

SCIENCE



Key vocabulary

Sort

Classify

Identify

Features

Sequence

Key

Distinguish

Observations

Q: Who lives here?

Complete the task below to answer the question.

Task

Use your previous learning (week 2) and the information provided to create your own key to identify the seashore animals.

| Animal | Name | Size | Feeding habits |
|--------|---|-------------|---|
| A | Star fish  | up to 20 cm | Is a carnivore |
| B | Hermit crab  | up to 8 cm | Scavenger |
| C | Crab  | up to 20 cm | Scavenger |
| D | Shrimp  | up to 5 cm | Eats animals and plants |
| E | Sea anemone  | up to 10 cm | Is a carnivore |
| F | Mussel  | up to 10 cm | Filters plankton (microscopic bits of plants and animals) from the water. |
| G | Barnacle  | up to 10 cm | plankton (microscopic bits of plants and animals) |
| H | Limpet  | up to 6 cm | Eats plants |

Geography



Rivers and Mountains

Q: How are rivers formed?

BBC Bitesize rivers -

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>



Rivers glossary:

<http://www.primaryhomeworkhelp.co.uk/rivers/glossary.html>



Create a river system:

- Create a river system on a slope (could be in a tray) using a mix of peat, pea gravel, damp sand, soil, maybe even small rocks. Then use a watering can to 'rain' over the high ground [hills, mountains, moors] to see what happens. Look closely at how the channels are formed and how they often join together to form larger channels, this is the same for rivers – it is a natural process. Add key word labels to the model. Photograph.

OR

- Use a large paintbrush dipped in a runny solution of blue/green paint, hold a piece of damp sugar paper upright and drizzle paint down it to form tributaries and rivers. Then add extra details and key words.
- Challenge – write a short explanation of how rivers are formed

| | | | | | | |
|-----------|------------|-------|------------|---------|---------|-----------|
| rivulet | brook | rill | stream | river | channel | bank |
| tributary | mountain | hills | moors | tor | valley | sea |
| erosion | deposition | load | confluence | meander | lake | waterfall |

CHARACTER STRENGTH

TASK: Draw a strengths 'circle' – either for your family, or your group of friends, your class or your school. Think about how these character strengths you all have can help each other overcome challenges. See the example on the next page.

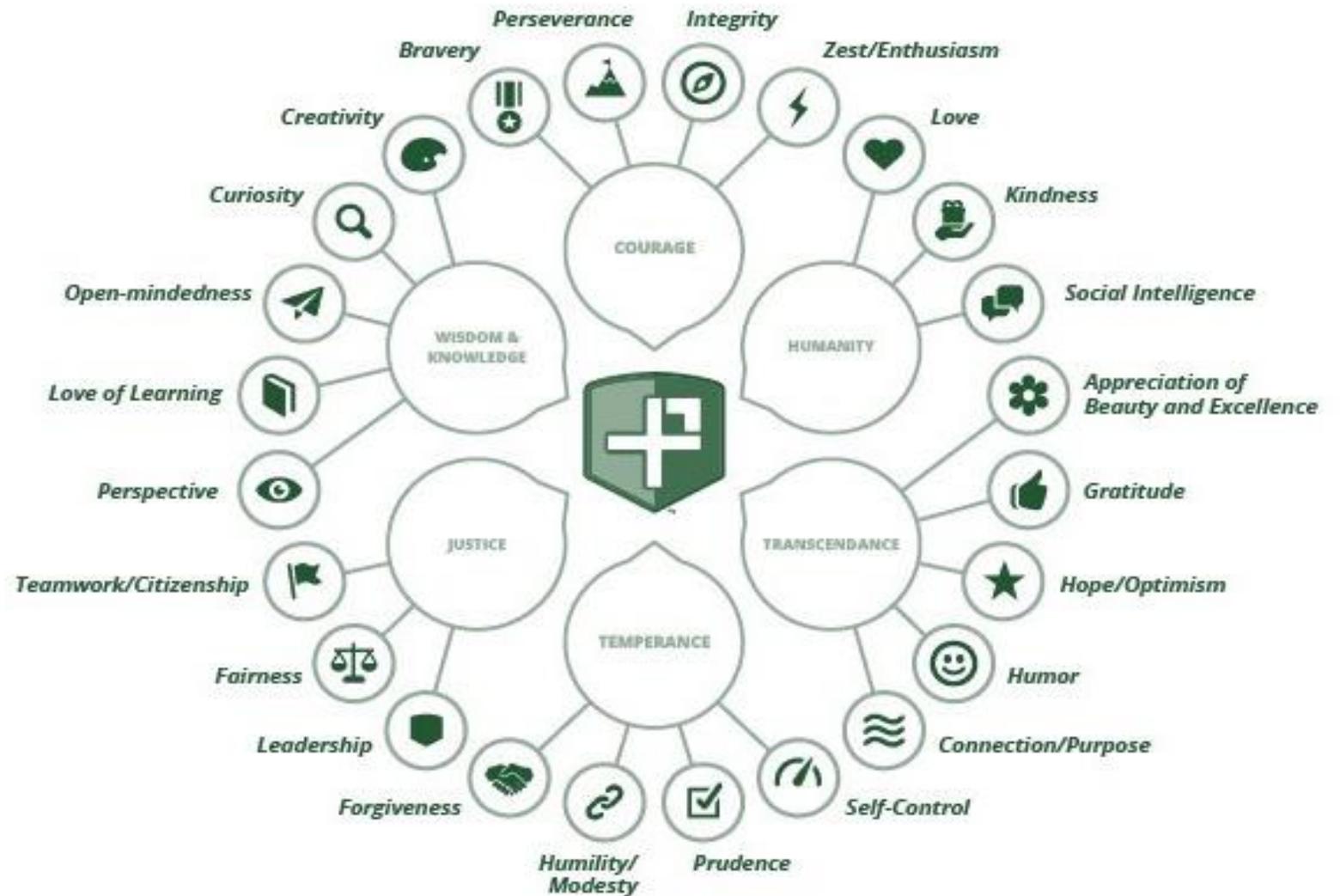
VIA Classification of Character Strengths

| | | | | | |
|---|---|---|--|---|--|
|  Creativity |  Curiosity |  Judgement |  Perspective |  Bravery |  Perseverance |
|  Zest |  Honesty |  Social Intelligence |  Kindness |  Love |  Leadership |
|  Fairness |  Teamwork |  Forgiveness |  Love of Learning |  Gratitude |  Spirituality |
|  Self-Regulation |  Humility |  Appreciation of Beauty |  Prudence |  Hope |  Humor |

CHARACTER STRENGTHS AND VIRTUES

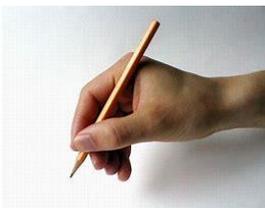
CHARACTER STRENGTH

TASK: Draw a strengths circle and add the names or pictures of the people next to the character strength they portray. You can print this image and add the names if you like.



Week 4

ART



Our topic is Superheroes.

TASK:

Last week you sketched and drew real life super heroes.

This week, we will look at your Fantasy (TV/Cartoon/Comic/Movie) superheroes.

Create a background of where your superhero would be. E.g. Sky, city, tall buildings.

In that background, sketch at least 3 superheroes of your choice. You can then add some detail, poses, shading, colouring, paint.

After you have completed your picture, write a few sentences as to why you chose those particular superheroes.

