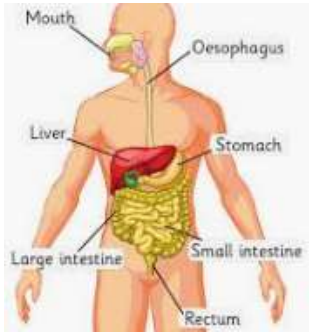
Lower Key Stage 2 Home Learning- w/c 20.07.2020

Daily activities:

English worksheet	Maths video and worksheet	Reading Plus	TTRS	PE session	An activity from the choices below.

Sticky Knowledge:

It is our final week of Home Learning before we break up for the Summer Holidays. For the final week, we are going to recap the topics we have taught throughout the year as we bring this strange academic year to a close.

Tomb Raider- **History**- Ancient Egypt A massive part of why we learn history is to find out the legacy of times and eras gone by. The ancient Egyptians left amazing legacies that we still use today. These include: bowling, alphabets, paper and writing, maths, wigs, recorded medicine, surgery, door locks, toothpaste and also glass. Using this list, place 9 of these legacies into the Diamond Nine on the sheet below. Remember the one you feel is the most important goes at the top and the least at the bottom. Explain why you have picked what you have for the most and least important ancient Egyptian legacies.	Tomb Raider- **Science**- Light We did lots of investigations based on light and dark. Recap you knowledge of light using the BBC Bitesize website. Your task is to draw a diagram (remember to use straight lines drawn with a ruler for a scientific diagram) to show how our eyes detect light.	Tomb Raider- **DT**- levers and linkages A **lever** is something that turns on a pivot and that a **linkage** is a system of **levers** that are connected by pivots. Using the instructions on the pages below, create your own snapping crocodile. Can you adapt the plan to create your own version of a mechanism with levers and linkages?	You're Nicked- **Science**- Digestion Recap your knowledge of the digestive system using the BBC Bitesize website and then complete the CPG Science worksheets below. 
Let it Flow- **Geography**- Rivers Looking at the recap of the journey of a river on the pages below, decide which part of the river (upper course, middle course or lower course) would be: • The most dangerous • The easiest to build on • The most expensive land (explain why) • The most beautiful to visit • The best for fishermen	Let it Flow - **Science**- States of Matter During your home learning time, you have been studying solids, liquids and gases. Now it is time for a full science investigation. You will need a measuring jug, a stopwatch (phone/tablet will have one), a kettle. Each time use the same kettle, the same measuring jug, water from the same cold tap, same liquid (always water- not sometimes water and sometimes cola). You aim is to find out if the amount of water changes the amount of time it takes to boil. So do you predict that the higher the volume of water, the longer the time it will take to boil? Or do you think the higher the volume of water, the shorter the time it will take to boil? Make your predictions and then complete the investigation changing only the volume of water each time. Remember to do this with an adult.		Let it Flow - **Art**- Impressionism Also during your home learning, you have looked at impressionism focusing on Claude Monet. Recap your learning using this website. Create your own piece of impressionism art based on anything that has inspired you or helped you during our school closures.

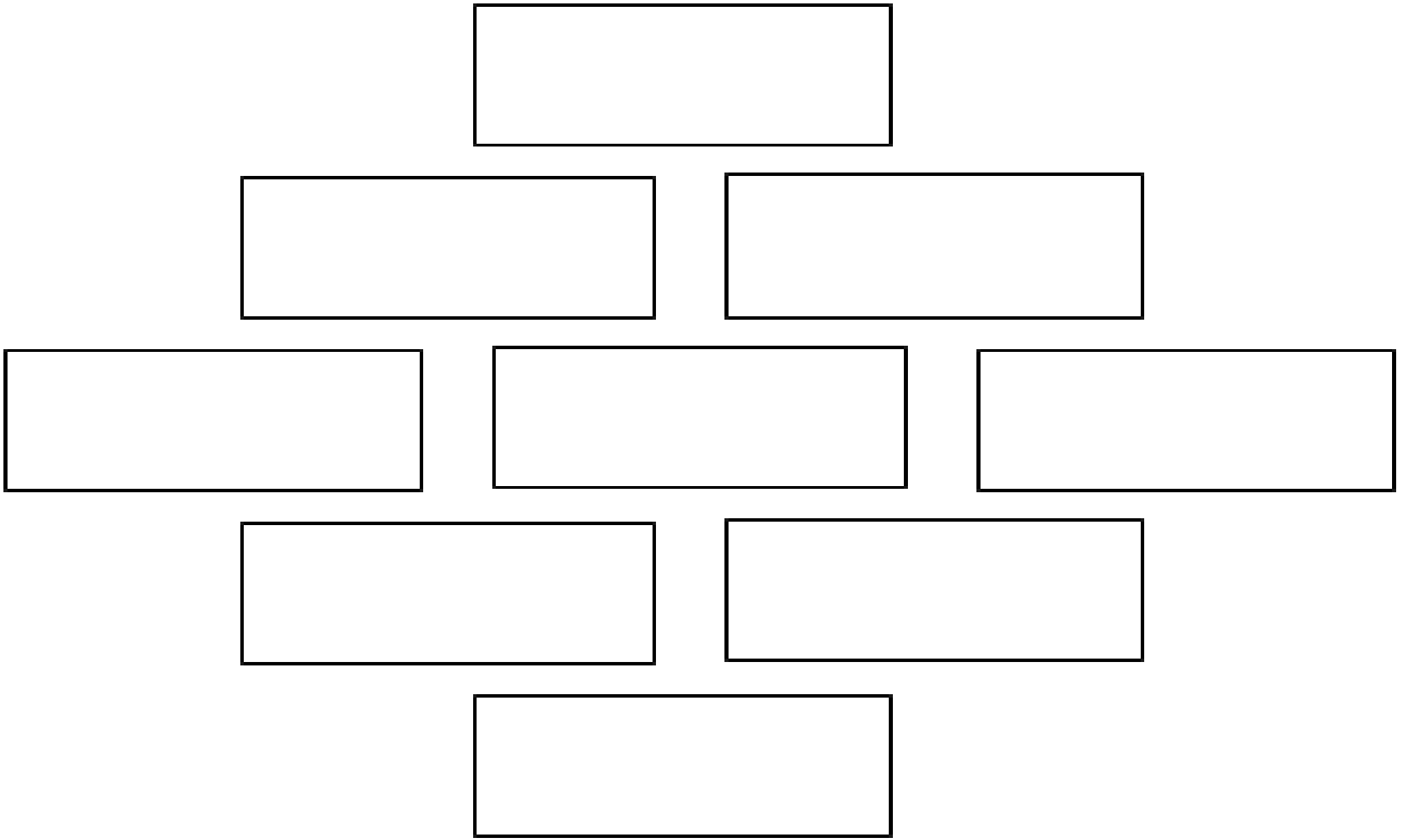
Websites mentioned above:

https://www.bbc.co.uk/bitesize/topics/z27knq8 BBC Bitesize lesson on the digestive system.

https://www.bbc.co.uk/bitesize/topics/zbssgk7 BBC Bitesize lesson on light.

https://www.tate.org.uk/kids/explore/what-is/impressionism Impressionism information from the Tate Kids website

History- Ancient Egypt Legacy



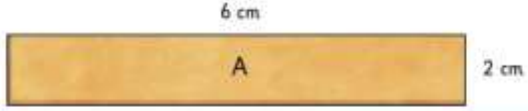
D.T.- linkages and levers

Follow the instructions to make a waving hand as a moving mechanism.

Step 1

Cut **one** strip of card with the measurements:

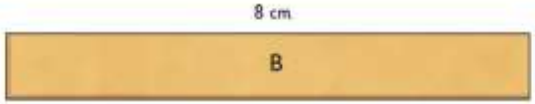
6cm x 2cm (A)



Step 2

Cut **one** strip of card with the measurements:

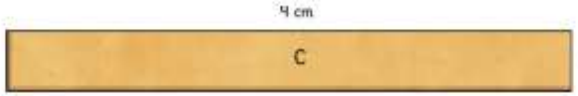
8cm x 2cm (B)



Step 3

Cut **one** strip of card with the measurements:

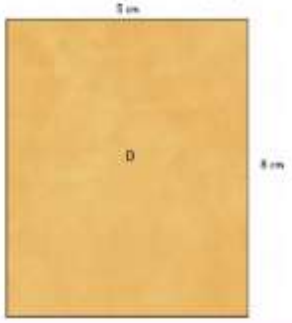
9cm x 2cm (C)



Step 4

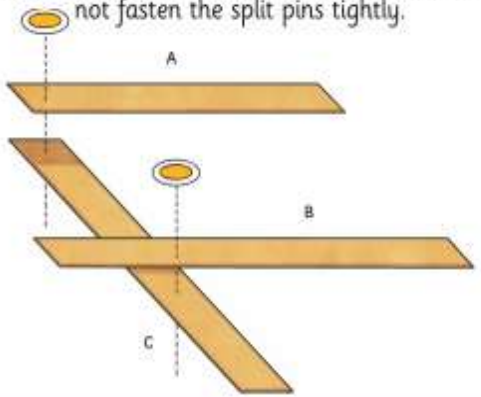
Cut a rectangle with the measurements:

5cm x 8cm (D)



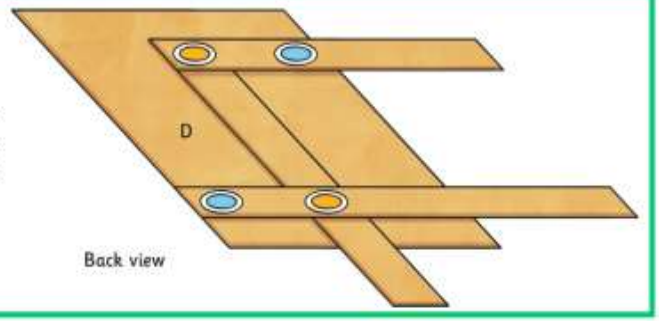
Step 5

Split pin the three strips together in the positions shown. Do not fasten the split pins tightly.



Step 6

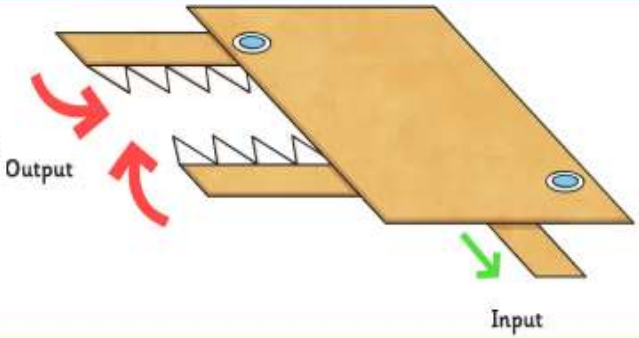
Split pit the strips to the rectangle in the position shown. Do not press the split pin tightly.



Step 7

Draw and cut out two sets of teeth and glue the teeth onto the strips.

Push the slider up and down to operate the jaw.



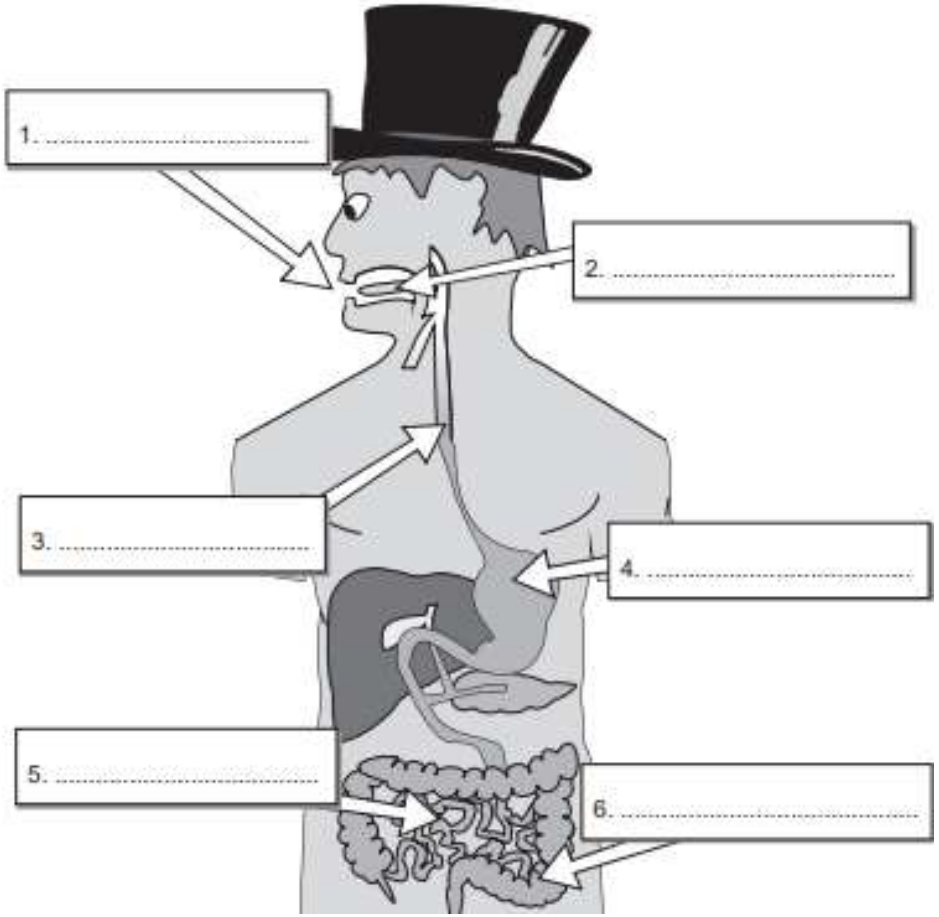
Science- Digestive system

Year 4 Science Workout: Parts of the Digestive System

The digestive system is made up of the parts of our body that take in and break down food so it can be used. It's made of lots of different parts.

1. Use the words below to **label** the picture of the digestive system.

stomach mouth large intestine tongue oesophagus small intestine



Food enters the digestive system at the mouth, which contains the teeth and the tongue. Food travels down the oesophagus to the stomach, small intestine and large intestine.

1. Put the parts of the digestive system below in the **order** that food reaches them. Write your answers on the numbered lines. (Number 1 is where the food reaches **first**.)

1. .....
2. .....
3. .....
4. .....
5. .....

small intestine stomach oesophagus mouth large intestine

2. Which **two** parts of the digestive system are found in the **mouth**? (Circle) the correct ones.

stomach large intestine heart teeth oesophagus tongue small intestine

One of the body parts listed above is **not** part of the digestive system. Put a cross (**✗**) through it.

3. Cross out the words in bold that are **wrong** to complete the sentences below.

The role of the digestive system is to take in **air / food**.

It needs to be **broken down / lightly grilled** before it can be absorbed and used by the body.

The first place the food will reach is the **mouth / stomach** where the **teeth / oesophagus** can chew the food to break it up into **larger / smaller** pieces.

4. Draw lines to match the **parts** of the digestive system on the left with their **functions** on the right.

'Function' is just a fancy word for job. The function of something is what it does.

PARTS	FUNCTIONS
Oesophagus	Transports food to the stomach.
Mouth	Absorbs water into the body.
Small intestine	Breaks down food into tiny bits which are then absorbed into the body.
Stomach	Churns up food which helps to break it down.
Large intestine	Contains the teeth and tongue which chew and break up food.

5. Put **arrows** in the boxes on the picture on the right to show the **direction** that food moves through the digestive system.

Draw an arrow pointing to the part of the body where food is absorbed into the blood. Label this part **A**.

Saying something is absorbed is another way of saying something is taken in.

6. Why is it important for food to be **broken down** in the digestive system? Choose the correct answer and write it on the dotted lines below.

The food needs to be in small pieces so that it can be taken into the body and bloodstream.

Food tastes better when it is broken down into little pieces.

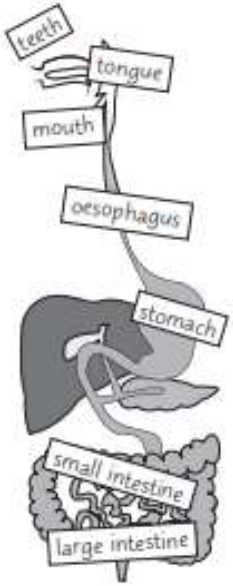
The food won't fit through the oesophagus unless it is in tiny pieces.

.....

.....

7. See if you can **find** all the parts of the digestive system in the word search below.

T	A	B	F	Q	U	A	L	E	R	T	M	A	Q	F
V	O	B	R	H	U	B	A	R	E	P	O	L	L	P
C	A	N	R	H	O	R	R	S	N	E	I	N	D	Y
Y	I	L	G	U	L	E	G	L	I	J	A	M	U	T
U	H	A	X	U	O	E	E	S	T	O	M	A	C	H
M	I	A	V	L	E	S	I	R	S	G	S	B	V	Q
Y	C	G	P	T	S	S	N	T	E	A	P	E	E	C
U	N	A	E	O	O	C	T	S	T	A	J	T	Q	U
M	I	C	H	E	P	I	E	N	N	E	A	E	P	P
Y	L	E	N	O	H	E	S	L	I	G	R	E	A	P
U	E	F	L	A	A	O	T	E	L	R	J	T	I	N
M	N	G	L	E	G	B	I	E	L	L	R	H	O	C
L	K	M	O	D	U	A	N	T	A	Y	B	P	A	Q
V	B	X	G	G	S	A	E	E	M	B	L	S	T	O
M	O	U	T	H	A	C	H	I	S	N	T	E	S	T



8. **Label** the parts of the digestive system shown below.
Write the correct name on the dotted line.




....

....

9. Where is **food** absorbed into the bloodstream?

.....

10. Where is **water** absorbed into the body?

.....

11. Fill in the gaps below to complete the sentences about the **digestive system**. Use the words from the mouth on the right.

Food enters the digestive system at the ..... .

Our teeth help to break the food up into ..... pieces by chewing.

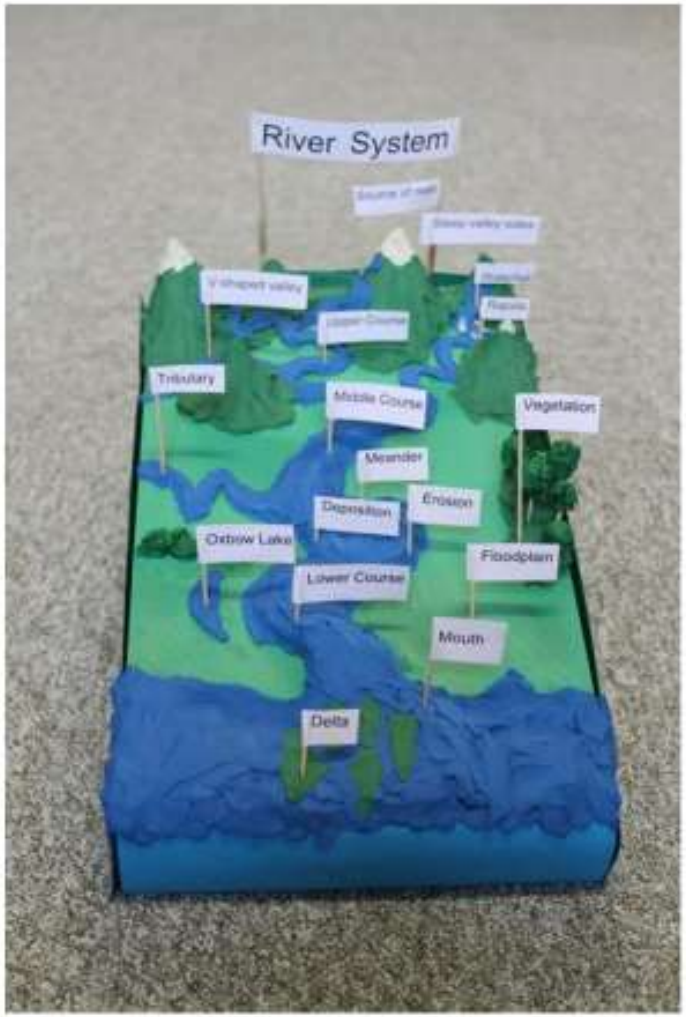
Our tongue helps us to chew and ..... .

The ..... is the pipe that transports food to our stomach. In the stomach, food is ..... to help break it down.

Taken from CGP's Year Four Science Workout: Teeth, Digestion & Food Chains (S4B22).
See the full range of KS2 Science Workouts at cgpbooks.co.uk.

Geography- Rivers.

Recap:



Upper course

Precipitation runs off the land to form the source of the river

High land and steep slope

The river flows rapidly over rocks

Waterfalls are formed

Middle course

The land becomes flatter

Tributaries join the main river

Meanders form

The outside of the meander has faster flowing, deep water. Erosion occurs

The inside of the meander has slow flowing water, shallow water, deposition occurs.

Oxbow lakes

Lower course

The land is very flat

Estuary

Deposition

Mud and debris is washed away at high tide

The sea

Science- States of Matter

Complete this science investigation at home to find out if greater volumes of water takes longer to boil

In order for the kettle to cool down between tests, either add cold water to it or leave it for a lengthy amount of time

MY HOME LEARNING SCIENCE INVESTIGATION

Aim

I am trying to find out if greater volumes of water takes longer to boil

Prediction

I predict that the kettle will take _____ (longer/less time) to boil when there is _____ (more/less) water in it because _____

_____

Method

Fair Test

I will keep these things the same:

- _____
- _____
- _____
- _____

I will change the _____.

Results table

Volume of water ( )						
Time to boil ( )						

Conclusion

I was _____ (right/wrong) because the _____

_____

I think this was because_____

_____