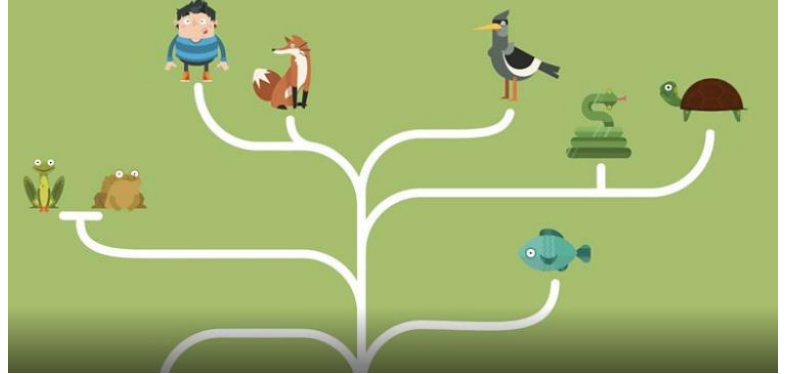
1.

Year 6 Living things and their habitats

Science Task: Use secondary sources to understand why classification is important

Watch: <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

Animals can be divided into groups or '**classified**' by looking at the **similarities** and **differences** between them.



This may seem like an obvious idea, but like all good ideas, someone had to suggest it first. Earlier in Year 6, you made some fantastic portraits of the Swedish scientist, Carl Linnaeus. In this video <https://www.linnean.org/learning/media/videos/curious-cases/naming-business> we find out why Linnaeus thought naming all living things was an important task and find out what species can be described as a large, feathered, long-necked, big-footed, backward-knee-bending bird!

(The ideas described in this clip are recorded on the sheet called '1a The Naming Business').

Your Task:

- The South American Rhea and the African Ostrich can both be described as a 'large, feathered, long-necked, big-footed, backward-knee-bending bird', but they are actually completely different species.
- Look at the sheet called '1b Rhea and Ostrich', on a piece of paper, write down all the things that are similar between the two birds, and in a different colour, write down all of the differences.
- You may want to do your own research and find out more about these two birds.

OR

- If you prefer, you might want to pick your own pair of animals that share lots of the same description and find out why they are described as different species (e.g. dogs and cats, tortoises and turtles).
 - **Think of an interesting way to show what you have recorded. You might:**
 - make each animal a Top Trump card to show the similarities and differences (there is a file called **2 Top Trumps Template** to copy if you like);
- OR**
- make up a rhyme, poem, song or rap that explains how they are similar, and how they are different.

Extension

Find out about early ideas of how animals and plants should be classified (e.g. the Ancient Greek philosopher Aristotle).

<https://scienceprojectideasforkids.com/2010/06/16/history-of-classification/>

2.

STEM Task: To use a range of materials to improve design and technology techniques.

This week you are going to learn how STEM can help solve global issues (this task is based on a real life problem).

This STEM challenge has been developed by an organisation called Practical Action.

This challenge is based on Practical Action's work in Bangladesh where over one million people are feeling the effects of climate change. Increasingly, the long rainy season is causing severe flooding on land where families grow crops. This is leading to increased hunger and poverty.

FLOATING GARDEN CHALLENGE



- Imagine yourself to a team member from Practical Action. They have spent time with farmers in the community in Gaibanda, Bangladesh and understand the problems they are facing.
- The challenge is to develop a design (or model) of a solution to help farmers grow crops all year around (even during the floods). The people tell you that they can no longer grow crops on their land. This has led to them not having enough food to feed themselves or sell at the market.
- One ingenious solution is a floating garden that the community has developed in Bangladesh to help them grow crops during the rainy season.
- Your challenge is to draw a design (and build a model if you are able) of a structure that people can grow their crops on, even when their land becomes flooded.

You will need to think about:

- Whether you want your design/model to float and if so, how you can make it do so?
- Can you include re-cycled materials?
- How to make the top of your model suitable to grow crops on?
- Does it need to be flat? Layered?
- How big do you think the garden should be?
- If you are able to build your model, test it by placing it on water in a washing up bowl or sink.
- How much weight did it take before tipping over or sinking in the water?
- If you make a model, can you grow some seeds on it?

The gardens in the picture above are:

- approximately 8 m x 1 m;
- made up of layers of local material: water hyacinth, bamboo and compost;
- great for growing crops such as kale, lettuce and okra;
- reused as compost for another garden when they start to rot.
- You might like to watch this clip from the UN Environment Programme:
<https://www.youtube.com/watch?v=Jatsls73RA>

(As this is a YouTube clip, please ask an adult to help you log on and access this material).

3.

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

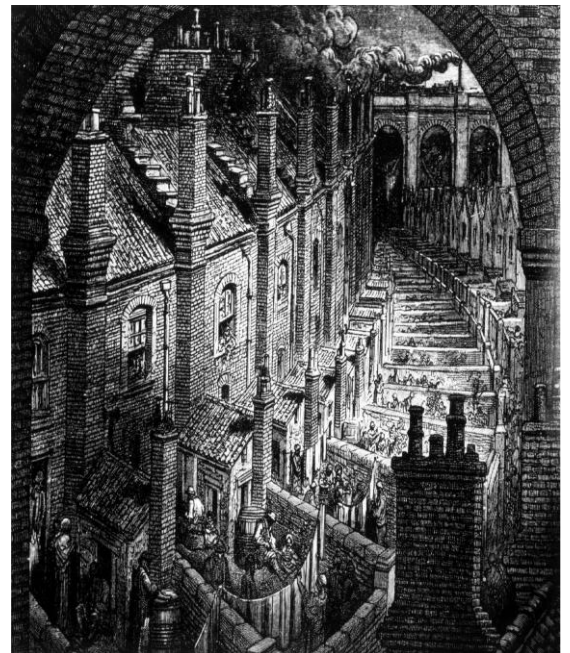
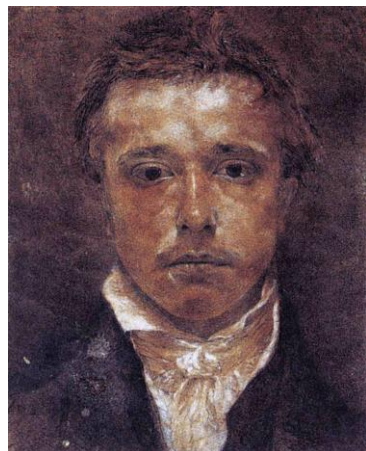
The Valley of Rocks

This week we are going to think about a particular place on Exmoor, one of the UK National Parks which is in South West England - The Valley of Rocks.

- Imagine what you think it might look like.
- Draw a sketch.
- How do these photographs on the next pages compare with your sketches? What are the similarities and differences?

History

- This place became very popular during the The Industrial Revolution which began in the latter part of the eighteenth century.
- This revolution brought with it a new market economy, based on new technology – machine tools and machine power instead of human tools and animal power.
- Villages exploded into urban towns and people moved to them from farms and the countryside to take jobs in newly opened factories.
- With little or no regulations in place, these jobs could be brutal.
- Men, women, and children worked 14-hour shifts; where they had once told the time by the sun, now they could go weeks without seeing the light of day.
- Rapid growth produced cities that were dirty and crowded, the working poor often lived in squalor and smokestacks darkened the air with soot.
- Living and working conditions for people in the cities were terrible with widespread disease.
- People began to have a romantic view of the countryside that they had left behind.



• Samuel Palmer was one of many painters in Victorian times that came to be known as the *English Romantic Painters* because of the way in which they represented rural life and the countryside. His paintings were a reaction to what he saw going on around him in the middle of the nineteenth century as millions of people left the land to work in huge factories in the cities.

- His best-known painting of The Valley of Rocks is *The Lonely Tower*. This is, in fact, Duty Point Tower which still exists in The Valley of Rocks today.
- Look carefully at the painting and describe what you see: sun setting, early evening sky still blue with stars showing brightly, silhouette of trees, shepherds sitting, flock of sheep, horse and cart etc.



- What kind of mood and atmosphere the does painting evoke?



- An end-of-the-working-day feeling with time to relax and take in the beauty of nature and the surrounding environment – to feel at one with nature.
- Palmer used light and rather undefined images to convey nostalgia for a peaceful and fulfilling life with the magnificence of nature. His pictures were *pastoral* and idealised.

Create your own drawing or painting based on this landscape.

See photos on the next page for inspiration:



4.

PHSE Task : What Is important in friendships and family relationships ?

This activity is all on the PowerPoint : **PHSE Our Special People**

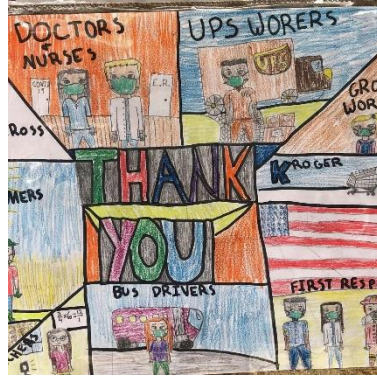
1. Draw or write about what is most important in a friendship or family relationship.
 - What is most important?
 - Think about the special people in your life (people you know well).
 - What do they do that makes them special to you?
 - Make a brainstorm, mind-map or word cloud about special people.
 - You don't have to name anyone, but think about your own special people as you do this activity.
2. Draw a picture of you with your special person (or use a photograph if you have one). Around the outside of the picture write down all the 'qualities' of the relationship e.g. trust, loyalty...
 - Repeat this activity twice more. Choose a different special person each time.
 - Are there similar qualities in each relationship?
3. Complete the grid about the features of positive friendships and family relationships using **PHSE 1 Friends and family statements** in your worksheet pack (print off or type on the sheet).
4. What is most important?
 - Now look at the zone of relevance activity **PHSE 2 - Zone of relevance** in your worksheet pack.
 - What is most important in a positive friendship or family relationship?
 - Sort the statements.
 - Put the things you think are most important for you in the centre square and the less important things in the outer square (print off, type on the sheet or draw on a piece of paper).
5. Friends, family and change
 - Sometimes things happen that mean a friendship or family situation changes. This might also mean that people don't see their special people as often, or as much, as they would like.
 - Read the friend and family scenarios **PHSE 3 - Friend and family scenarios** in your worksheet pack.
 - What could the characters do to let their special people know how much they miss them and still care about them?
 - Think of some ideas to help them.
6. Missing someone special
 - When we can't see our special people as often as we would like, it can make us feel sad or we might feel worried or concerned for them.
 - If you miss seeing someone special a lot or you feel worried about somebody you don't see very often, remember to talk to an adult you trust – your mum, dad or the person who looks after you.
 - If you feel you don't have anyone to talk to, you can always call ChildLine on 0800 1111 where trained counsellors can give you advice.

5.

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

‘Thank you....’ Two simple words, but such a powerful message. Think about these points:

- There are a lot of reasons to thank people at the moment.
- Can you remember the last five times that you said ‘*thank you*’ to somebody?
- What did you say thank you for?
- What effect does being polite to people have?



Make a special ‘Thank You’ message. You might: draw/paint/sculpt/sew/use natural materials/ or iPad anything you like!