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| Learning Project: Summer Term Week 4 (11.5.20) – **Environments** | |
| The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.  The activities for this project are designed for the whole family. We **do not** expect you to complete all of the activities. Please choose the activities that interest your family and complete these throughout the week. If you would like to share this learning with your teacher then you can upload it onto Tapestry, Purple Mash or email it to school.  You can also continue to contact your teacher through Purple Mash, Tapestry and e-mail.  This symbol shows that the activity has been set and can be handed in on  Purple Mash (although you can use paper/card instead if you prefer).  *Please look at Tapestry, Purple Mash and the school website for English and Maths activities.* | |
| Activities: | |
| **Create a chart to record the weather.**  Label the chart with days of the week and record the weather at different points in the day. Can you write down key words and take a photograph of the sky. Does it change in the week?  Watch the weather report on T.V. How do they describe the weather? What do you notice about the map? Can you find Bingham/Nottingham on the map? Have they got symbols when they are talking about the weather? |  |
| **Weather reporter:**  Watch the weather report of your local area.  Pick a day that you would like to present as a weather reporter. Can you create some symbols to use when you are talking about the weather? Can you talk about the weather in your local area and maybe compare to another place in the UK?  You might like to film you being a weather reporter and upload it to tapestry.  (Use weather map to show the symbols for your weather report on Purple Mash) |  |
| **What a load of rubbish!**  With your child look at the rubbish as a family you throw out. Do you help to recycle? How do you sort these into junk and into recycling? Look at the range of items and group them into different material groups. Talk to a family member about how certain groups are plastics and can also look and feel different to each other. Could you design a new way to help recycle more items? |  |
| **more nature creations | Nature | Easy crafts for kids, Nature ...Bug creation**  Using different natural resources from around the garden, can you create your own insect using different twigs, leaves, flowers or seeds?  You might like to draw or create labels for your insect – how many legs does it have? How does it travel? |  |
| DIY Recycled Robot - Ziggity Zoom Family**Recycled Robot**  Use different items from within your recycled rubbish to create your own recycled robot or character. Maybe you could create labels for your creation to explain what each part is. |  |
| **Outdoor scavenger hunt**  Whilst on your daily walk or outside in the garden, ask your child to locate various environmental sights. Who can collect 5 different leaves? Who can spot the biggest tree? How many ladybirds can they see? |  |
| **How can we help our environment?**  Create a poster showing different ways that we can help look after our environment – what are some of the things we can do?  <https://www.bbc.co.uk/bitesize/clips/z8s87hv> (You might want to look at this video and refer to it as you create your poster). |  |
| **Window!**  Either on paper/Purple Mash/Both - Look out of the window and draw the environment that you can see. Is it a lovely day? What can you see in the air? On the ground? In the trees? On the street? |  |
| **Switch it off:**  Ask your child to take a look at all the electrical devices in their house. Are they all plugged in? Do they need to be plugged in? How could they create a poster to place around the house to help remind people to switch it off once they have finished. |  |
| **Recycling/ Exploring Materials**  Provide your child with a selection of packaging to sort into groups to recycle. Can they identify plastic, paper, cardboard, metal. |  |
| **Thank you Letter:**  Write a ‘thank you’ letter to the people who collect your rubbish and recycling. What could you include in your letter? Can you think of any questions you could ask about recycling or where the rubbish goes? |  |
| Natural sculptures by Andy Goldsworthy | USA Art News**Andy Goldsworthy art:**  Create some sculpture art in the style of Andy Goldsworthy using different natural resources from your environment (twigs, sticks, stones, leaves). |  |
| **How much traffic?**  Let's Make a Pictogram Year 2 Maths Lessons | PlanBeeLook out of your window or stand in your front garden and count how many cars go past. What is the most popular colour that passes? What is the least popular colour that passes? How many cars can you see? Do this each day in the week. Which week had the most traffic? Which day was the least? Perhaps you could make a pictogram with the different colour cars you see or draw a graph to show the amount on each days.  (Pictogram software) |  |
| **What is happening today?**  Listen to [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and discuss what has been happening in the world this week. What new things have you found out? What has happened to the environment in the world? Is the environment getting better? What else could we do to make it better? |  |
| **Ice!**  Have a look at the Arctic on a map, discuss why the land is a different colour to the UK. Why is this? Why do we have a different type of climate/environment to the Arctic? Use an ice mould, create some ice blocks and then with a hairdryer or some form of heat source see what happens to the ice. Explain how this happens to the ice in the arctic because of the impact on our environment. What could we do to make it better?  See this link for some information <https://climatekids.nasa.gov/health-report-sea-ice/> |  |
| **Have a paper free day!**  Spend some time using the environment that you live in to do some yoga, or lie down on your grass and look at the cloud shapes in the sky (What can you see? Do you notice any shapes?), make a rainmaker using recycled objects or simply go on a walk and listen to the different birds you can hear (What sounds do you notice?). |  |