

Science and the Wider Curriculum - Planning and Ideas



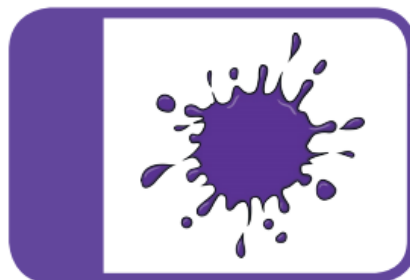
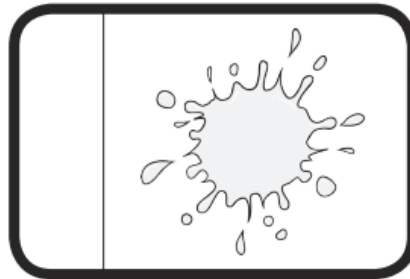
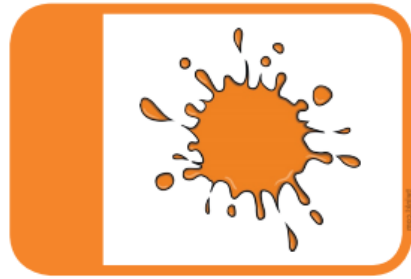
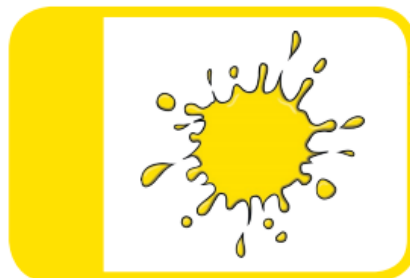
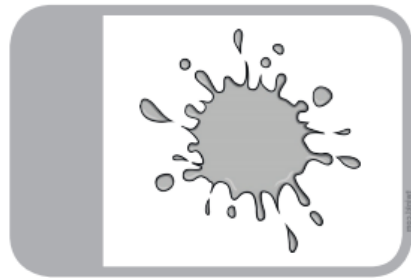
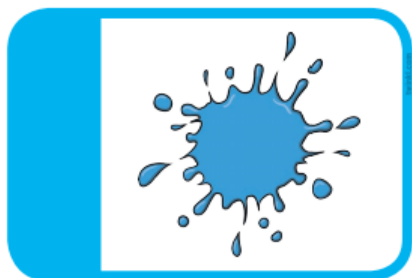
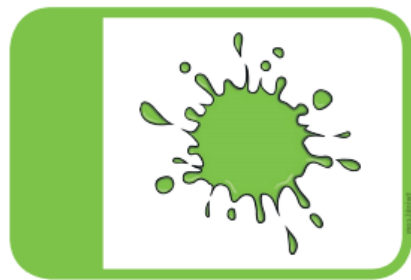
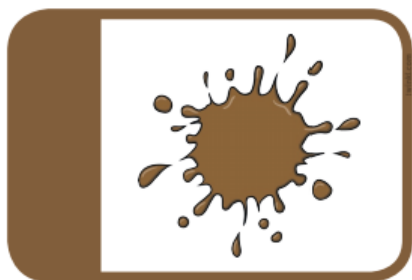
Week Commencing: 29.06.20

Year Groups: 5/6

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	PE To research food groups and create a healthy menu.	French To describe a range of clothing items in French	RE To explain how different religions view peace	History To understand the changes that took place from the Stone Age to the Bronze Age	Art To design your own piece of prehistoric jewellery
Activity	<p>While you have been at home, you have completed lots of physical PE activities. You have also looked at the muscles in the body and how these help perform different skills.</p> <p>Last week, your task was to find out the positive effects of exercise on the body.</p> <p>This week, your task involves researching foods which would represent a healthy diet.</p> <p>I would like you to think about the different food groups and which foods you would include in a healthy diet over the course of a week. This menu/weekly meal sheet needs to be suitable for an athlete.</p> <p>Think carefully about the range of foods you include eg, if they have fruit for breakfast on a Monday, would they eat the same on a Tuesday?</p>	<p>For some, this lesson will be a recap, for others it will be new! Learning French at primary school is all about building up your ability to use key vocabulary to form more complex sentences. For the next few weeks, we will be looking at descriptions linked to the topic of 'shopping'.</p> <p>Starter During the session today, you will need to have a good understanding of colours, which you will have studied in previous years.</p> <p>To refresh your knowledge, have a go at the matching game below so that you can use these confidently later on.</p> <p>As well as this game, try the link below for a more interactive activity: https://www.french-games.net/frenchgames/four-in-a-row?topic=Colours&level=primary </p>	<p>Main Teaching Today's lesson will look at how each religion views peace one religion at a time. Read the four Powerpoint slides based on the four different religions.</p> <p>Main Activity Choose one of the religions below. Create a poster, leaflet or written paragraph on how that particular religion views the concept of peace. You may want to use the internet to find out more about the religion you chose. Be creative. Here are some of my ideas -you might want to find out more about how Sikh gurdwaras have a kitchen. Create a poster advertising this. -you might want to copy down the Hindu prayer and annotate it with pictures and drawings.</p>	<p>Around 2500BC, the defining characteristics of the Stone Age began to change, ushering in the Bronze Age.</p> <p>These two time periods were very different and saw new processes and materials used for everyday use.</p> <p>As with the Stone Age, the Bronze Age is named after its most significant change – the introduction of bronze as a key material. Bronze is an alloy, which means that it is made up of two other types of metal, copper and tin. It can be easily melted and poured into moulds, to items such as weapons, tools and jewellery.</p> <p>To find out more about the Bronze Age, use the link below to navigate between articles and videos that I think you will find useful: https://www.bbc.co.uk/ </p>	<p>Starter – Look at the information on the first page of Art Resources about the Stone Age jewellery and what it was made from.</p> <p>Main Teaching – Read the information below -</p> <p>Stone Age people made beads from a variety of objects, including shell, bone, stones, and animal teeth and claws. They were strung together using strips of animal hide or twine. They were sometimes made for a purpose (eg. to hold clothing together) but this then developed into them being created for decorative purposes,</p>

	<p>If they have fish for dinner, what would they have for tea?</p> <p>You will also need to think about the drinks that you plan. Would they drink fizzy drinks or would they drink juice, water etc.</p> <p>I really look forward to reading your meal plans/weekly diet sheets.</p>	<p>Input When describing what you or another person is wearing, we don't usually just say 'a skirt' – we add description, such as 'a dark blue skirt'.</p> <p>The English format is shade, colour, noun. The French format is noun, colour, shade.</p> <p>Look through the following slides to recap your knowledge of clothing items and their French names. Then, build up your confidence to describe their colour and shade.</p> <p><i>Top Tip: Remember, it always makes a difference if the noun is feminine or masculine in French – look out for un / une.</i></p> <p>Activity Complete the worksheet below to correctly label each picture.</p>	<p>-find out more about the Buddhist way of 'ahimsa' -find out more about the Jewish 'Messiah'.</p>	<p>bitesize/topics/z82hsbk/articles/z874kqt</p> <p>Activity As this was a time of great change, some of the most significant lessons that we can learn are based on the changes and developments that we can find evidence for, as well as the impact these would have had on daily life.</p> <p>Read through each of the cards from the Stone Age and Bronze Age to draw direct comparisons. Use your inferences to answer the questions next to each one on the worksheets.</p>	<p>suggesting that prehistoric people were aware of their appearance, and cared about what they looked like. How does this compare to why we wear jewellery nowadays?</p> <p>Main Activity – On the next page of resources, look at the ancient symbols from the cave walls. On the planning sheet below, can you create your own example of ancient jewellery? Think about the questions on the planning sheet when you are designing.</p> <p>Extension – This part is optional (as you may not have the resources) but you can now make your jewellery if you like! You could use a piece of string to thread things onto. We would love to see pictures if anyone manages to do this!</p>
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French Starter – Match the picture to the word



vert

gris

orange

rose

rouge

noir

bleu

marron

violet

blanc

jaune

French Slides

Qu'est ce-que c'est ? 



un manteau



un pull



These two nouns
are masculine.



une jupe



une chemise



These two nouns
are feminine.

Feminine Form of Some Colours

Colours are **adjectives**. When they describe a **noun**, they agree with its gender (whether it is masculine or feminine).

Colour

Feminine form

blanc

blanche

violet

violette

noir

noire

gris

grise

bleu

bleue

vert

verte

These colours stay the same

orange

orange

rouge

rouge

rose

rose

marron

marron

jaune

jaune

What Colour Is It?



Colour

Feminine form

blanc

blanche

violet

violette

noir

noire

gris

grise

bleu

bleue

vert

verte

These colours stay the same

orange

orange

rouge

rouge

rose

rose

marron

marron

jaune

jaune



un manteau

Un manteau rouge. 

Unlike English, the French adjective
in French is after the noun.

What Colour Is It?



Colour

Feminine form

blanc

blanche

violet

violette

noir

noire

gris

grise

bleu

bleue

vert

verte

These colours stay the same

orange

orange

rouge

rouge

rose

rose

marron

marron

jaune

jaune



un manteau

Un manteau noir. 

Remember, the adjective in French is
after the noun.

What Colour Is It?



Colour	Feminine form
<i>blanc</i>	<i>blanche</i>
<i>violet</i>	<i>violette</i>
<i>noir</i>	<i>noire</i>
<i>gris</i>	<i>grise</i>
<i>bleu</i>	<i>bleue</i>
<i>vert</i>	<i>verte</i>
These colours stay the same	
<i>orange</i>	<i>orange</i>
<i>rouge</i>	<i>rouge</i>
<i>rose</i>	<i>rose</i>
<i>marron</i>	<i>marron</i>
<i>jaune</i>	<i>jaune</i>



Une jupe rose.



What do you need to remember?

What Colour Is It?



Colour	Feminine form
<i>blanc</i>	<i>blanche</i>
<i>violet</i>	<i>violette</i>
<i>noir</i>	<i>noire</i>
<i>gris</i>	<i>grise</i>
<i>bleu</i>	<i>bleue</i>
<i>vert</i>	<i>verte</i>
These colours stay the same	
<i>orange</i>	<i>orange</i>
<i>rouge</i>	<i>rouge</i>
<i>rose</i>	<i>rose</i>
<i>marron</i>	<i>marron</i>
<i>jaune</i>	<i>jaune</i>



Une chemise jaune.



What do you need to remember?

Light and Dark

We can also say whether the colour is a dark or light shade.

The French word for light is *clair*.



The French word for dark is *foncé*.



But the good news... when using **clair** and **foncé** with a colour, there is no need to change the colour into a feminine form.

Light brown is marron *clair*.



and light green is vert *clair*.



So dark pink is rose *foncé*.



and dark grey is gris *foncé*.



Describing Clothes Using *Foncé* and *Clair*



In French the words are the opposite way to English:

English: shade, colour, noun

French: noun, colour, shade



French Worksheet

Describe these items of clothing, the first one is done for you. If needed use the feminine form.



blanc (blanche) violet (violette) noir (noire) gris (grise) bleu (bleue) vert (verte)

orange rouge rose marron jaune

une jupe une robe un manteau un pull un pantalon une chemise

Underneath each item, write the colour (use **foncé** for dark and **clair** for light) The first one is done for you.

 <p><i>Un manteau vert clair.</i></p>		
		

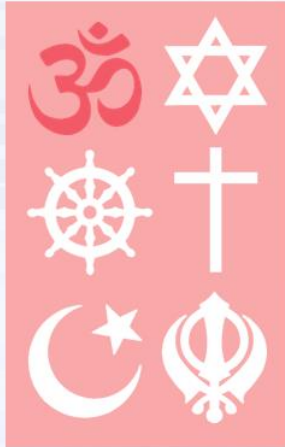
blanc (blanche) violet (violette) noir (noire) gris (grise) bleu (bleue) vert (verte)

orange rouge rose marron jaune

une jupe une robe un manteau un pull un pantalon une chemise

RE – Information on different religions

Hinduism



A key teaching in Hinduism is ahimsa or non-violence.

One of the most famous Hindus in modern times was Mahatma Gandhi, a man who showed that non-violence can be effective against oppression.

There is a beautiful Hindu prayer:

*Lead us from the unreal to the real;
lead us from the darkness to light;
lead us from hatred to love; lead us
from war to peace. And let peace fill
our hearts; peace fill our world;
peace fill our universe. Shanti, shanti,
shanti ... peace, peace, peace.*

Buddhism



The Buddha taught that ignorance, greed and hatred were the three fires that prevent us from being enlightened.

He taught his followers the way of ahimsa.

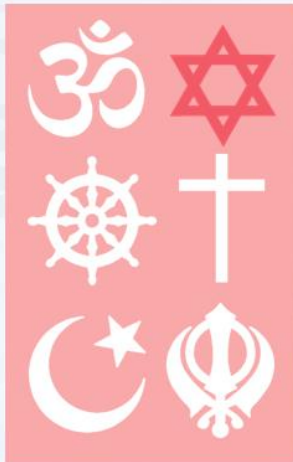
Through the practice of meditation, Buddhists try to learn how to let go of self-centredness and live peacefully and generously with one another.

A famous Indian emperor, Ashoka, converted to Buddhism after being horrified at the terrible loss of life caused by one particularly terrible battle.

A famous saying of the Buddha's is:

Never in this world is hatred overcome by hatred: it is only overcome by love. This is the eternal law.

Judaism



Shalom (peace) is a key word in the Torah.

Peace in Judaism means more than simply the absence of war.

It also includes such positive concepts as prosperity (for all, not just the rich), fertility of crops, harmony and general well-being.

In the book of Micah there is the following prophecy:

They shall beat their swords into ploughshares and their spears into pruning hooks; nation will not take up sword against nation and they will never again be trained for war. (Micah 4.3)

Jews believe that when the Messiah ('the anointed one') finally comes he will establish peace throughout the world.

Sikhism

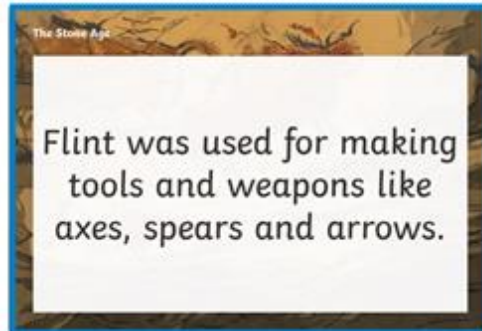


The founder of Sikhism, Guru Nanak (1469-1539) was committed to non-violence and wrote these words: 'No one is my enemy, no one is a foreigner; with all I am at peace. God within us render us incapable of hate and prejudice.'

Sikhism approves of any action designed to promote human rights and harmony, and they have been much involved in charitable work with the poor and needy, of all faiths and none.

Every Sikh gurdwara (temple) must have a kitchen, and anyone who enters a gurdwara will be offered food and drink.

History Activities



Bronze Age Fact Cards

Bronze

Copper is a soft metal. When it is melted and added to tin, it becomes bronze. Bronze is much harder and more durable compared with copper or stone. It is an alloy (a metal made by combining two or more metals to improve its properties). True bronze is a mixture of 90% copper and 10% tin.

There was an early form of bronze, known as arsenic bronze, which could be dug from the ground. The bronze alloy was developed later when copper and tin were mined separately.

Bronze was used for making a wide range of armour and weapons, such as daggers, blades, spearheads, chisels and axes.

What do you notice about the range of weapons that could now be made in the Bronze Age?

Why might a bronze dagger have been a better weapon than a flint axe?

What Types of Houses Did They Live in?

This depended on the time and the country.

In Britain, archaeologists have found evidence of four different types of dwelling.



Homes

During the Bronze Age, people no longer used one dwelling for everything.

A farming household might have consisted of two dwellings – a main house for living in and an out-house for cooking and textile production.

Some of the larger homes were rectangular thatched buildings made from timber with walls of wattle and daub. Woven wooden sticks were used to make the frame (wattle) and daub was made from clay, straw and manure to smear over the wattle. It's believed that these buildings were communal. Most other homes would have housed six to ten people.

From 1500 BC, it was more common to have settlements consisting of roundhouses.

Defence was one reason for living in proximity but another possible reason was that people preferred living in a community.



Name two ways in which a Bronze Age home might be different to one from the Stone Age:

The development of settlements suggests that people were no longer roaming as hunter-gatherers - why do you think people began to settle in one place in groups? How would that have benefited them?

Stone Age Clothing

During the stone age, clothing had to keep people warm. Clothing was often made from animal skins.

Humans started living in Britain in around 800,000 BC; however, the climate was so harsh that archaeologists believe that humans left Britain at least seven times during this era. It was not until the end of the ice age in 10,000 BC that humans began to live in Britain permanently.



Animals were hunted for their meat using stone spears. The animal would be skinned and the meat would be eaten. People would use stone tools to scrape the dirt off the animal's skin. They would then wash the dirt off.

During the Neolithic era, the needle and thread were invented. This meant people could wear fitted clothes and it meant they could keep warm in colder weather.

Some clothing was also made by weaving grasses and plant stems.

Clothing

By the Bronze Age, wool was being woven into sheets of fabric and used to make clothes. This textile production meant that better clothing could be made.

Women wore long woollen skirts and short tunics. Men wore knee-length wrap around skirts or kilt-like woollen tunics. They also wore cloaks, one-piece garments and round woollen hats.



In some ways, clothing remained the same - name 2 similarities between clothes from the Stone Age and Bronze Age:

How did the development of weaving and textile production affect clothing production?

Art Resources

Shells like the ones in the picture below have been found on Stone Age sites. What do you think they were used for?



Think, pair, then share your ideas.

There is evidence to show that beads were made from a variety of other objects, such as **bone**, **stones**, **animal teeth** and **animal claws**. Once holes were made in them, they would have been strung together using strips of **hide** (animal skin) or **twine** (fibres from plants). Remains of a variety of different types of jewellery have been found, including necklaces, bracelets, pendants and hair-pins.



These are some examples of **Iron Age** jewellery...



Can you see what materials each necklace is made from?



Can you see what materials each necklace is made from?



These are some examples of **Bronze Age** jewellery...



The symbols below have been collected from the walls of all of the caves in France where prehistoric paintings have been discovered. Use them to create a design for your pendant.



Aviform



Circle



Claviform



Cordiform



Crosshatch



Serpentiform



Cruciform



Cupule



Dots



Finger Fluting



Flabelliform



Half Circle



Negative Hand



Open Angle



Oval



Pectiform



Penniform



Zigzag



Scalariform



Positive Hand



Quadrangle



Techniform



Spiral



Triangle

How many beads of each shape will you use?

What colour or colours will you paint them?

What patterns will you create on the beads and how?

What order will you arrange them in?

Will you create a symmetrical or random bead pattern?

A large, empty rectangular box with a thin black border, intended for a student to draw or write their bead design.

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.

