

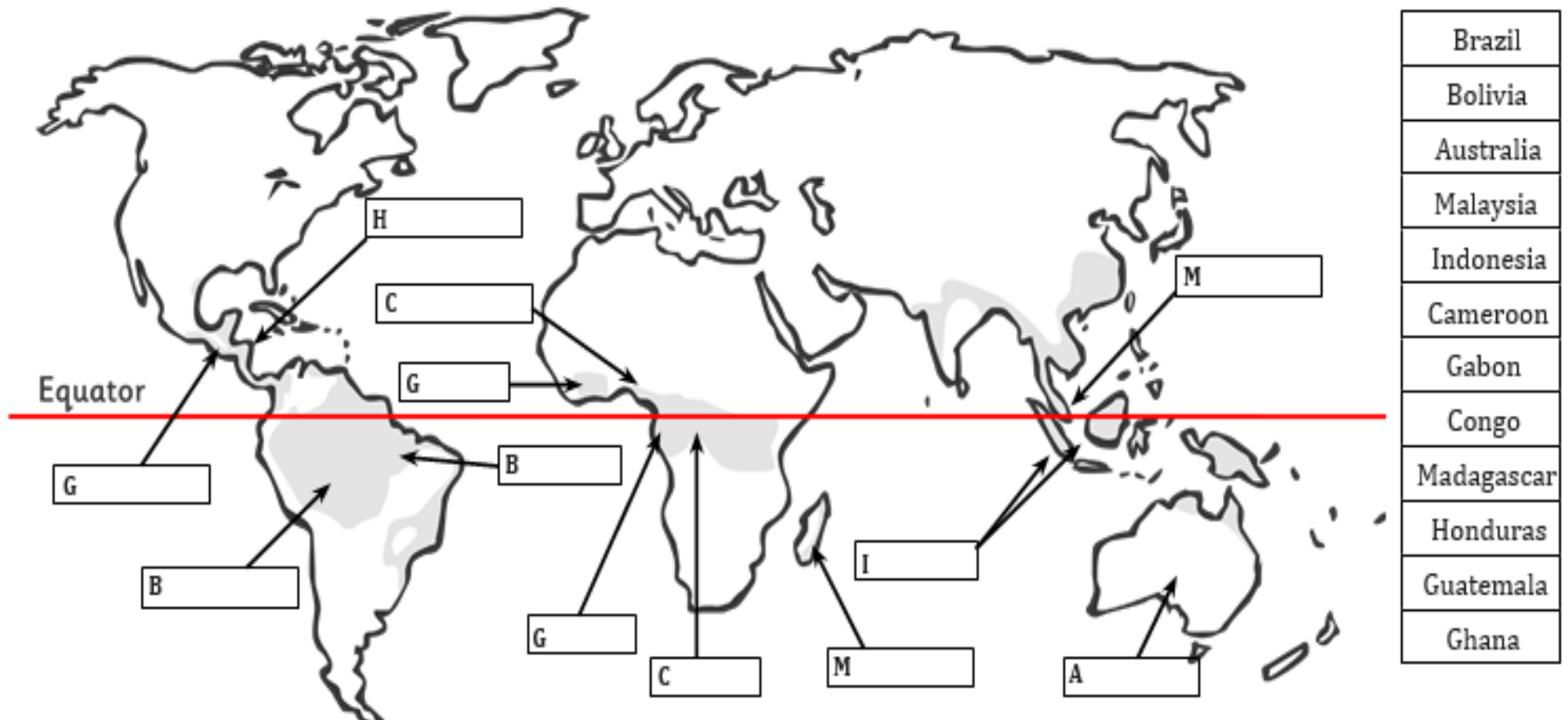


Year 6 Creative homework Menu ~ Summer 2021 ~ 'Vanishing Rain Forests'

This menu covers afternoon/topic/science learning.

<p>Geography activity 1 Where are the world's rainforests? Research the location of these magical forests. Use the world map attached *Sheet Attached</p>	<p>Art activity 1 Write a fact file on the artist Henri Rousseau What inspired his work? Do you like his style?</p>	<p>Science activity 1 Living things are grouped into animals, plants and microorganisms. This is shown in the knowledge organiser below. *Sheet Attached Complete some more research on these groups.</p>	<p>Science activity 5 Complete the Mould experiment Try and answer the scientific enquiry-based questions but if you struggle, just have fun experimenting with the bread. Do ask an adult first! *Sheet Attached</p>
<p>Geography activity 2 Research products that come from the rainforest. Make a list and highlight any found in your home.</p>	<p>Art activity 2 Draw a plant from the rainforest. or Draw an animal from the rainforest Find an image and use careful observation skills</p>	<p>Science activity 2 Have a go at organising the zoo animals into groups. Explain your choices. *Sheet Attached</p>	<p>Science/Geography activity Research one or more animals that have their natural habitat in a rainforest. Explore how they adapt to their environment</p>
<p>Geography activity 3 Learn about the layers of the rainforest Produce a double page spread full of information about each layer.</p>	<p>Art activity 3 Using a cereal box, create your own 3D rainforest Check out examples by Googling 'Rainforest in a cereal box'</p>	<p>Science activity 3 Characteristics of animals Research the characteristics on the internet *Sheet Attached</p>	
<p>Geography activity 4 Find out about the tribes that live in the rainforest. Produce a double page spread full of information about a specific tribe</p>	<p>Art activity 4 Make a BRIGHT EYE-CATCHING poster to encourage people to stop the destruction of the rainforests You can find inspiration and Include ideas from the reading comprehension on the English/Maths menu</p>	<p>Science activity 4 Create your own creature. Think about the characteristics you've found in your research of animals. *Sheet Attached</p>	

Geography activity 1 ~ Complete the locations of world rainforests.



Work on the sheet or list the countries in your book.

What do you notice about where they are?



Y6 ~ Living Things and their Habitats ~ Knowledge Organiser

Grouping living things	
Animals can be put into two groups	Vertebrates or Invertebrates
Vertebrates	Animals with a backbone
5 ways to vertebrates can be grouped	<ul style="list-style-type: none"> Fish Amphibians Reptiles Birds Mammals
Features of fish	Breathes with gills Lays eggs in water Has fins and scales Its body temperature changes
Features of an amphibian	Born with gills then develops lungs Lays eggs in water Damp skin Its body changes temperature
Features of a reptile	Breathes with lungs Lays eggs on land Dry scaly skin Body temperature changes
Features of birds	Breathes with lungs Lays eggs with hard shells Has feathers Steady body temperature
Features of Mammals	Breathes with lungs Babies are born live Body hair or fur Steady body temperature Feeds babies milk

Invertebrates	Animals with no backbone
3 ways invertebrates can be grouped	<ul style="list-style-type: none"> Insects Arachnids Molluscs
Features of insects	3 body sections 6 legs
Features of arachnids	2 body sections 8 legs
Features of molluscs	Slimy foot Often have a shell

CLASSIFICATION OF ANIMALS

This is the grouping together of animals with similar characteristics. Animals can be classed as either vertebrates or invertebrates.

Vocabulary		
1	Classification	Grouping something using its features
2	Taxonomy	The part of science focused on classification
3	Distinguish	Recognise a difference
4	Amphibian	A cold-blooded vertebrate animals
5	Crustaceans	Mostly live in the water with a hard shell and several pairs of legs
6	Habitat	The natural home or environment of an animal, plant or other organism
7	Invertebrate	An animal without a backbone
8	Mammal	A warm-blooded vertebrate animal, distinguishable by hair or fur
9	Vertebrate	An animal with a backbone
10	Micro organism	A microscopic organism, especially a bacterium, virus, or fungus
11	Arachnid	A group of small animals, similar to insects but with four pairs of legs, that include spiders, scorpions, ticks and mites
12	Molluscs	An animal that has a soft body, no spine, and is often covered with a shell

Plant Kingdom

microorganisms or microbes

(can't see with naked eye)

Science activity 2 ~ sort the animals in to well thought out groups

Classify the Zoo Animals into appropriate Groups.



lion



chameleon



tarantula



lobster



hissing cockroach



giraffe



poison dart frog



macaw



chimpanzee



octopus



giant snail



komodo dragon



Galapagos penguin



spectacled bear



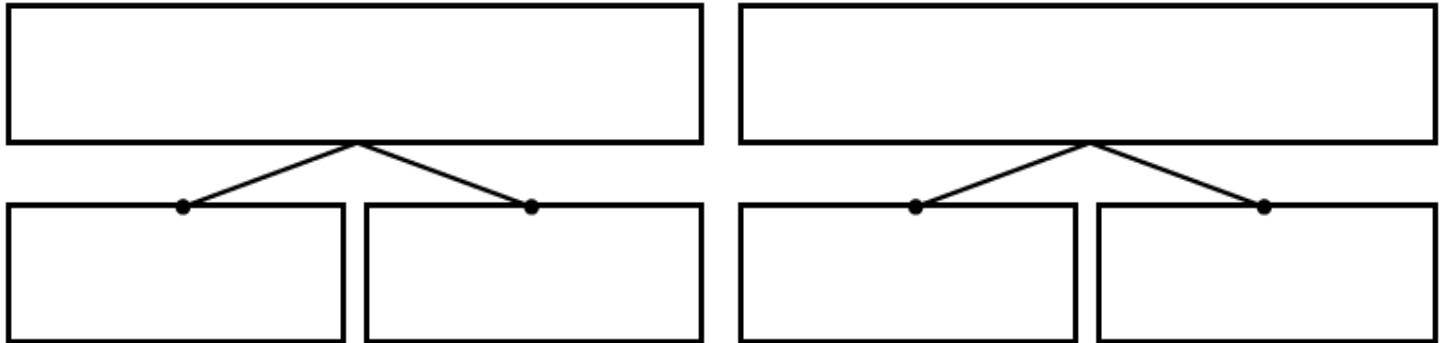
meerkat



emu












Science activity 2 ~ sort the animals in to well thought out groups

You have been asked to classify the animals on the Zoo Animals List. The animals will be housed in enclosures near to each other. Start by deciding on two groups to use to split up the animals, then split each group into two more groups. Carry on until you have classified the individual animals, or cannot think of a way to split the group up any more. The first few boxes have been drawn for you. Add a title for each group to show your reasons for classifying the animals in this way.



Science activity 3 ~

Use the internet to research the characteristics of these animals.

Mammals		
Birds		
Fish		
Reptiles		
Amphibians		
Insects		
Arachnids		
Annelids		
Molluscs		
Crustaceans		
Echinoderms		

Science activity 4 ~ Create your own creature.

Your animal/creature can be rainforest inspired. Use this outline to guide you or make it as creative as you like in your book!

Diagram of animal

Distribution (countries it lives in): _____

Habitat: _____

Cold or warm blooded: _____

Appearance (including its skin, body parts and skeleton) _____

Reproduction: _____

Respiration (breathing) _____

This space is for your partner: Can you classify this new creature based on its characteristics? Give reasons for your classification.

Science activity 4 ~ Mould Experiment

Mould is the name for the types of fungi that grow on food. What do you think makes mould grow? It is useful to know what makes mould grow so that we can stop it happening as fast, and keep our food fresher for longer.

You will work to investigate the conditions which cause mould to grow.

You will use 2 slices of bread and 2 clear plastic bags. You will place each slice of bread in a plastic bag, then change the conditions that each slice of bread is exposed to over a week.

For example, you may put one slice of bread in the light and one in the dark. Or one may go in the fridge and the other over a radiator. Or you may choose to dampen one slice of bread before putting it in the bag, while leaving the other dry

You are going to investigate the conditions that cause mould to grow on bread.

Independent variable (the condition you will change for your slices of bread):

What is the question you will investigate?

Dependent variable (the thing that will be affected by the independent variable – this is the thing you will observe or measure about the bread):

Controlled variables (all the other things that you will keep the same for the bread slices and your investigation):

What do you predict will happen? Which slice of bread will grow mould the fastest?

Complete your results in the table below:

	Description of slice of bread (the conditions it will be under)	Observations of mould growing over time				
		Day 1	Day 2	Day 3	Day 4	Day 5
Slice 1						
Slice 2						