

HIAS REMOTE LEARNING CURRICULUM PACK

Wonderful nature!

Remote learning curriculum pack Lower Key Stage 2 (Years 3 and 4) Pack 5

HIAS Teaching and Learning Team
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Final version

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HIAS Remote Learning Curriculum Pack

Using the Remote Learning Materials

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home during the first few days of this isolation period. Your school may also have given you initial English and mathematics resources for the next few days, and this pack of activities can supplement and work alongside these. The school is finalising its plans to deliver your child's current curriculum remotely to your child, with your support, during the remainder of the isolation period. These plans will be with you shortly and will maintain progress during this short interruption of education at school.

In the meantime, these activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

Wonderful nature!



Key theme:

This theme is based on the science curriculum and the activities will help children learn more about nature around them.

Science:

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- recognise that environments can change and that this can sometimes pose dangers to living things

The activities will also link to the English and art curriculum.

Lower Key Stage 2

The big idea



Write the diary of a plant



Key learning

Science:

- To identify and describe the function of the different parts of flowering plants
- To explore the requirements of plants for life and growth

How to do it

This activity is all about writing a diary, imagining being a flowering plant and explaining how the plant lives and what it does.

To complete this activity, think about:

- researching how plants live and grow, including what the different parts of the plant does.
- imagining a day in the life of a plant. What would it do and what would it see?
- the diary can be in the form of a page per day or just one day in the life of the plant.

Features of a diary:

A diary is a first-person account of what someone does, their actions and their feelings. It will be important to describe the plant and how it lives in the diary.

Diaries have the following features:

- Uses the past tense
- Uses 'I', 'we', 'my' etc.
- Describes the writer's point of view, their thoughts, and feelings
- Events are organised into paragraphs
- Includes opinions as well as facts
- Is written in an informal style, as if the writer is talking to someone (a 'chatty' style)
- Uses time conjunctions to link events

Key questions:

- What are the parts of a plant (review)?
- What do the different parts of the plants do?
- How can the diary bring the plant to life?

Useful websites and resources:

www.rhs.org.uk www.bbc.co.uk (gardening)

Lower Key Stage 2

The big idea



**Create a 'parts of a flower' collage
Write speech bubbles for what it does...**



Key learning

Science:

- To identify and describe the function of the different parts of flowering plants
- To explore the requirements of plants for life and growth

How to do it

This activity is all about creating a collage to show the different parts of a flower.

A collage is when a piece of art is created by sticking different materials onto a backing paper. The materials used could be coloured paper, photos, or pictures.

Remember to always check with someone first before photos or pictures are cut out.

Think about:

- researching information about the different parts of flowers.
- finding different pictures and information from magazines, books, or the internet to give ideas.
- collecting the different materials together to make the collage.

Completing the collage:

- Find some paper or card that can serve as the background. This can be of any size but consider how large the collage is to be and allow space for the labels around the different parts.
- Gather different materials to create the collage.
- Consider how the materials are going to be placed on the background to make the collage informative.
- Add some labels and key facts around the flower – these could be in the form of speech bubbles- what would each part of the flower say?

Key questions:

- What are the different parts of the flower?
- How will these be represented in the collage?

Useful websites and resources:

<https://www.natgeokids.com/uk/>

Lower Key Stage 2

The big idea



**Present how water is transported around a plant
(written, drawn or PowerPoint)**



Key learning

Science:

- Investigate the way in which water is transported around plants

How to do it

This activity is about describing how water makes its way around a plant and helps to keep it alive. Children can present this information in any format including:

- A presentation using PowerPoint
- A non-fiction booklet
- A picture with diagrams

Getting started:

- Research how water goes around a plant and how this helps to keep it alive. This research can be done using books or the internet.
- Make notes of key words and technical, scientific vocabulary that will help explain the findings.
- Decide on the format of the presentation.

PowerPoint presentation:

This format of this way of presenting the information can be either:

- A fact on each slide
- Pictures with captions around the picture on each slide
- Information on the process (one slide for each part)

A non-fiction booklet:

This needs to have:

- Facts to give information
- Organised into paragraphs using headings and subheadings

- Technical language relevant to the subject e.g. what is the specific, scientific language that you might use?
- Use of the present tense
- Written in the third person
- Descriptive (simple adjectives) and factual language

The booklet can be illustrated with pictures or diagrams to make it more interesting.

Drawing a picture:

The information could also be in the form of a picture with facts around it. Try to give explanations of how the water cycle works.

Key questions:

- What format will be used to share the information in the best way?
- How does the water cycle work and keep plants alive?

Useful websites and resources:

www.bbc.co.uk (Bitesize)

Lower Key Stage 2

The big idea

Create and make a safe environment for a woodland creature



Key learning

Science:

- To recognise that environments can change, and this can pose a danger to living things

How to do it

This activity involves considering what makes a safe environment for a chosen creature. Children will need to choose a woodland animal and decide what makes a safe home for it. They should consider the human impact on these animals and how this can be prevented in the home that they create.

Everyday objects can be used to make this home.

Think about:

- researching actual animals and the homes they live in. How do they adapt to the environment around them and how do they keep safe?
- where the creature might live and why – research the habitats of different woodland creatures to get some ideas.
- how the animal adapts to the habitat that it lives in.
- using DT skills to make a cuboid shape for the animal to live in.

The home could be created using:

- Paper, card and pens
- A cardboard box, shoe box or cereal packet
- Paints to decorate
- Sticks and leaves to cover the home if needed

Make the habitat and the creature using paper, card or playdough (www.actionforchildren.org has a recipe of how to make it).

Key questions:

- What makes a home safe for a woodland animal?
- How can the home that is made reflect this?

Useful websites and resources: www.wildlife.durrell.org <https://www.natgeokids.com/uk/>

HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.