

HIAS REMOTE LEARNING CURRICULUM PACK

Wonderful nature!

Remote learning curriculum pack Upper Key Stage 2 (Years 5 and 6) 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:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

The activities will also make links to the English, maths and art curriculum.

N.B: the curriculum has different objectives for Years 5 and 6 and these are indicated on each activity. However, this doesn't stop children undertaking both activities if they wish.

Upper Key Stage 2

The big idea

Present life cycles in the rainforest using comparisons...any way you like!

Year 5



Key learning

Science:

- Describe the differences in the life cycles of a mammal, amphibian, bird or reptile

How to do it

The biological life cycle of something is a series of changes in its form that it undergoes, when it then returns to its starting state. These can be very different in different animals.

This activity is all about researching different animals and their life cycles that exist in the rainforest and comparing these to more familiar animals that live around the United Kingdom.

Getting started:

- Decide on the group of animals to be used in the activity. These can be mammals, birds, amphibians, or reptiles.
- Research facts about the animals and note the differences between them in the rainforest and in the country that they are being compared to.
- Focus on the life cycle of the animals and how these change according to where they live (they may not!).

Completing the activity:

The findings can be presented in any form but consider the following:

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 might be used?
- 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.

Key questions:

- What are the differences between the animals in the different environments?
- How do the life cycles vary in the different animals?

Useful websites and resources:

www.stem.org.uk www.kidsnationalgeographic.com

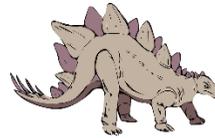
Upper Key Stage 2

The big idea

Prehistoric times – write a diary of a prehistoric animal

Describe how it adapted to its habitat

Year 6



Key learning

Science:

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

How to do it

This activity is about writing a diary of a dinosaur living in prehistoric times. The diary can be written from the perspective of any prehistoric animal but must describe how the animal adapted to their habitat.

(Adaption means the way that an animal adapts to its surroundings and this affects the way that all animals live, sleep, reproduce and hunt for food).

Getting started:

- Research the different animals that would have lived in prehistoric times. These can be mammals, reptiles, amphibians, or birds.
- Make notes about how the animals would have lived, where they took shelter, how they hunted for food and their features. This will help build up a 'picture' of what they were like.
- Choose an animal that will be in the diary and make notes about what the animal can do.

Features of a diary:

A diary is a first-person account of what someone does, their actions and their feelings. It is important to imagine being the animal and thinking about what they might see or do in prehistoric times and how their environment helped them do this.

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

The diary can be made even more interesting by adding illustrations.

Key questions:

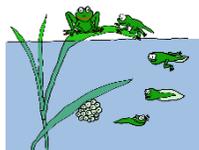
- What are the different features of the prehistoric animal?
- How can these features be written into the diary?
- How did they adapt to their environment?

Useful websites and resources:

[www.bbc.co.uk / bitesize](http://www.bbc.co.uk/bitesize) www.learningscience.co.uk www.sciencemuseum.org.uk

Upper Key Stage 2

The big idea



Create a collage of the life cycle of a mammal, amphibian, bird, or reptile
Year 5



Key learning

Science:

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

How to do it

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 cutting out photos or pictures.

This activity is about using a collage to show the different life cycles of either a mammal, amphibian, bird or reptile. Any different materials can be used to show the life cycles.

Completing the picture:

- Decide on the animal to be studied and research their life cycle. It might be useful to make notes of the key ideas before the collage is begun.
- Gather the different materials and consider how they could represent the life cycles.
- Draw an outline of the picture in pencil before the objects are placed.
- Consider how the objects will be placed on the background to show the key facts. It might be useful to label the parts of the life cycles too.

To give the picture a shiny finish, diluted PVA glue could be used to coat it, but ensure adults give supervision when using glue.

Key questions:

- How do different life cycles vary?
- Is there anything different or special about the life cycle of the chosen animal and why?

Useful websites and resources:

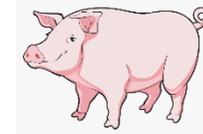
www.bbc.co.uk/bitesize www.learningscience.co.uk www.sciencemuseum.org.uk

Upper Key Stage 2

The big idea



Classify different animals using pictures *Year 6*



Key learning

Science:

- To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants, and animals
- Give reasons for classifying plants and animals based on specific characteristics.

How to do it

Scientists, based on the Linnaeus model, group things into a hierarchy of groupings, based on their physical characteristics. Animals are often classified into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds, and mammals). Reasons need to be given as to why living things are placed in one group and not another.

This activity is all about using knowledge of animals to identify them in the immediate environment and group them according to their characteristics. This can then be shown in any format (see below).

Completing the activity:

- Research unfamiliar and familiar animals from a broad range of habitats.
- Then decide where they belong in the classification system.

Then decide how to show this. This could be in the form of:

- A diagram with labels showing explanations.
- The drawing of pictures that classify the animals and captions of explanation.
- The use of photos or pictures to classify the animals.

Key questions:

- What does classification mean?
- How are the different animals classified and why?

Useful websites and resources: www.bbc.co.uk/bitesize www.learningscience.co.uk www.sciencemuseum.org.uk

Upper Key Stage 2

The big idea

Interview a famous naturalist



Key learning

Science:

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- To describe the life process of reproduction in some plants and animals

Notes and guidance (non-statutory):

Pupils should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

How to do it

A naturalist is an expert in the study of natural history. The primary role of naturalists is to educate the public about the environment and how to maintain the natural environment. They are responsible for preserving, restoring, maintaining, and protecting natural habitats.

This activity is all about imagining interviewing a famous naturalist and asking them all about what they have achieved and what has driven them in the career that they have taken.

An interviewer always plans the questions that they are going to ask first and will research key facts about the person before they meet them. After the questions have been written, a member of the family could pretend to be the famous naturalist and be interviewed.

Think about:

- researching the naturalist and finding out some facts about them. Interviewers always know the main facts about their life and achievements before they meet them in person.
- writing down the main questions before starting – remember to use a question mark (?) at the end of a question sentence.
- starting questions with the 5 Ws – who, what, why, when, where.
- trying to use ‘open’ questions to make the interviewee answer more fully. These are questions that will not have a ‘yes’ or ‘no’ answer. For example, “Tell me about why you became interested in the natural world and why”.

The activity may need another person to help complete it so one person can take on the role of the naturalist and one person can be the interviewer.

Make sure that:

- eye contact is made with the interviewee.
- the questions are asked and answered in a slow and clear voice.
- the person has time to think and answer the question.
- responses are listened to - is there another question that could be asked that is linked to their answer?

Key questions:

- What are the biggest achievements of the naturalist?
- Why have they been chosen to be interviewed?

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.