

Science and the Wider Curriculum - Planning and Ideas



Week Commencing: 08.06.20

Year Groups: 5/6

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	Subject: PE Challenge Time	Subject: Science To conduct an investigation into plant classification	Subject: Food Safety Week	Subject: History To explore Stone Age housing	Subject: Music To perform a song with actions and to perform a simple ostinato
Activity	<p>Resources</p> <p>Football or Hula Hoop.</p> <p>You have all been working really hard at home and so we thought it was time to give you a little challenge.</p> <p>We know how much you like to compete against each other so now we would like to see your Football skills or Hula Hooping skills.</p> <p>Your Challenge – Decide which challenge you would like to complete?</p> <p>Hula – How long can you keep the hula spinning around your waist? Record your attempt and post this to our facebook page. You will see the post and you should add your videos to the post.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Worksheets provided below • Paper and pencil • Access to the environment (if safe to do so) <p>To make the most out of the recent good weather, we are going to take our learning outside – where it is safe to do so!</p> <p>Last week we looked at classification of objects using a classification key. This week, we are going to look at a range of different plants and the environments that we find them in.</p> <p>For this activity, you will need to identify 2 different environments that are close to home and safe to access; this could be the woods, the riverbank, the garden, the meadow etc. We already know from our previous science work this year that</p>	<p>Resources</p> <ul style="list-style-type: none"> • Poster included below • Sheet of paper • Colours (optional) <p><i>Have you been helping in the kitchen during this time at home? Have you been baking and cooking? Do you know how to make sure food is safe to eat?</i></p> <p>Food Safety Week is an annual event held to promote the importance of good food hygiene in the home. Food Safety Week takes place from the 4th June until the 10th June.</p> <p>Main teaching-</p> <p>Look carefully at the food hygiene poster below. If you want more, search the internet for more information on food hygiene and safe food preparation.</p> <p>Activity –</p> <p>Create a poster to display in your kitchen about food hygiene. You might want to make a general poster featuring basic food hygiene rules (a bit like the one below) or you could focus on something more specific (eg. how to prepare a</p>	<p>Last week, we began our work on the Stone Age and the survival of hunter gatherers. We found out that there were limited resources available in prehistoric Britain but that humans were still able to survive, and in fact, thrive!</p> <p>Activity 1</p> <p>To review your knowledge and give you a little more information about the Stone Age in general, complete the comprehension below.</p> <p>The main focus of today's activity is housing – thinking about what they used for shelter and how this changed throughout the Stone Age.</p> <p>Read through the information slides below to find out more, and watch this short clip about some forms of Stone Age housing https://www.bbc.co.uk/teach/class-clips-video/history-ks2-stone-age-farming-and-homes/z479wty <i>(watch from 1:40 onwards)</i></p>	<p>Listen to the song 'Downright Upright'.</p> <p>Task 1 – Learn the song and the words</p> <p>Task 2 – Perform the actions to the song (taught by Mrs Sellars). See if you can remember it to teach it to your family!</p> <p>Task 3 – Look at this piece of music below. Each note represents one beat and the symbol at the end of each bar represents a one beat rest. You should remember this from your brass lessons. Can you clap (or play, if you have an instrument or even a pan!) this rhythm with the song?</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div> <p>NOW - Can you this together? Singing and clapping?</p> <p>Extension – for those of you who are learning an instrument at home (eg.</p>

	<p>Football – How many ‘keep ups’ can you do? You must only use your knees or your feet. Post your video to the facebook post.</p> <p>There will be a prize for the winning Hula Hooper and winning footballer.</p> <p>THE CHALLENGE IS ON!</p>	<p>different environments are suited to different forms of life, so we should be able to see a variety of plants depending on where they grow.</p> <p>Activity 1 You will need to visit your chosen environments with your table to record the plants that you find there.</p> <p>Use the picture chart to help you identify some common plants that you might see.</p> <p><i>Top Tip: If you are struggling to complete your table, have a look at the example table provided so that you still have some results.</i></p> <p>Activity 2 Analyse your results by answering the questions on the sheets provided – you can use your own results or the ones from the example table.</p>	<p>particular food safely, reading ‘best before’ labels, how to wash your hands etc.) You might want to think about your target audience too – is your poster for younger children? Adults?</p> <p>We would love to see examples of your posters when they are finished!</p>	<p>Activity 2 Begin to compare Stone Age housing to the modern housing that we enjoy today – are there any similarities or only differences? Think beyond the simple comparisons too – what do we need or use each feature for?</p> <p>Complete the comparison table provided.</p>	<p>Keyboard), I have included the sheet music for this song in the resources below.</p>
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Science Activities

Example Results Table

Plant Type	Number of Plants Found	
	Area 1	Area 2
Buttercup	4	16
Daisy	40	26
Clover	13	6
Nettle	0	3
Dock	1	4
Ragwort	1	6
Dandelion	6	0
Total Number		

Plant Identification Picture Cards



					
Lily	Nettle	Pansy	Periwinkle	Poppy	Primrose

					
Ragged Robin	Ragwort	Rhododendron	Rose	Snowdrop	Sunflower

	
Thistle	Viola

Results Table

What are you looking at in this investigation? (Independent variable)

What are you measuring? (Dependent variable)

Plant Type	Number of Plants Found	
	Area 1	Area 2
Total Number		

Describe area 1

Describe area 2

Which type of plant did you find the most of?

Why have you calculated the total number of plants per area?

Which type of graph could you use to represent your data?

- ☐ bar graph
- ☐ scatter graph

Using the graph paper, plot a graph of your area 1 results.



Using the graph paper, plot a graph of your area 2 results.



We found that area 1 had...

We found that area 2 had...

Why do you think there is a difference/no difference in your results?
(Think about the weather, light, people walking, amount of shade)

History Resources

Activity I

The Stone Age

Spanning over 3 million years, the Stone Age started when the first human-like animals came into existence. These early humans first arrived in Britain more than 800,000 years ago. During this time, stone was predominantly used for making tools and weapons with a sharp edge or point.

The Stone Age is split into three time periods:

- Palaeolithic – around 3,000,000BC
The earliest hominids (humans or close relatives of humans) used simple tools. Britain was connected by land to France and Denmark.
- Mesolithic – around 10,000BC
People led nomadic lives as hunter-gatherers, meaning they travelled from place to place with no permanent home. Britain became an island.
- Neolithic – around 4500BC to 2400BC
Farming began, pottery was developed and villages were built.



Where Did Stone Age People Live?

During the Palaeolithic and Mesolithic eras, Stone Age people were nomadic and some lived in caves. Evidence of humans sheltering in caves has been found by archaeologists, who discovered cave paintings of ancient animals. However, most Stone Age people are thought to have lived in tents made with wood or animal bones and animal skins. There is evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.

It was only in the Neolithic era when Stone Age people began to settle in villages. There is evidence of settlements, such as the one at Skara Brae, often made up of simple roundhouses built from stone. They were built into mounds of rubbish known as midden (small stones, shells, mud and animal bones), which would provide stability and insulation. These houses had beds, storage shelves and a hearth (fireplace) in the middle.

The Stone Age

What Did Stone Age People Eat?

Stone Age people were initially hunter-gatherers. Their diet consisted of nuts, berries and fruits that they had gathered and meat and fish that they had hunted using the weapons that they crafted out of stone and wood.

Animals (such as mammoths) were much bigger during this time, making hunting them difficult but the reward would be worth it.

During the Neolithic era, Stone Age people became farmers which meant that they grew much of the food they needed for their village. They even domesticated (tamed) some of the animals to help on their farms.

What Did Stone Age People Wear?

Due to changing weather, Stone Age clothing had to keep people warm. After animals were hunted, their skins would be removed before the meat was eaten. These would be cleaned using stone tools and then washed. There is evidence that needles, made from bone, and thread were invented during the Stone Age.

Men, women and children wore similar clothing:

- a tunic made from two pieces of rectangular animal skin bound (or later sewn) together with a hole for the head;
- a belt possibly made from grasses;
- simple leather moccasin shoes, which are soft leather shoes with the sole turned up on all sides and sewn at the top in a simple gathered seam;
- decorative jewellery might be added – many bone and shell bracelets and necklaces have been uncovered by archaeologists.



Questions

1. What was stone used to make? Tick all that apply.

- ☐ tools
- ☐ weapons
- ☐ homes
- ☐ needles

2. Tick **all** statements which are true.

- ☐ Stone Age people wore a tunic.
- ☐ Animals were much smaller during the Stone Age.
- ☐ People settled in villages during the Mesolithic era.
- ☐ Farming began during the Neolithic era.

3. Find and copy **two** things that Stone Age people wore.

4. Find and copy an adjective from the text which is used to describe the jewellery.

5. Find and copy **two** different ways that animals were used during the Stone Age.

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6. Would you rather be a hunter or a gatherer? Give reasons to explain.

7. During which era of the Stone Age would you rather live? Give reasons to explain.

Answers

1. What was stone used to make? Tick **all** that apply.

- ☒ **tools**
- ☒ **weapons**
- ☒ **homes**
- ☐ needles

2. Tick **all** statements which are true.

- ☒ **Stone Age people wore a tunic.**
- ☐ Animals were much smaller during the Stone Age.
- ☐ People settled in villages during the Mesolithic era.
- ☒ **Farming began during the Neolithic era.**

3. Find and copy **two** things that Stone Age people wore.

Accept any two of the following: a tunic; a belt; simple moccasin shoes, jewellery.

4. Find and copy an adjective from the text which is used to describe the jewellery.

decorative

5. Find and copy **two** different ways that animals were used during the Stone Age.

Accept any two of the following: for food; for clothing; for housing; for farming.

6. Would you rather be a hunter or a gatherer? Give reasons to explain.

Pupils' own responses, such as: I would rather be a gatherer because I would be scared of the large animals, such as mammoths and I enjoy foraging for wild food.

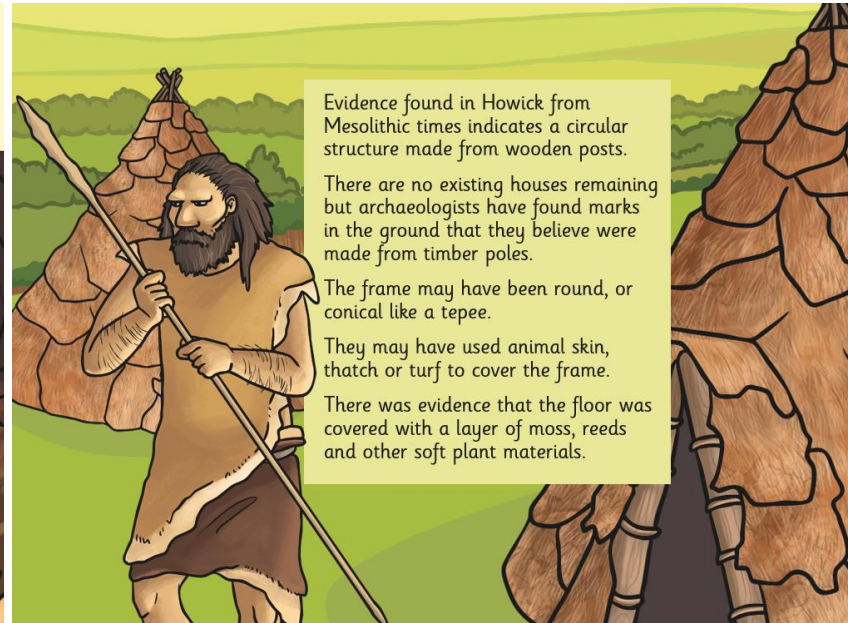
7. During which era of the Stone Age would you rather live? Give reasons to explain.

Pupils' own responses, such as: I would rather live during the Neolithic era because I think it would be less hard work being settled in a village than travelling all the time. It would be fun to have some tame animals helping on the farm rather than feeling scared of them all.

Activity 2

During the Palaeolithic time period, when the ice came, some early humans sheltered from the cold inside caves.

Why build your own house when there's one already available?



Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from timber poles.

The frame may have been round, or conical like a tepee.

They may have used animal skin, thatch or turf to cover the frame.

There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.

Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain, but we can see the foundations. Some houses used wattle and daub (a mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame) for the walls and had thatched roofs.



Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stone.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

It would provide some stability as well as insulation.

These houses were usually round.

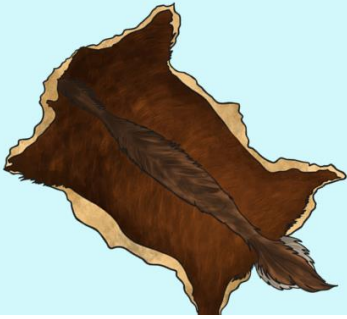
They had beds and storage shelves, and a hearth in the middle.





None of the houses still have a roof, so they must have been made from something that has since perished.

A common early roofing material in Orkney was seaweed, fixed with ropes and stones.

They could also have used straw, animal skins or turf, laid over a frame of driftwood or whale bones found on the seashore.



Compare and contrast a Stone Age camp and a modern home. Are there any aspects that are the same?

A Stone Age Camp	Both Homes	A Modern Home
		

Food Safety Week

Food Safety and Hygiene

Cooking and preparing meals is lots of fun but it's important that we handle food products safely and hygienically.

- Wash your hands before and after touching food.
- Make sure long hair is tied back.
- Read the labels on food products carefully.
The label will tell you the safest way to store the product – whether it's in the fridge or in a cool cupboard.
- Wash all fruits and vegetables before eating and preparing.
- Move carefully in the kitchen – never run.
- Wipe up any spillages straight away.
- Be careful when using sharp knives or utensils.
- Use oven mitts to remove hot food and dishes from the stove and oven.
- After you have finished cooking and preparing food, wash all of the utensils you have used in hot, soapy water.



Sheet Music for Upright Downright



Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

