Resources Pack

Please note that this resources pack does not need to be printed. Children can work from screens and carry out the work on paper, in their books etc.

Reading Comprehension:

Earth Day 2020

Earth Day is a global initiative that happens every year on April 22nd. Around the world, people come together to celebrate the beauty and importance of nature and to raise awareness of how important it is to look after our planet.

What Is the Aim Of Earth Day?

This year, on its 50th anniversary, Earth Day is all about Climate Action. This means that people are thinking about different ways in which they can help look after the planet and are meeting other people who want to do the same thing. A big clean-up of towns and the countryside is being organised and many people all around the world are volunteering to take part. It is hoped that this will encourage others to try to protect our environment and make changes to their lifestyle. Even just one small change can make a difference.

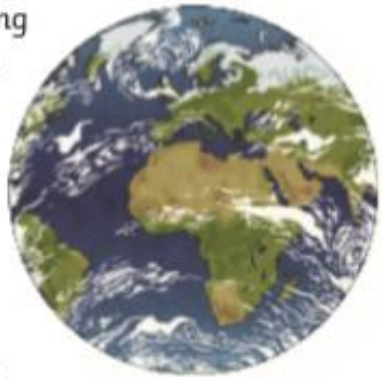
Our Plastic Problem

Every year in the UK, we throw away around 295 billion pieces of plastic. Plastic doesn't biodegrade over time and lots of it can't be recycled. That means that it will stay in the ground for hundreds, even thousands, of years.

Plastics can also cause problems for humans and animals because as they break down, tiny pieces called microplastics can end up in some food and water, which is then ingested. Scientists think that this could lead to health problems, but it has not yet been widely researched. By using less plastic in our houses and choosing plastic that can be recycled, we reduce the amount we have to throw away. To help make a difference to our plastic problem, try taking the same plastic bag to the supermarket every time you go, using a reusable water bottle for your drinks or recycling plastic food packages, like chocolate bar wrappers and cereal boxes.

Green Fingers

Looking after the plants in our gardens is a constructive way to contribute towards protecting our planet. Plants and trees are crucial to the wellbeing of the planet for many different reasons. They help remove some of the warming gases, such as carbon dioxide, out of the air and provide food for important pollinating insects, like bees. Pollinating insects help make sure that a variety of plants can grow, providing enough food for humans to eat and making sure there is a safe home for a variety of species of wildlife. Try planting some bee-friendly plants and trees in your garden. You could even have a go at growing your own vegetables. You don't need to have a garden to grow plants. Plant seeds in pots on your windowsill and watch them grow. Just don't forget to water them!



Eat Less Meat

Many scientists believe that one way to help our planet is by eating more food made from plants rather than animals. This is because animals take up lots of space and need lots of food and water to keep them healthy. This is leading to the deforestation of woodland which is having a devastating effect on many species of plants and animals. Even cattle and sheep's poo is bad for the environment because it gives off a warming gas called methane. Just a small change can make a big difference. See if you can have a meal without meat once a week. You could look for a meat-free version of your favourite foods like burgers, chilli and even sausages. Or, you could make a dish where plants are the star. Try it and see!

As you can see, there are lots of ways we can all take action this Earth Day and help protect the planet for both current and future generations. What will you choose?

Questions

1. Where does Earth Day take place? Tick **one**.

   - ○ In the UK
   - ○ In the United States of America
   - ○ In Europe
   - ○ Worldwide

2. What event is being organised for Earth Day this year? Tick **one**.

   - ○ Go without electricity for an hour
   - ○ Clean up our towns and the countryside
   - ○ Walk to work and school
   - ○ Plant a tree

3. **Find** and **copy** the word that means the same as '**breaks down naturally**'.

_____

4. Why is it a bad thing that plastic stays in the ground for many years?

_____

5. Why do you think the writer has added 'just don't forget to water them!' to the section about growing your own fruit and vegetables?

_____

6. In your own words, explain the importance of eating less meat.

_____

_____

7. **'As you can see, there are lots of ways we can all take action and help the planet'** Thinking about the advice in the text, what do you think would be the most difficult action to take? Explain your reasoning.

_____

_____

8. Explain what you will do to be more environmentally friendly, using evidence from the text.

_____

_____

_____

Answers

1. Where does Earth Day take place? Tick **one**.

   - ○ In the UK
   - ○ In the United States of America
   - ○ In Europe
   - ⊘ **Worldwide**

2. What event is being organised for Earth Day this year? Tick **one**.

   - ○ Go without electricity for an hour
   - ⊘ **Clean up our towns and the countryside**
   - ○ Walk to work and school
   - ○ Plant a tree

3. **Find** and **copy** the word that means the same as '**breaks down naturally**'.

biodegrade

4. Why is it a bad thing that plastic stays in the ground for many years?

Pupils' own responses, such as: It is bad that plastic stays in the ground for many years because it takes up space needed by plants and animals. Animals could also eat the plastics which can make them sick.

5. Why do you think the writer has added 'just don't forget to water them!' to the section about growing your own fruit and vegetables?

I think the author has added this to remind children to water their plants because if they don't they will die/won't grow.

6. In your own words, explain the importance of eating less meat.

Pupil's own responses such as: It is important to eat less meat as it means that there will be less animals in the world taking up space and using up food and water. There will also be less methane warming up the air and more space for forests and trees.

7. **'As you can see, there are lots of ways we can all take action and help the planet'** Thinking about the advice in the text, what do you think would be the most difficult action to take? Explain your reasoning.

Pupils' own responses, such as: I think it would be most difficult to eat less meat, because I really like meat with every meal and I don't really like vegetables.

8. Explain what you will do to be more environmentally friendly, using evidence from the text.

Pupils own responses making sure they have used evidence/information from the text.

Writing – Write a biography

So… hopefully last week, you all gathered some information about an adult in your family. You asked lots of questions and now have a load of information, in no particular order, ready to use. Before we do anything, just have a quick recap on what a biography is.

The purpose of a biography is to give an account of someone's life.

The main features of a biography are:

- A picture of the person you're writing about
- An opening paragraph – introducing the person and explaining why their life was important, who they are, what they did etc.
- Significant events in their life (ordered chronologically). These may include early life, family, career/job, death etc.
- A closing paragraph – maybe voicing your opinion of them, explaining what they will be remembered for.

The language features are:

- Reference to named individuals
- Dates linked to specific events
- Written in the past tense
- May include quotes (direct or indirect speech)
- Written in the 3rd person
- Includes time connectives e.g. then, after that, subsequently, following this etc.
- Parenthesis (for extra information)

Task:

1. Plan your biography. You can use a plan like mine on the next page or one of your own. Try put notes in each section using the answers to the questions you asked. For example, I was born in 1978 in Brunei, so I would put that in Early Life. I went to boarding school when I was 7, so that would go into the education section. Have a go at fitting all your facts into the different boxes. You may not use all of the facts – See how you go.
2. Once you have your plan sorted, you can start drafting your biography. As we do in class, use the example text to help you structure your writing. Remember to use the language features mentioned above. Don't worry if yours is different from mine. The people we are writing about are different and therefore you may need to have more paragraphs, different sections, different sentence starters etc. Make it your own!

EARLY LIFE

SCHOOL LIFE

CAREER

FIRST NAME

Picture

SURNAME

FAMILY

HOBBIES

INTERESTING FACTS

EARLY LIFE

- Born December 1978 in Brunei
- Dad worked in Brunei so stayed there until Dad moved to Hong Kong in 1980
- Moved to Saudi Arabia at 7
- Moved to Malaysia at 11
- Eventually moved back to England at 17.
- Always lived in hot countries so swam before walked

EDUCATION

- Went to school in Hong Kong 7.
- When my parents moved to Saudi Arabia, I joined my older brother at Boarding School in Dorset.
- Stayed at boarding school until 18
- Studies Zoology at Nottingham University
- Completed a Post Graduate Diploma in Human Resource Management at Portsmouth University.

FAMILY

- Mum and Dad lived in Hong Kong.
- Grandparents lived in Hong Kong and Sri Lanka but eventually retired to England
- 2 brothers: Benjamin (oldest) and Nicholas (youngest).
- Pet Bassett hound called Womble.

SOPHIE

TATHAM

CAREER

- Moved to London when I was 22 and got a job in Human Resources for HSBC.
- Got to travel around the country, meet loads of people.
- After 15 years in banking, I was ready for a change.
- Made the decision to move to Dorset and retrain as a teacher.
- Volunteered at Pimperne School (when you were in reception)
- Did my teacher training and joined Pimperne School as a Year 4 teacher
- Best decision I ever made!

HOBBIES

- Love gardening
- Mum taught me to sew - Quilts galore all over the house
- Love cooking (especially Asian food). Mum passed her love of cooking on to me.
- Founding member of village 'gin club'
- Member of the village skittles team.
- Home karaoke

INTERESTING FACTS

- Found out that I had a half uncle when she was 16 years old. The whole family met up and became great friends.
- A secret fan of 'Big Brother' when it was on TV. Shhhhh!
- My brother was on 'the voice' and 'Britain's Got Talent'.

Sophie Tatham - Teacher

Have you ever thought about never leaving school? People always say that school days are the best days of your life. Sophie Tatham made that happen when she returned to school, as a teacher, in September 2016. Having had a career in banking, she made the decision to change her direction completely and never looked back!

Introduction:
- Rhetorical question
- Who is the biography about?
- Why have you chosen to write about them?

Sophie was born on 10th December 1978, in Brunei. Her childhood proved to be very eventful as her father's job meant that they travelled throughout Asia and lived in many different places (Brunei, Hong Kong, Saudi Arabia, Malaysia and England). Most of the countries she lived in were hot or tropical so Sophie learned to swim before she could walk. A sister to two brothers, Ben and Nick, she had ready made play mates, as well as a trusty companion in Womble the Bassett Hound. Whilst her immediate family lived with Sophie, her extended family of grandparents had all retired to England having spent many years in Sri Lanka and Hong Kong themselves.

Early life and Family:
- Family life – Born when and where? Brothers/sisters?
- Time connectives
- Fronted adverbials
- Parenthesis (extra information)

Sophie was educated in Hong Kong before moving to boarding school in England when she was 7 years old. This seemed a young age, but she loved the independence and fun she had with her friends. "It was a bit like living in Enid Blyton's books!" laughed Sophie. Having got her GCSEs and A-Levels, she started at university where she studied for a degree in Zoology.

Education:
- School life – What school? Dates? Favourite subjects?
- University?
- Time connectives
- Quotes

On realising that a zookeeper or research scientist were not the careers for her, she converted to human resources and joined the bank, HSBC, in 2001. Sophie commented, "It was great working for a multi-national organisation as I was able to travel and meet new people all the time." Working and living in London took its toll on her, however, and she eventually made the difficult decision to take a break and look at new career options. She loved working with children, so embarked on a teacher training course down in Dorset. She volunteered at Pimperne School during this time which cemented her view that this was the career for her.

Career:
- Time connectives
- What different jobs did she do? Include dates
- What were her achievements?
- Quotes (direct speech)
- Parenthesis

Today, Sophie has been teaching for 4 years and still loves the fact that no day is the same. Being in the classroom, has allowed her to express herself through song on a daily basis - much to her students' horror! Living and working in the country has enabled her to pursue some of her hobbies: sewing, gardening, cooking and skittles! Without her London commute, it also gave her time to indulge in her love of 'Big Brother' (when it was on). Shhhh it's a secret! Changing careers part way through her life was a difficult decision but one that has clearly transformed her life for the better.

Facts/Hobbies/Conclusion:
- What is she doing today?
- Hobbies, interesting facts?
- Your opinion

Science – Reproduction in flowering plants

1. Watch the bbc bitesize clip https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zqbcxfr
2. Have a look at the powerpoint presentation: Science – Reproduction in plants (see separate document)
3. As directed by the power point slides, do activities 1 and 2. The worksheets are on the following pages. If you can't print these, then feel free to just write the answers on a piece of paper or discuss them with someone in your household. Please ask an adult before starting activity 2 as they will need to help (and give their permission!).
4. Having successfully taken your cuttings, explain how each cutting could make a new plant. Refer to asexual reproduction and the fact that each plant will be identical to the parent plant. Draw a picture of your cutting in its jar. In a few weeks, draw another picture to show how the roots have begun to grow. Keep your fingers crossed that it works!

Activity 1:

Using the grid on the next page, put these statements in the correct boxes.

Statements

Time and energy are needed to wait for another parent plant to reproduce with.	Diseases will not affect all the individuals in a habitat because they will all be different.
Only one parent plant is needed so new plants can be made even if there are no other plants nearby.	There is no variation or difference in new plants, so the species is less resilient to diseases or changes in climate.
The species can change over time to adapt to new environments and habitats.	Reproduction is not possible for an isolated plant.
The population can be increased quickly.	Good features of the parent plant will always be passed on.

Advantages and Disadvantages

Some plants use sexual reproduction to make new plants, while other plants use asexual reproduction. Fill in the diagram with the statements to show the advantages and disadvantages of each type of reproduction.

	Advantages	Disadvantages
Sexual Reproduction		
Asexual Reproduction		

Activity 2:

Taking Cuttings

Taking cuttings from a plant is an artificial method of asexual reproduction. If you are successful, you will make new plants that are genetically identical to the parent plant! Cuttings are small pieces of stem that are carefully removed from the parent plant and encouraged to form their own roots, making new plants.

Follow these instructions to take cuttings from a geranium plant:

1. Cut a side stem that is about 5 cm to 10 cm long off the main stem of the parent plant. You should cut the side stem just below a leaf joint.

2. Carefully cut off all the leaves except the very top ones.

3. Put each cutting in a beaker or jar of water.

4. Place the beaker or jar in a bright place, but not in direct sunlight.

5. Watch your cuttings for a few weeks. If you are successful, your cuttings will develop roots!

6. You can then plant each cutting in a pot of compost. You will have created your own cloned plants!

(To be worked on over 3 weeks – i.e. one country each week)

Around the world - Country fact files (week 2)

We are going to start looking at countries around the world, focusing on human and physical characteristics.

- Human characteristics are things that are made/changed by **human** beings. These include buildings, cities, where people have chosen to live etc.
- Physical characteristics – These are things that are **natural** – They occur naturally in our environment. For example: mountains, oceans, rivers, lakes etc.

I'd like you to choose 3 countries (1 from each of the continents at the bottom of the page). Once you have chosen your countries, have a go at making a power point, poster, non-chronological report etc on each one (I've included an example poster for Japan below to show you the sort of thing you may want to do). The details I'd like you to include (in addition to any other interesting facts you find out) are:

Physical geography

Location	Where in the world is it? Is it in the southern or northern hemisphere? Is it near the equator? Is it north or south of the tropic of cancer and tropic of Capricorn?
Climate	What is it like? What is the average temperature and rainfall? Are there any seasons? What climate zone is it in? (temperate, polar, desert, tropical, Mediterranean, mountainous?)
Rivers	Does it have any rivers? What are the main rivers that run through it? How long are they?
Mountains	Does it have mountains? What are the biggest mountains? How tall are they?
Islands	Does it have any islands? How many?
Coastline	Does it have a coastline or is it land locked (i.e. surrounded by other countries? What countries surround its boarders?
Natural hazards	Are there any natural hazards such as volcanoes, earthquakes etc.

Human geography

Population	How many people live there?
Area	How big is it? Remember that when measuring area, we use km^2, $miles^2$ etc.
Flag	What is the national flag? Does it have any significant features? What do they stand for?
Language	What languages are spoken there?
Religions	What are the main religions?
Main cities	What are the main cities? Why were they built where they are?
Main exports	What does the country produce that it can sell to other countries?

Countries to choose from:

South America

- Brazil
- Peru
- Argentina
- Chile
- Ecuador
- Bolivia
- Uruguay

North America

- Canada
- United States of America
- Haiti
- Mexico
- Jamaica
- Belize

Europe

- England
- Scotland
- Wales
- France
- Spain
- Germany
- Portugal
- Italy
- Greece
- Poland
- Sweden

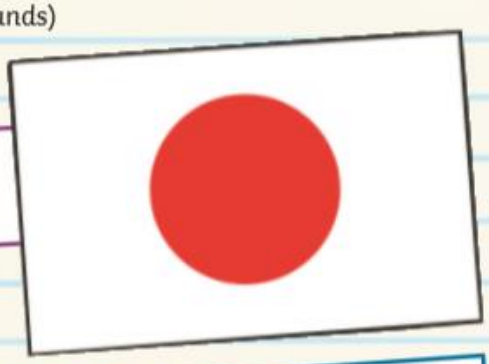
An example poster for Japan:

You can use this as a template if you want or do something completely different. It's up to you!

Japan Fact File

Human Geography

Japan is an island nation (made up of 6852 islands) in the continent of Asia.



Population

The population of Japan is 126.5 million.

Area

Japan covers an area of 377,973km².

Language

Japanese is the official language of Japan.

Cities

The capital city of Japan is Tokyo. The population of Tokyo is 38 million. Compared to other cities, more people live in the Tokyo city area than in any other city area in the world!

Religion

Shinto and Buddhism are the two main religions in Japan.

Natural resources

Japan has very few natural resources. It is the number one importer of coal and gas and is the second largest importer of oil. The fishing industry is very big, however.

Exports

Japan's biggest exports are vehicles, electrical machinery (including computers) and equipment for medical use.

Land Mark

Mount Fuji is the biggest tourist attraction in Japan. There are also many historic castles, shrines, temples and palaces, such as Himeji Castle and Kinkaku-ji. Many tourists also visit the Hiroshima Peace Memorial Museum.

Japan Fact File

Physical Geography

Topography

Nearly three quarters of Japan is mountainous. Japan's highest mountain is Mount Fuji (3,775m). About 69% of the land is forest. Japan has 265 volcanoes (including Mount Fuji which is dormant). Most people live in the flat plains which cover about 29% of the land.

Climate

Japan has four distinct seasons. However, the temperatures vary in different areas of Japan.

For example, northern Japan has warm summers but very cold winters with heavy snowfall.

Southern parts of Japan, such as Okinawa, have a subtropical climate with hot and humid summers and mild winters. Typhoons are common in the autumn months.

In Tokyo, the average temperature in August is 26 °C and the average in January is 5 °C.

Coastline

The coastline of Japan is 29,751km long. There are few harbours because in most areas the land rises steeply out of the sea. Kobe, Nagoya and Yokohama are three of the biggest.

Natural Hazards

Japan sits on the Pacific 'Ring of Fire' which means it experiences many earthquakes every day. Earthquakes under the sea can result in tsunamis.

Biome

Hokkaido is temperate deciduous forest but Honshu is temperate coniferous forest. Bamboo grows widely in Japan.

Rivers

Japan's rivers are relatively short. The longest is the Shinano (367km, compared to the Nile which is 6650km).

Islands

There are 6852 islands in Japan but the largest and most populated ones are Hokkaido, Honshu, Shikoku and Kyushu.