WB 11/5/20

Year 3 4 Science/Computing

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| Grouping animals | We are going to look at the groups that scientists put living things into. Please read & watch: <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>  Today we are going to concentrate on vertebrates. Vertebrates can be divided into 5 Kingdoms: reptiles, amphibians, fish, birds and mammals. These groupings help us understand the animals better.  Reptiles usually: lay circular eggs, have scaly skin and are cold-blooded (they take on the temperature of their surroundings).  Mammals usually: give birth to live babies (rather than lay eggs), the young drink milk from their mum, have hair and are warm-blooded (regulate their body temperature internally).  Fish usually: have gills to take in oxygen, have scales on their body, have fins to help with swimming, lay eggs and are cold-blooded.  Amphibians usually: have rubbery skin, can breathe in water and on land (in water they absorb oxygen through their skin and on land they breathe using lungs), lay eggs in ‘jelly’ and are cold-blooded.  Birds usually: lay oval eggs (so they don’t roll off cliffs – oval eggs spin in circles), have feathers, have hollow bones so they are light and fly (not all birds fly).  By knowing what group a vertebrate is in, we know a lot about that animal. For example, you may never have heard of a Gharial but if I tell you it is a reptile, you know: it has scaly skin, it lays round eggs and is cold-blooded.  Can you create a PowerPoint or Word document showing these 5 groups? I’d like 5 examples of each – try to find examples that you didn’t already know. Also write down the characteristics of the group. |

Year 5 6 Science

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| Inheritance Lesson 1 | Inheritance is when parents of people/animals pass on features to their off-spring (physical and behavioural). Examples include: blue eyes, spotted fur, ability to run fast, a long tail etc  Watch &read this: <https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zp9f4qt>  Look at some Mr Men characters – If Mr Tickle and Little Miss Sunshine had babies (young/off-spring), what would they look like? Would all the babies be the same? What are all the possibilities? Think about their body shape, eyes, colour, hair, arm and leg shape. Can you draw all the possible outcomes?  little miss sunshine.jpegmr tickle.jpg  **Extension**  What are their personalities like? Little Miss Sunshine is happy, fun and kind; Mr. Tickle is cheeky, funny and friendly. How many possiblilities are there now? Probably too many for you to work out unless you are a super mathematician!  WARNING: PARENTS DO NOT LET YOUR CHILDREN SEARCH ‘MR MEN’ ON THE INTERNET! |

Year 5 6 Computing

VEXcode Project (PART 1)

VEXcode is a bit like scratch so although you have not used it before, I think you will understand how to use it.

This video tells you what to do: <https://www.youtube.com/watch?v=egfuZMHmUY4>

SPAG Class 2

Common nouns, determiners, articles and noun phrases

A common noun is something that you can touch. I think to think of a toddler pointing at things and saying what they are – ‘car’, ‘duck’ , ‘fish’ etc.

A determiner comes before a noun e.g. **the** car, **a** duck, **three** fish, **those** fish, **their** car, **our** duck, **my** book. They can be articles, numbers or show who owns the noun (and others that we are not thinking about today).

An article is just like a determiner but only ‘a’, ‘an’ and ‘the’ are articles.

A phrase is a group of words.

An adjective is a describing word.

**a red bus** – ‘a’ is a determiner/article, ‘red’ is an adjective and ‘bus’ is a noun

‘a red bus’ is a noun phrase

‘the blue bench’ is a noun phrase

‘our noisy television’ is a noun phrase

Capital letters and full stops are not needed as they are phrases not sentences.

Can you label objects around your house with noun phrases? Be creative with your adjectives.

Yr 5 6 – I’d like you to use two adjectives please e.g. ‘our old, damaged television’ and then try to find a synonym for your adjective that is better e.g. ‘our ancient, dilapidated television’