

Foundation activities Week 8,9 and 10 (wc 1<sup>st</sup> June - 15<sup>th</sup> June) - choose and complete one activity for each subject per week (Art should be completed in the order from left to right as it is a sequence). This time we have included PSHE, Science, Geography, RE, Art, French and PE.

Subject	Research	Design or draw it	Make it	Question or test it
<p><b>PSHE</b></p>	<p>Research the UN convention on the rights of a child by looking at the power point (attached) which contains some of these rights.</p> 	<p>All of the rights are important in their own way, however, some might be more important to you than others.</p> <p>Make a poster that includes the 5 most important rights to you (from the power point). Remember to illustrate each right if you can.</p>	<p>In 2018, UNICEF raised money by asking thousands of pupils across the UK to kick, bounce, or carry a football in the school playground around a fun obstacle course they've designed!</p> <p>Design a fun obstacle course that you could use to complete the activity above. Even though this event is in the past, it is a nice reminder of the small things we can do to make a big difference to children all around the world.</p>	<p>Choose 5 rights that are most important to you.</p> <p>Order them from most to least important.</p> <ul style="list-style-type: none"> <li>• Why have you put them in this order?</li> <li>• Why is the one you have chosen most important to you?</li> </ul> 

**Resources for PSHE:**

See email attachment '**PSHE power point UN convention**'

<b>Science</b> (States of Matter)	Research "reversible changes" by watching the link below all about chocolate...Yum! What other reversible changes can you think of/ research?	Design a new ice cream. Underneath explain how ice cream is an example of something that can change state and change back again! Use the reversible changes video to help you!	Watch the short video of Water Cycles (See below) Then, make up a dance or drama where you represent the different stages of the water cycle from start to finish. If you are brave enough, show your adult!	Visit the website below to access some information about evaporation and condensation and then take part in the quiz near the bottom of the page!
--------------------------------------	---	--	--	---

**Resources for Science:**  
Video about reversible changes using chocolate: <https://www.stem.org.uk/rx33b2>  
Video about the water cycle: <https://www.bbc.co.uk/bitesize/topics/zkqg87h/articles/z3wpp39>  
Website about condensation and evaporation: <https://www.bbc.co.uk/bitesize/topics/zkqg87h/articles/zydxmlb>

<b>Geography</b> (Biomes)	Biomes are areas with a similar climate and landscape.  Research some different types of biomes (You could use one of the links below or the power point attached- the second link if my favourite!)	Draw around a bowl or plate to create a circle. Split your circle into 6 equal parts (Template provided)  In each section, illustrate and label the 6 different biomes (aquatic/ rainforest/ tundra/forest/ grassland/ desert)	Could you create an information page (with illustrations or photos) all about the world's biomes?  Don't forget to include some of the animals and plants that live there!  If you would prefer to focus on one biome, rather than all 6, then that is fine too!	In a marine biome, there are 5 different 'zones' (sunlight/ twilight/ midnight/the abyss/ the trenches).  Different creatures live in these different zones and have adapted to suit their environment. Look at the link below to explore these underwater zones and the strange creatures that inhabit them.
------------------------------	--	--	--	---

**Resources for Geography:**  
Power point: See email attachment 'Biomes of the world'  
Types of biomes: <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>  
**Amazing** resource that takes you deep under the sea: <http://neal.fun/deep-sea/>



RE (Agape)	Our topic in RE is 'Agape' which means love and compassion. Research Edith Cavell (link below) - how does she fit in with our RE theme?	Watch the video of 'The Good Samaritan'- Create a cartoon strip of the story of the Good Samaritan, explaining how 'Agape' love comes into the story.	Out of things found in your house/garden, create a piece of art that represents 'Agape' (love)  <i>For example, could you lay out items in the shape of a heart? Could you make your family from household objects?</i>	Re-watch 'The Good Samaritan' video and answer: <ul style="list-style-type: none"> <li>• What difference do you think this story might make to Christians?</li> <li>• If you asked a Christian today, who is your neighbour, what might they say?</li> </ul>
------------	---	---	---	--

**Resources for RE:**

Edith Cavell: <https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z92m2nb>

The Good Samaritan: <https://www.bbc.co.uk/bitesize/clips/zcyr87h>

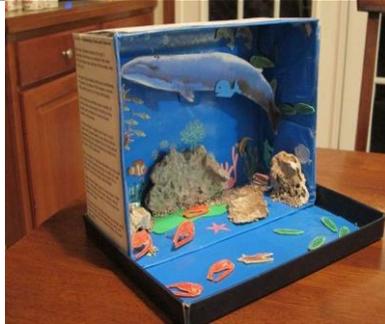


<p><b>Art</b></p> <p><b>(Unlike the other subjects, Art should be completed in sequence from left to right)</b></p>	<p>During this art project you will be researching, designing, making and evaluating an "aquatic" <b>diorama</b> (example photos of these can be found below).</p> <p>Research Aquatic biomes- Marine and Freshwater- in more detail (link to geography). Look specifically at the plants and animals that call this environment home.</p>	<p>Choose one of the aquatic biomes from your research (freshwater or marine) and plan on paper what the inside of your diorama will look like.</p> <p>On your plan, think about the background and consider the materials you might use, including online photos or paints. Choose the animals and plants you wish to include.</p> <p>If doing the marine biome, which zone will you focus on?</p>	<p>Create your diorama using your research and design to guide you. You can also watch the clip (below) of someone making an ocean scene.</p> <p><b>Top Tip!</b> Use what you have (for example, an old cereal box would be just as good as a shoe box) and don't worry if you don't have everything from the video- see if you can show our 4 C's to be creative and problem solve.</p>	<p>Evaluate your biome diorama by thinking about:</p> <ul style="list-style-type: none"> <li>• What are you most proud of?</li> <li>• What was the most challenging part of your design?</li> <li>• What surprised you?</li> <li>• If you did it again, would you do anything differently?</li> </ul> <p><i>Please send in your photos of your completed dioramas, as I would love to see them! 😊</i></p>
---	--	---	--	---

**Resources for art:**

Ocean diorama video: <https://www.youtube.com/watch?v=oQBqNlycVjE>

Below are some examples of what your aquatic biome may look like...I wonder if you will choose an ocean habitat or whether you may choose a freshwater biome like a pond, lake, river or stream. Whatever you decide to make, have fun!



**French**

Complete one task from the new French booklet per week

**PE**

At school, we use the REAL PE scheme and they have opened access to families to use this planning whilst home-learning using the link, email address and password below and the REAL PE guidance as an attachment in your emails. Please have a look through the lessons and complete one lesson per week. You may find it easier to complete one lesson per family per week and take part in the lesson with your siblings, or you may like to do a lesson by yourself. The choice is yours.

The website address is: [home.jasmineactive.com](http://home.jasmineactive.com)

Parent email: [parent@horrington-1.com](mailto:parent@horrington-1.com)

Password: horrington

Please feel free to send in any work that you create or any steps in the learning process that you would like to share with us to: [horringtonparents@educ.somerset.gov.uk](mailto:horringtonparents@educ.somerset.gov.uk) . We really love seeing what you have been getting up to! I wonder how you will show you are caring, creative, can-do and connected.....

Have fun! ☺