

<b>Monday + Tuesday Bubble</b>		<b>Wednesday + Thursday Bubble</b>	
Monday Day 1		Monday Day 1	PHSE
Tuesday Day 2		Tuesday Day 2	Art
Wednesday Day 3	History + Geography	Wednesday Day 3	
Thursday Day 4	History + Geography	Thursday Day 4	
Friday Day 5	Science	Friday Day 5	Science
Monday Day 6		Monday Day 6	History + Geography
Tuesday Day 7		Tuesday Day 7	History + Geography
Wednesday Day 8	PHSE	Wednesday Day 8	
Thursday Day 9	Art	Thursday Day 9	
Friday Day 10	Science	Friday Day 10	Science

**PHSE 1** Lockdown has been a difficult time and we may feel that the things that we love and enjoy have been taken away from us. For example, we were unable to go to school, see our friends and family, take part in after-school activities or visit our favourite places.

During this difficult time, you will have learnt new skills, discovered new talents and found more of your special qualities. These positives need to be captured and celebrated.

Take some time to think about what Lockdown has taught you. Fill in the balloons with your personal reflections and then you can decorate the sheet as you wish. **Pack 5 PHSE 1 I am an amazing person.**

When you have finished, display your sheet somewhere at home where you can see and be proud of them each day. If you are having a difficult day, looking back at your balloons will help you to feel proud and positive about yourself.

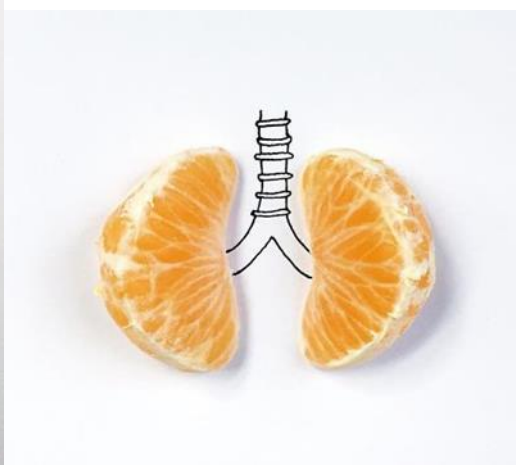
**PHSE 2** We are hopefully going to be able to get back to more 'normal' activities soon, and if you haven't already done so, I would like you to make a **Pack 5 PHSE 2 Things-to-look-forward-to-jar.**

**PHSE 3** One thing that has been very apparent during this time is just which jobs are really important to us as a community. I have included a set of **Pack 5 PHSE 3 Thank-you-key-workers-colouring-posters** for you to colour, display or give to somebody (with your parent's permission).

## Art 1

I came across an artist called Desirée De León who turns everyday small objects into art. Here are some examples of her work to inspire you:

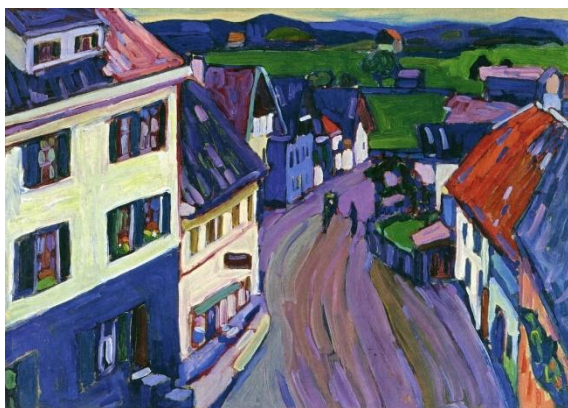




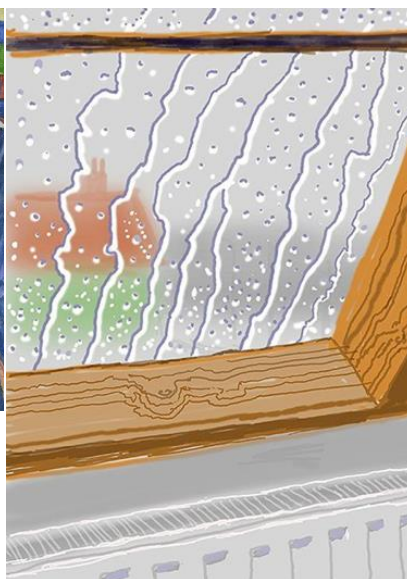
Have a go at making your own and take a photo if you are able.

## Art 2

Artist Grayson Perry has been running an 'art club' on TV. As we have been spending a lot of time at home recently, one of the themes he suggested is '*the view through my window*'. I thought you might like to have a go; here are some 'views through a window' to inspire you.....



Wassily Kandinsky



David Hockney (iPad art)



Raoul Dufy

## Science 1

**Living things and their habitats** – Habitat requirements, identifying habitats.

**Working scientifically** – Relevant observation and classification, gathering and recording data.

Now that you can go out more often, I would like you to have a really close look at the invertebrates that are living around you. There are many different kinds of invertebrates which have different habitat requirements. You can be a 'citizen scientist' and help collect data for scientific research.

There are some rules:

- Take care handling invertebrates and not to try to catch moths or butterflies because of the risk of damaging their delicate wings.

- When you have completed an activity, please try to put everything back as you found it, e.g. turn any dead wood you have looked underneath back over or scatter the leaves you picked up.

The OPAL Bugs Count Survey looks for invertebrates (creatures without backbones) in different types of habitat. You can look in a garden, street, waste ground, woodland, farmland, grassland or park (please make sure that you have permission to be there!).

### 1. First think about the habitats around you:

- Can you predict what kind of creatures that you think they will find in different kinds of habitats?
- What might you find under stones?
- What might you find on leaves?
- What might you find on a sunny wall?
- Record basic information about the survey site, including the weather conditions and location.

### 2. The survey consists of three 15 minute timed surveys in different micro habitats.

- Challenge 1 looks at soft ground surfaces (bare soil or short vegetation);
- Challenge 2 at human made hard surfaces;
- Challenge 3, long vegetation.

In a 15-minute period, identify the bugs found using the **Pack 5 Science 1 Bugs Count Invertebrates Guide** (start by counting the legs) and record them using tally marks on your **Pack 5 Science 1 Bugs Count Recording Sheet**.

### 3. Did you find the creatures you expected?

- Why do you think some creatures were found in greater numbers than others?
- Did the weather influence what you found?
- Were some creatures more difficult to spot than others? Why?
- If you have time, you can repeat the activity in another area and discuss the differences in your findings.

### 4. Check the **Pack 5 Science 1 Species Quest id sheet** and see if you found any of those.

### 5. You can Upload your results to the OPAL website [www.opalexplornature.org](http://www.opalexplornature.org) or send recording sheets to: **Freepost RSCH-CKYJ-HYYC, OPAL, Centre for Environmental Policy, Imperial College London, London, SW7 2AZ**

## Science 2

This is a great time of year to spot ladybirds. Go on a ladybird hunt and see how many different types you can find (there may be more than you think!). Fill in your **Pack 5 Science 2 Ladybird-id record sheet**.

## History and Geography

### What is The Commonwealth?

Do some research and find out about the organisation known as 'The Commonwealth'.

**Make a mind-map or a poster to record what you find out.** You might include:

- How many countries are currently members?
- What percentage of the world's population live in The Commonwealth?
- What do the countries that belong to it want to achieve;
- the benefits to be gained
- and what links them together in history?



This is a good place to begin: <http://www.youngcommonwealth.org/>

Also, you can read: **Pack 5 History + Geography Introduction to Our Commonwealth**

## PE Task 2

