P.6/5
Cross Curricular Learning

#stayhomestaysafe #p6/5areawesome

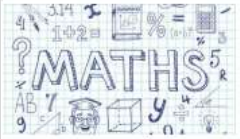
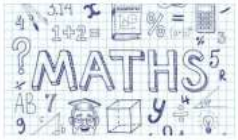
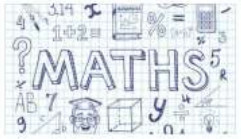
P.6/5
Cross Curricular Learning
What to expect!

- At the beginning of each week we will upload 3 PowerPoints into the Home Learning 2021 folder on teams. Literacy, Numeracy and General.
- Teachers will be on hand to support throughout the school day.
- Teachers will host daily live meets at 9.10am and 1.05pm where they will talk through your task. These will be for help, support, check ins and fun will take place! Feel free to join whenever you can.
- You can work through the activities at your own pace, choosing activities you would like to complete ☺

#p6/5areoutofthisworld

Suggested Timetable

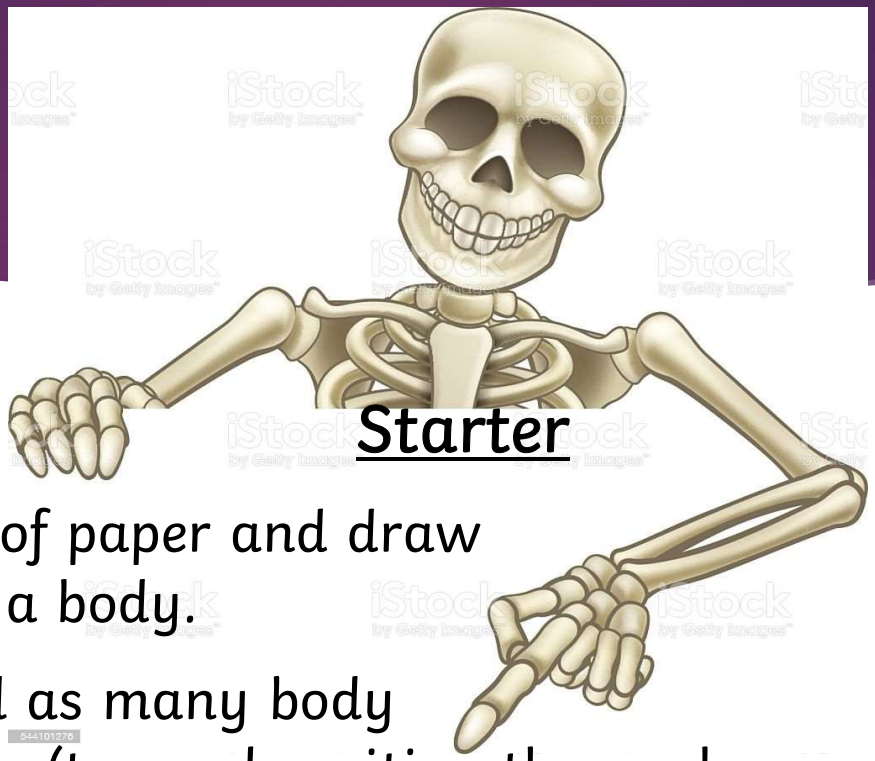
P6/5 Home Learning Suggested Timetable

	9:00-10:30am	Break 10:30-11am	11am-12:30	Lunch 12.30 -1:00	1.00-2.00	2.00-3.00
Monday			 		Human Body	
Tuesday			 		Mary Queen of Scots	
Wednesday			 		Human Body	PE
Thursday			 		RME/French	
Friday	 		ICT		Mary Queen of Scots	PE

Your daily lives are at 9:10am and 1:05pm everyday!

22.2.21 – IDL: The Human Body

Our new science topic is the human body. Before we begin, we would like you to consider what you already know about the human body.



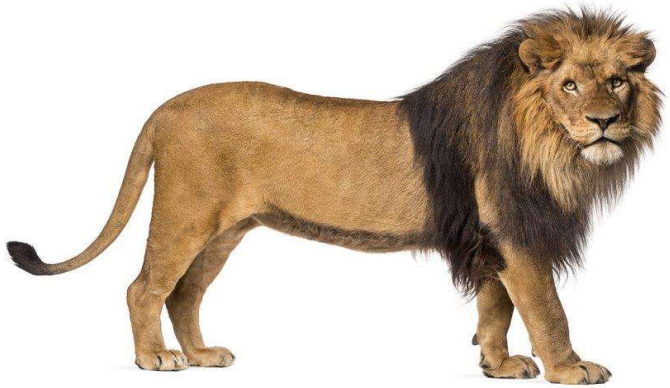
Starter

- Grab a piece of paper and draw an outline of a body.
- List and label as many body parts or bones (try and position them where you think they go).
- You could also include any information/prior knowledge or interesting facts you have about the body.

The Human Body – The Skeletal System

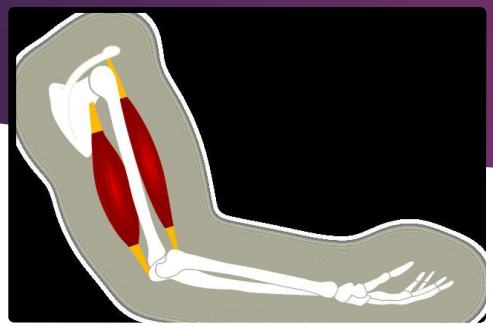
- LI: to describe the functions of the skeleton.
- Have you ever seen a real skeleton?
- What evidence do you have that shows you have a skeleton? I.e.. What can you do to show you that you have bones?
- Siemens Healthcare Interactive (Click here to explore the skeleton)

What other animals have skeletons? Which animals don't?



The shape and size of a skeleton varies, however the common feature is the backbone. Scientists use this as a way of grouping animals – vertebrates (animals with backbones) or invertebrates (animals without a backbone.) Can you spot the invertebrates above?

How do our bones move?



Click here to find out how your muscles work! - BBC Bitesize

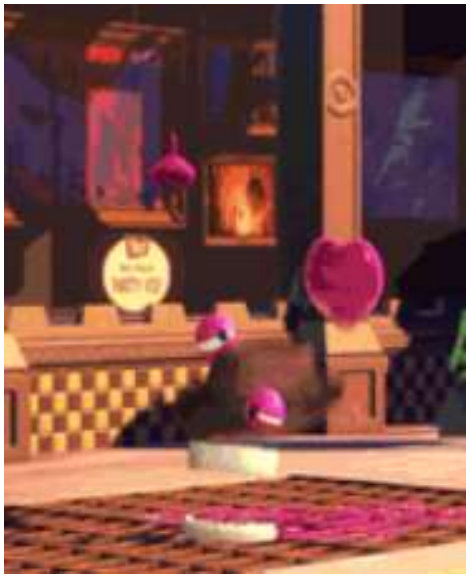
Discuss, what is the purpose of our skeleton?

- Muscles are attached to bones by tendons and help them to move.
- When a muscle contracts (bunches up), it gets shorter and so pulls on the bone it is attached to. When a muscle relaxes, it goes back to its normal size.
- Muscles can only pull and cannot push. Therefore, muscles have to work in pairs to move a joint. One muscle will contract and pull a joint one way and another muscle will contract and pull it the other.
- Try it with your own arm – can you feel the muscles working?

Why do we have a skeleton?

- What would happen if we didn't have bones? What would our limbs feel like?
- Could we move and, if so, how?
- Could we stand?
- Would our muscles still function?
- How do animals that don't have bones function? (e.g. octopus, snail, spider)

- Without the support of our skeleton we couldn't stand or walk.
- Our skeleton also provides protection of our vital organs (e.g. the skull protects the brain and our ribcage protects our heart and lungs.
- As we have already seen our skeleton allows movement, when working alongside our muscles.



There are 206 bones in the adult human body. Can you think why babies have slightly more? (300 at birth) 🤔

- Do you know any names of the bones in the body? Where would you find them? Let's make a list, we can look back on this at the end of our topic.
- Siemens Healthcare Interactive (Click here to explore in more detail)
- You can also go to the Game section of the link above to try and assemble a skeleton. How quickly can you correctly position all of the bones?

Task: STEM Challenge 1 - Exploring support

One of the functions of the skeleton is to provide support. In this activity you're going to be finding out how a structure can support a load effectively.

1. **Your task is to design and construct a structure that will support the ball as high above the table top as possible. The structure should be stable and may not be fixed to the table.**
   - What kind of structure do you think will work well?
   - How can you use the materials to produce something strong?
   - How can you make it stable?

2. You may want to consider trying out a variety of structures until you are happy with your end result.
   - Use a ruler to measure how tall your structure is. Take a photo and post to Teams. We are going to compare the designs in our next lesson.

You will need:

- A tennis ball or something of a similar shape and size
- Ten pieces of scrap paper
- Some Sellotape

3. **Now look at pictures of a skeleton and identify what makes bones such as the legs, pelvis and backbone effective at support.**
Think about these features:

- Tubular structure (such as the backbone) being light and strong
- Broader structure (such as pelvis and feet) providing stability

Extension:

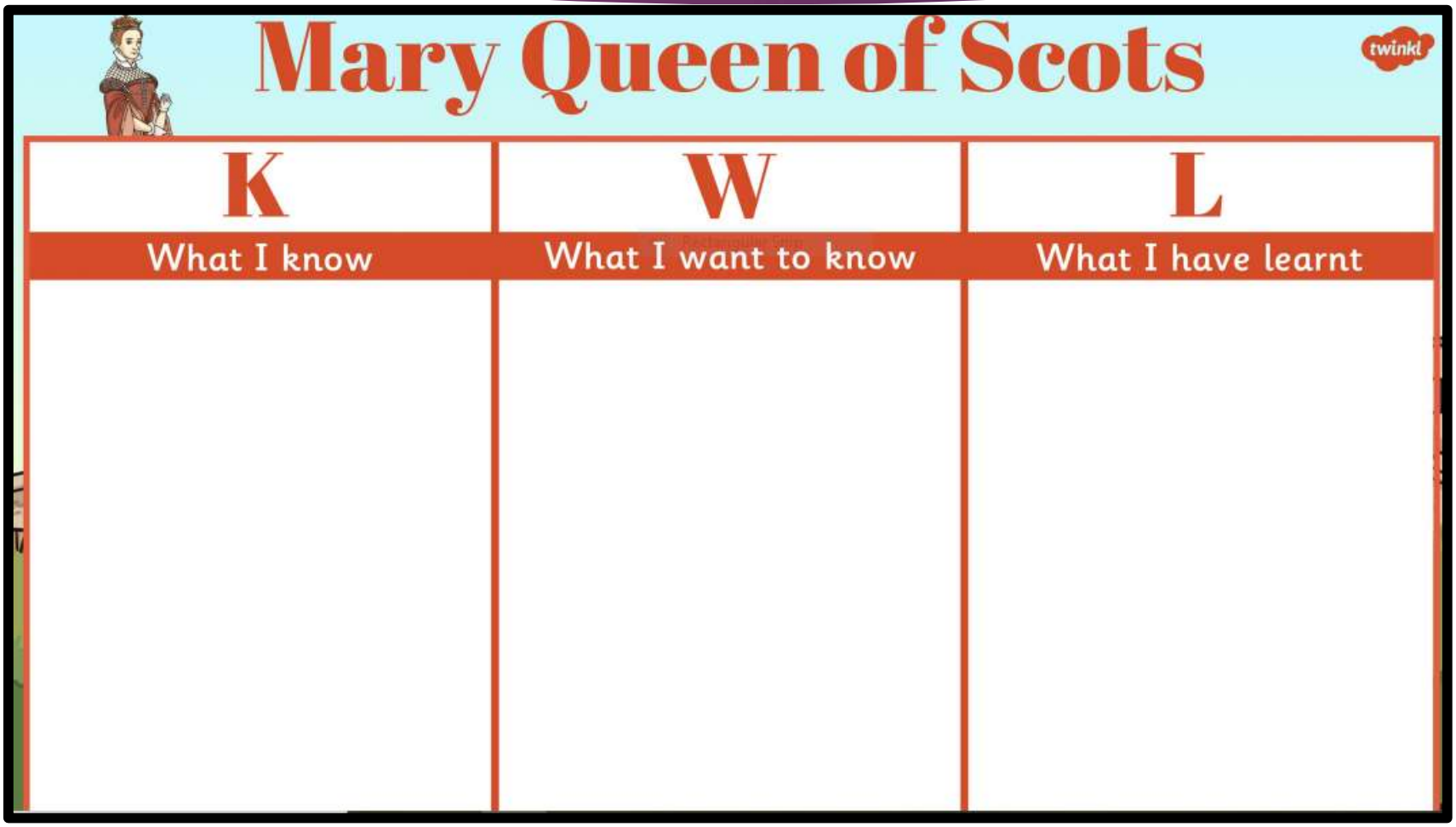
Is building a structure like this a good way of seeing how a skeleton provides support?

- In which ways was your structure trying to do the same thing as a skeleton does in supporting a weight?
- In which ways was your structure not working as a skeleton does?

23.2.21 - IDL – Mary Queen of Scots

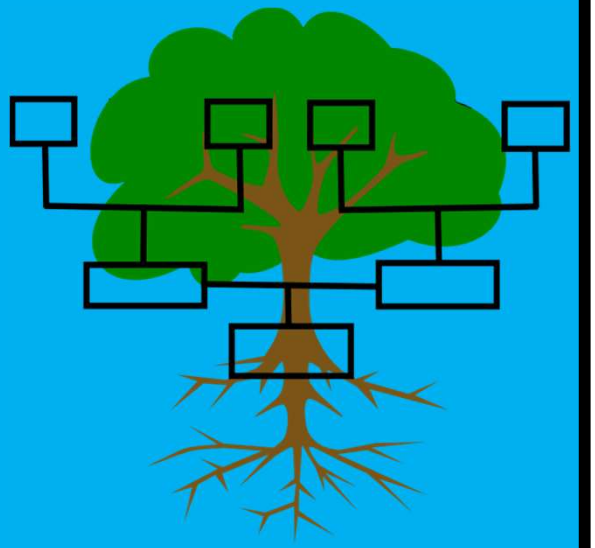
- L.I. – To identify when in Scottish history Mary Queen of Scots lived and who featured in her family tree.
- To create my own family tree.

Starter


Mary Queen of Scots
twinkl
K
What I know
W
What I want to know
L
What I have learnt

Mary's Royal Family Tree

- Who was Mary Queen of Scots and who was she related to?
- Let's look at her family tree to find out!



Tudor and Stuarts Royal Family Tree

Henry VII
B: 1457 R:1485 - 1509 D:1509

M

Elizabeth of York
B: 1465 D:1503

Arthur
B: 1486 D:1502

Henry VIII
B: 1491 R:1509 - 1547 D:1547

Margaret
B: 1489 D:1541

Mary
B: 1496 D:1545

M

Catherine of Aragon
Div:1533

Anne Boleyn
D:1536

Jane Seymour
D:1537

Anne of Cleves
Div:1540

Catherine Howard
D:1542

Catherine Parr
D:1548

1. James IV of Scotland

2. Archibald Douglas

1. Louis XII of France

2. Charles Brandon

Mary I
B: 1516
R:1553 - 1558
D:1558

Elizabeth I
B: 1533
R:1558 - 1603
D:1603

Edward VI
B: 1537
R:1547 - 1553
D:1553

Mary of Guise

M

James V of Scotland
B:1512
D:1542

Matthew Stuart

M

Margaret
B: 1515
D:1578

Henry Grey, Duke of Suffolk

M

Frances Brandon
D:1559

3. James Hepburn Earl of Bothwell

M

1. Francis II of France

M

Mary Queen of Scots
B: 1542 R:1542 - 1567 D:1587

M

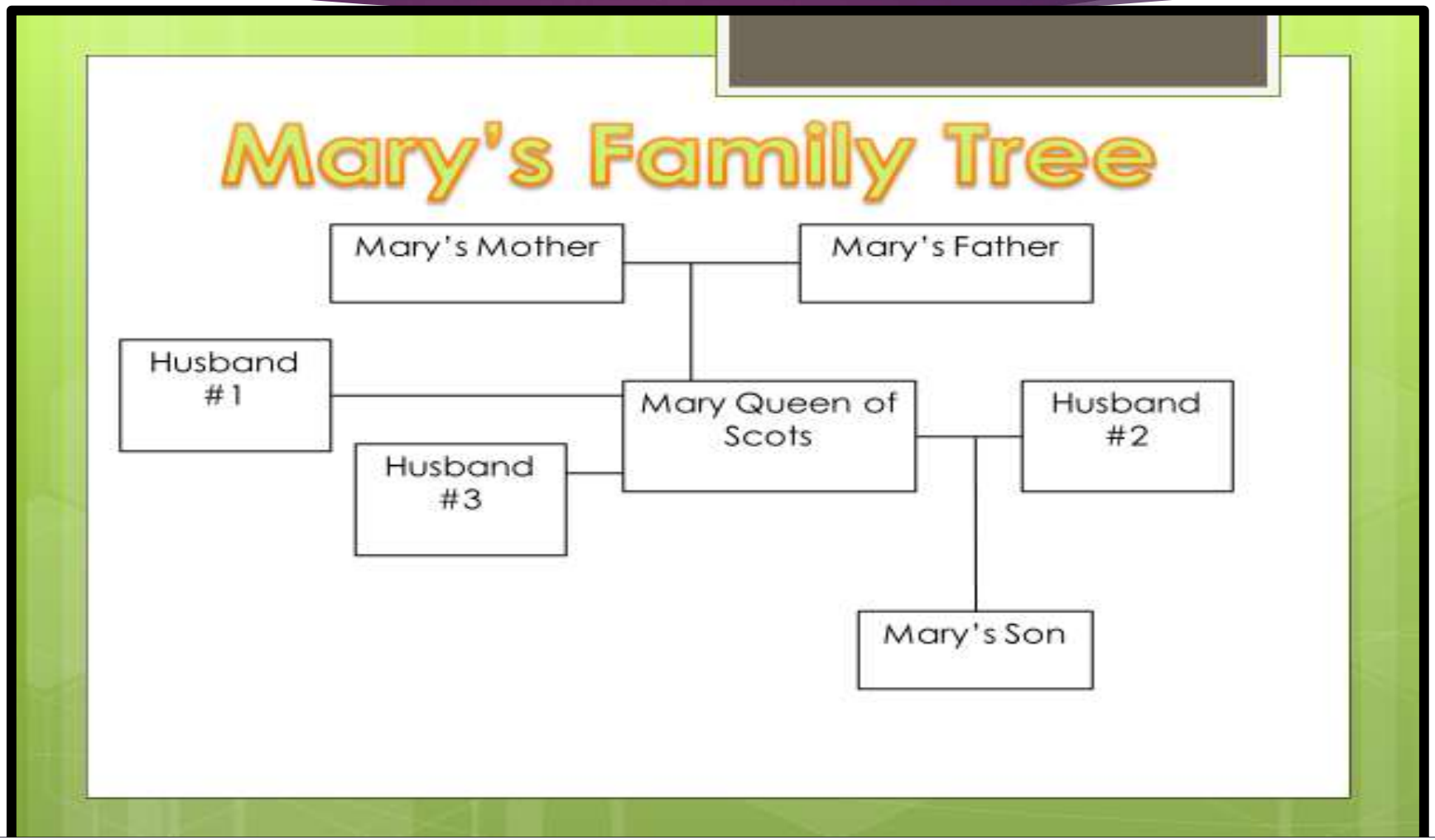
2. Henry Stuart, Lord Darnley

Lady Jane Grey
B: 1537
R:1553
D:1554

Key
B: Born
M: Married
Div: Divorced
R: Reigned
D: Died

James VI (& I of England)
B: 1566 R:1603 - 1625 D:1625

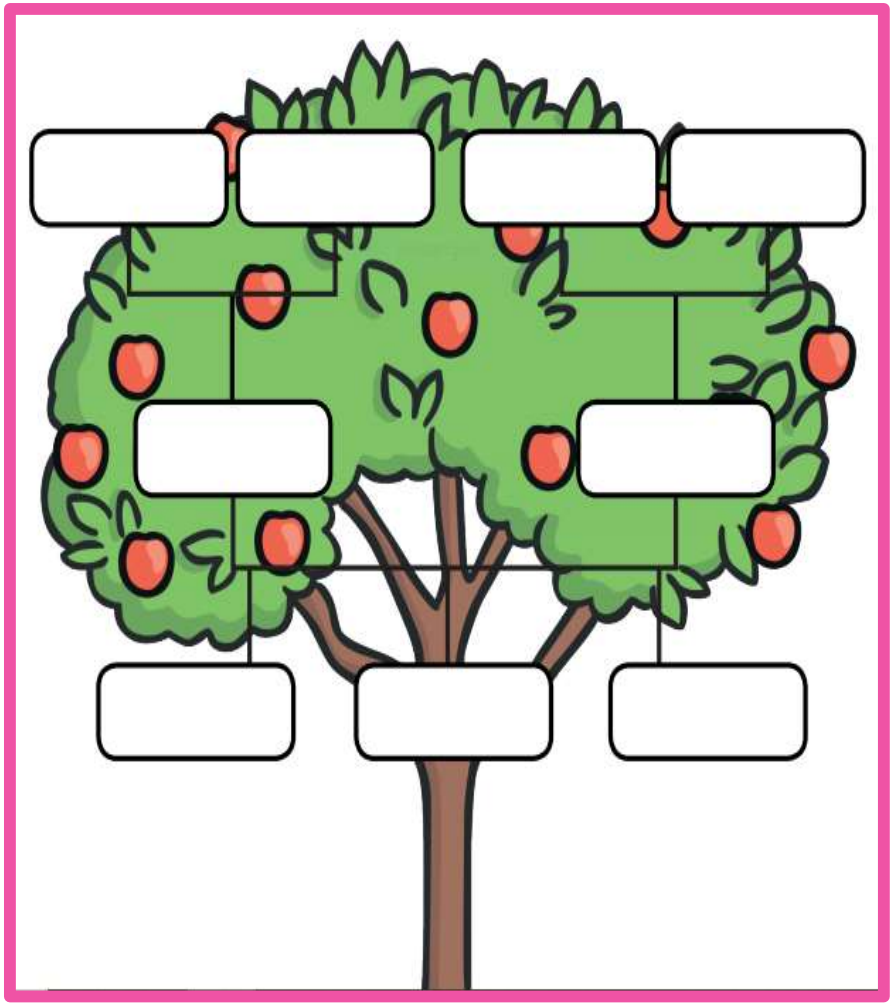
Can you complete Mary's family tree by filling in the correct names and dates?



My Family Tree

Include names of your grandparents, parents and siblings.

Also the year they were born if you know it!

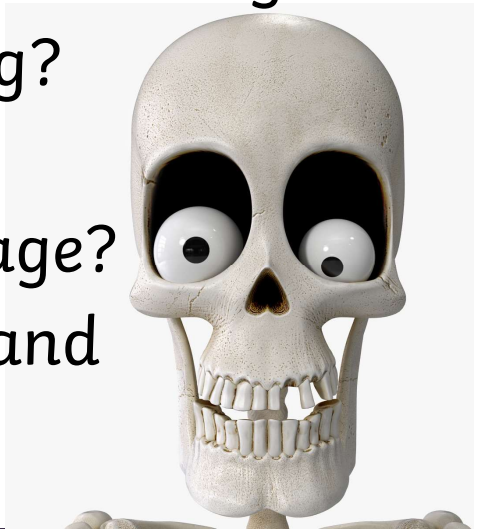


24.2.21 – IDL: The Human Body

LI: to explore the functions of the skeletal system.

Starter – QUIZ (Just for fun)

1. How many bones does an adult have?
2. What is the name of the largest bone in the body?
3. At what age do your bones stop growing?
4. How many bones does a shark have?
5. Which organs are protected by the ribcage?
6. What are the definitions of vertebrates and invertebrates?



Consolidation - Exploring support

What is it that makes bones such as the legs, pelvis and backbone effective at support? Let's think back to our STEM challenge on Monday.

- Look at the structures that were more successful – what seemed to be true about them? What features did they have which worked well?
  - Did they use tubes?
  - Was the structure broader at the top where it supports the ball?
  - How was it made stable?

- Tubular structures (such as legs and backbone) are light and strong.
- Broader structures (such as pelvis and feet) provide stability and balance.
- How tall was your structure? If you could make any changes, what would you do differently?

Task: The Skeleton

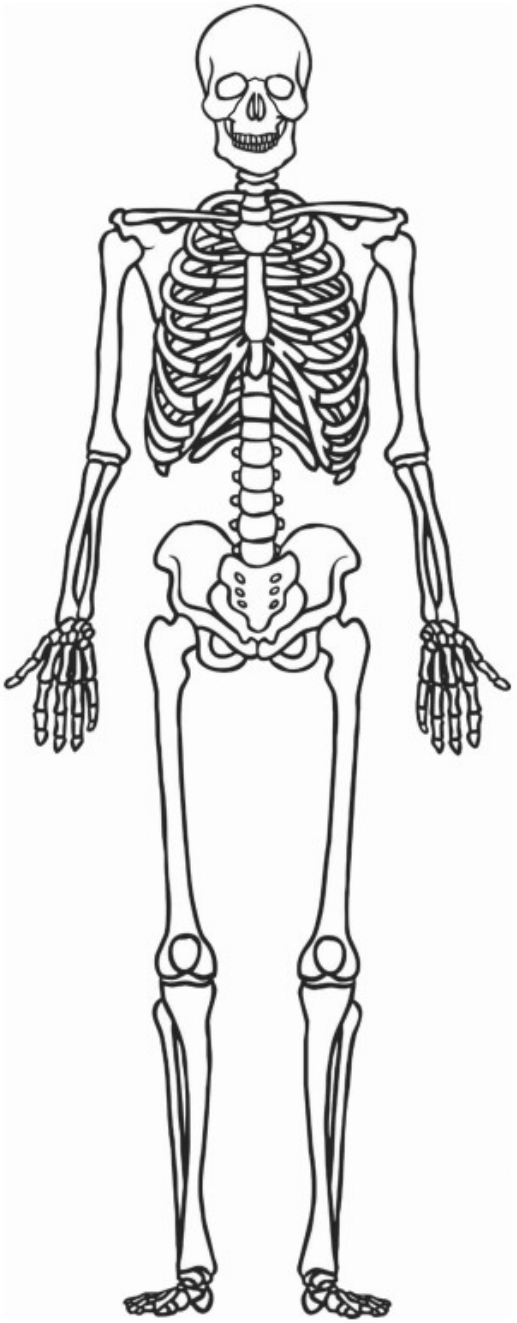
- How does the human skeleton work? - BBC bitesize
- Watch this video to recap on what we already know about the skeleton.
- We have already discussed some of the names of bones we know, today we are going to try and correctly position these within the human skeletal system.
- Print out the pdf (or carefully sketch/trace the picture of the skeleton.
- Follow the clues to correctly label (colour) each bone.

skeletal system - colouring activity.pdf

Colouring Mr. Bones

Instructions:

1. The **skull** keeps your brain safe. Colour the skull yellow!
2. **Phalanges** are connected by knuckles. Colour the phalanges dark blue!
3. Soccer players use shin guards to protect their **tibias**. Colour the tibias dark green!
4. **Metatarsals** are the bones under your shoe laces. Colour the metatarsals red!
5. **Ribs** keep all your organs safe. Colour the ribs orange!
6. The **maxilla** is the largest bone in your face, surrounding the eyes nose and upper jaw. Colour the maxilla purple!
7. The **radius** connects the elbow to the wrist. Colour the radius pink!
8. **Clavicles** are more commonly known as collarbones. Colour the clavicles brown!
9. The **humerus** connect the elbow to the shoulder. Colour the humerus black!
10. The **pelvis** is located between the hip and the spine. Colour the pelvis light blue!
11. The **mandible** is the bone in the lower jaw. Colour the mandible light green!
12. The **femur** connects your knees to your hips. Colour the femur gray!



Optional STEM Challenge 2 - Exploring Protection

Exploring the body

Resources required:

- [ ] Paper
- [ ] Card
- [ ] drinking straws
- [ ] sellotape
- [ ] chocolate covered teacake

Exploring protection

Some parts of the skeleton, such as the skull, rib cage and pelvis provide protection and the spinal cord also protects some important nerves.

You are going to investigate how a delicate object can be protected. Your task is to protect a chocolate teacake from damage. You will need to be working in teams; your team will be provided with the resources shown above. Each team will have the same quantity.

1. **Design and construct something that will protect the chocolate covering on a chocolate teacake from cracking if dropped. The teacake cannot be attached to the structure; the structure will be dropped from increasing heights to see how successful it is.**
2. **Think about how you can use the materials most effectively. For example, is it better to have them fit the teacake snugly or loosely? Would a spherical (i.e. ball shape) structure be the best?**

3. **Test and compare the devices. Look at the more successful ones and identify key features of effective designs.**

- Were they good at protecting the teacake (as far as possible) from all angles?
- Is it true that effective designs aren't necessarily rigid?

4. **Now look at a picture of the skeleton and look at the protective structures. See if there are features in common with your designs, possibly including:**

- All round protection (e.g. skull)
- Flexibility (e.g. rib cage and backbone)
- Lightweight structure (e.g. rib cage)

Send us a picture of your structure, we would love to see if you got involved with the challenge!

The Holy Bible

Thursday 25.02.21

Learning Intentions

- I can understand what the Bible is.
- I can explain why Bible is so important to Christians.

For today's lesson you will need

Your Home Learning jotter or

An A4 plain paper

Pencil or pen

Rubber and ruler

Colouring materials (colour pencils, colour pens, wax crayons, watercolours)

Star words

- Holy Bible
- Sacred
- Old Testament
- New Testament

Vocabulary

- Sacred = very holy and special
- Prophecy = a message given by God, that is delivered to his people by a specially chosen person
- Psalms = poems and songs recorded in the Bible
- Parables = stories told by Jesus, to teach a particular lesson

Starter

Right next you can see various images with books and symbols.

1. What do you see?
2. What do you think is going on?
3. What does it make you wonder?

What is the Bible?

Watch the BBC clip below which introduces the Bible as a book and its meaning to people:

https://www.bbc.co.uk/bitesize/clips/zpk8mp3

The **Bible**, also known as the **Holy Bible**, is a group of religious texts of Judaism and Christianity.

Christians believe that the words in the Bible are important and were revealed by God. This is known as **revelation**.

Bible comes in different shapes and sizes and it has been translated into almost 700 languages.

How it was written?

For a long time the texts were passed on by word of mouth from generation to generation.

The Bible was written over a period of 1500 years by around 40 different authors in Greek, Aramaic and Hebrew.

Translations were made later into Latin (ancient Italian) and some other languages.

The Bible includes books of history, songs and poetry (known as psalms), letters, prayers, laws, prophecies and parables.

Books of the Bible

The Christian Bible is a collection of 66 books.

The **Old Testament** is the first part of the Bible and it's made up of **39** books.

The **New Testament** is the second part and is made up of **27** books.

Do you know that the Bible is the biggest selling book in the world?

The Old Testament

The **Old Testament** contains stories and writings from before the birth of Jesus.

The first five books of the Old Testament (the **books of Moses**) are also sacred texts to Jewish people.

The New Testament

The New Testament is about the life and teachings of Jesus and his followers.

The final book in the Bible is a prophecy about how Jesus will return one day.

There are four books in the New Testament that tell us about Jesus' life, from his birth up to his death and resurrection.

These four books are known as the Four Gospels written by Jesus' students Matthew; Mark; Luke and John.

How do Christians use the Bible?

Christians **read the Bible** because it contains rules and advice from God. They may talk to other Christians about what it means to them.

Some Christians **study the Bible.** This means that they read and think about it in detail, to gain a better understanding of God.

Images of the Bible

- On the left image you can see a fragment from 325-350 AD in Greek.
- On the right image you can see the title page from the first Welsh translation of the Bible in 1588.

- In the first picture you can see an Old Bible from a Greek monastery.
- In the second picture you can see the first printed Bible (mid-15th century).

- In the first picture you can see the Bible used by Abraham Lincoln for his oath of office during his first inauguration in 1861.
- In the second picture you can see an early German translation by Martin Luther.

Activity

Design a book jacket

In your Home Learning jotter or an A4 paper design a cover for the Bible using images, patterns and colours that represent the Bible and yourselves.

PLENARY

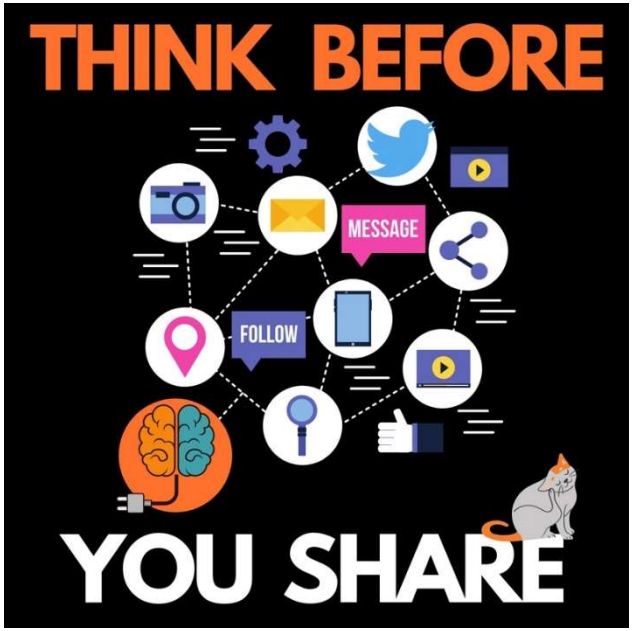
Tweet a friend

Think about why the Bible is the best selling book of all time and why it means so much to Christians.

In your jotter write a Tweet of about 30 words to sum up why the Bible is so popular?

26.2.21 - ICT – Think Before You Share

- LI: to explain what having a positive digital footprint means.

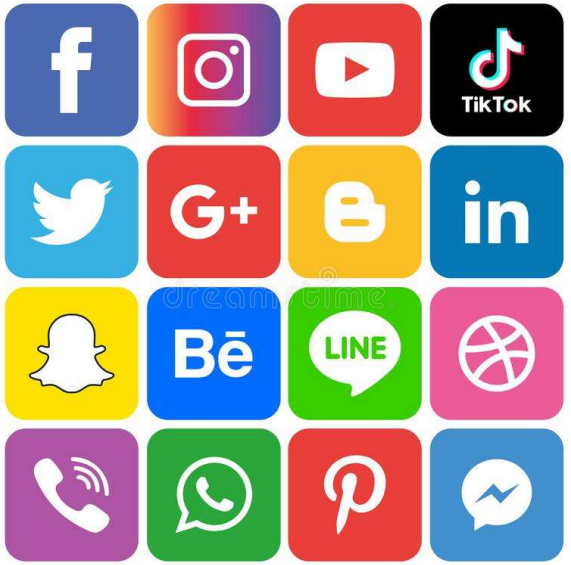


Is it OK to Share?

- Your digital footprint is everything on the internet that makes you, you.

This can include:

- Photos
- Audio clips/Videos
- Texts/Status updates
- Messages to your friends' pages.



Is it OK to Share?

- The Internet is great for communicating with friends and family and people who love the same things as you.
- However, this online connection can create various risks. **Once something is out there, there's no turning back.**
- A picture you think is funny and harmless today could be seen and misunderstood by people you never intended to see it.

Your Privacy Matters!

Your digital footprint can be seen by anyone in the world. Once something is online, it can stay there forever!

You can protect your privacy by sharing only things you are sure you want to share. Be careful about the persona you create online!

Is it OK to Share?

- Take a look at Homer's Facebook profile on the next slide.
- What personal information do you think is **okay** to share?
- What should Homer keep **private**?

fakebook

Search for people, places and things

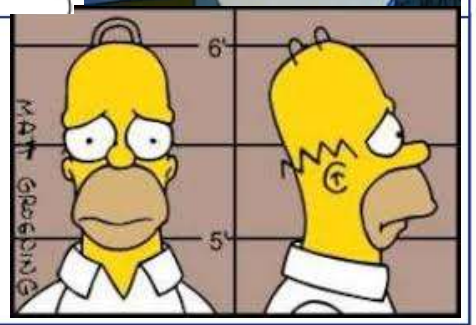
| Home |

Homer Jay Simpson

Date of birth: 12th May, 1956,
Relationship Status: Married to @Marge Simpson

Work: Springfield Nuclear Power Plant
Lives in: 742 Evergreen Terrace
From: Springfield

Tagged Photos



Status What's on your mind?

Mr Burns is soooo annoying. When is it home time?

Just dropping the kids off at school!

Activity Recent

- Homer likes **Watching TV**
- Homer checked in to **Springfield Elementary School**
- Homer likes **Donuts...mm...donuts**
- Homer checked in to **Moe's Tavern**

Is it OK to Share?

- Private information includes your personal details that you should keep to yourself or share only with trusted family/friends.

For example:

- Your home address and phone number
- Email address and online passwords
- Photos you don't want members of the public to see
- The name of your school
- Your full date of birth

Task –
A Positive Digital Footprint

- Can you recreate Homer's Facebook profile? This time try to make his digital footprint **positive**!

He shouldn't be posting:

- Any **private information**
- Anything that he would be **embarrassed** of
- Anything that would **hurt someone else's feelings** if they were to view it.

You could draw a poster of his positive profile or create a mindmap of information Homer would be okay to share.

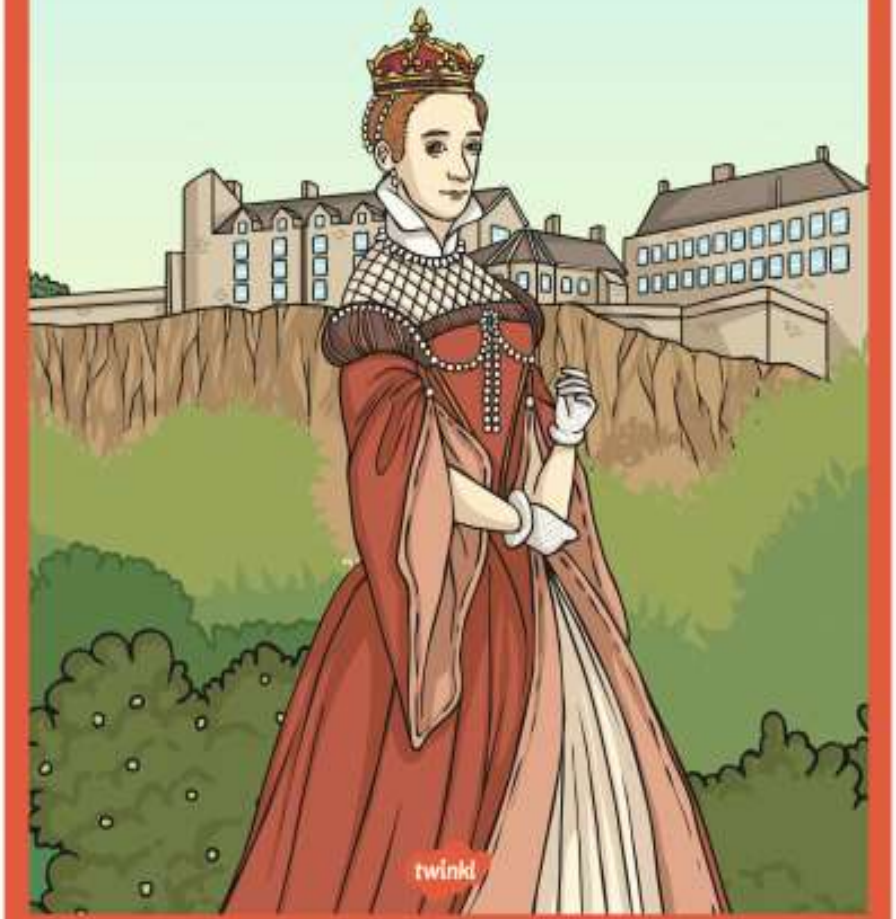
- If you prefer, you can **choose your own cartoon character** to create a positive digital footprint for.

26.2.21 -IDL – Mary Queen of Scots

- L.I. – To arrange dates and events in Mary's life in chronological order.
- Read through the timeline slides and then arrange the dates and events in order from Mary's life.

Mary Queen of Scots

History Timeline Cards 1542 - 1603



1542

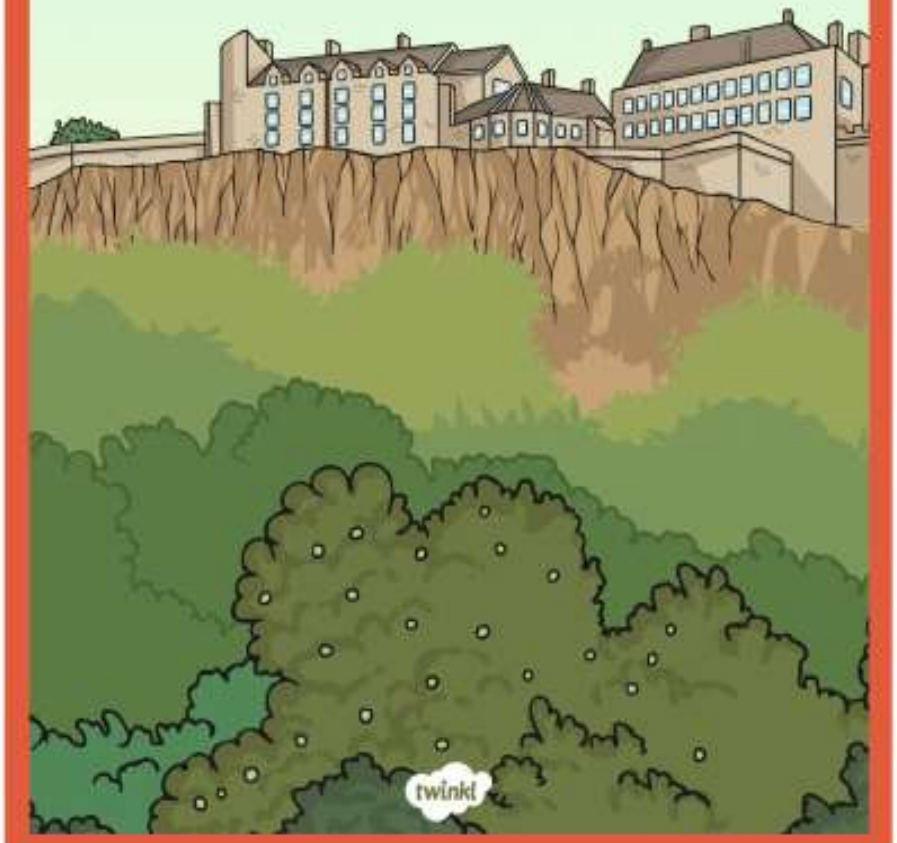
Mary Queen of Scots born at Linlithgow Palace. Mary becomes Queen at 6 days old when her father James V dies.

1543

The Treaties of Greenwich: King Henry VIII arranges for Mary to marry his son Prince Edward. The Scottish Parliament say no!

1543

Mary is crowned Queen of Scotland at Stirling Castle.

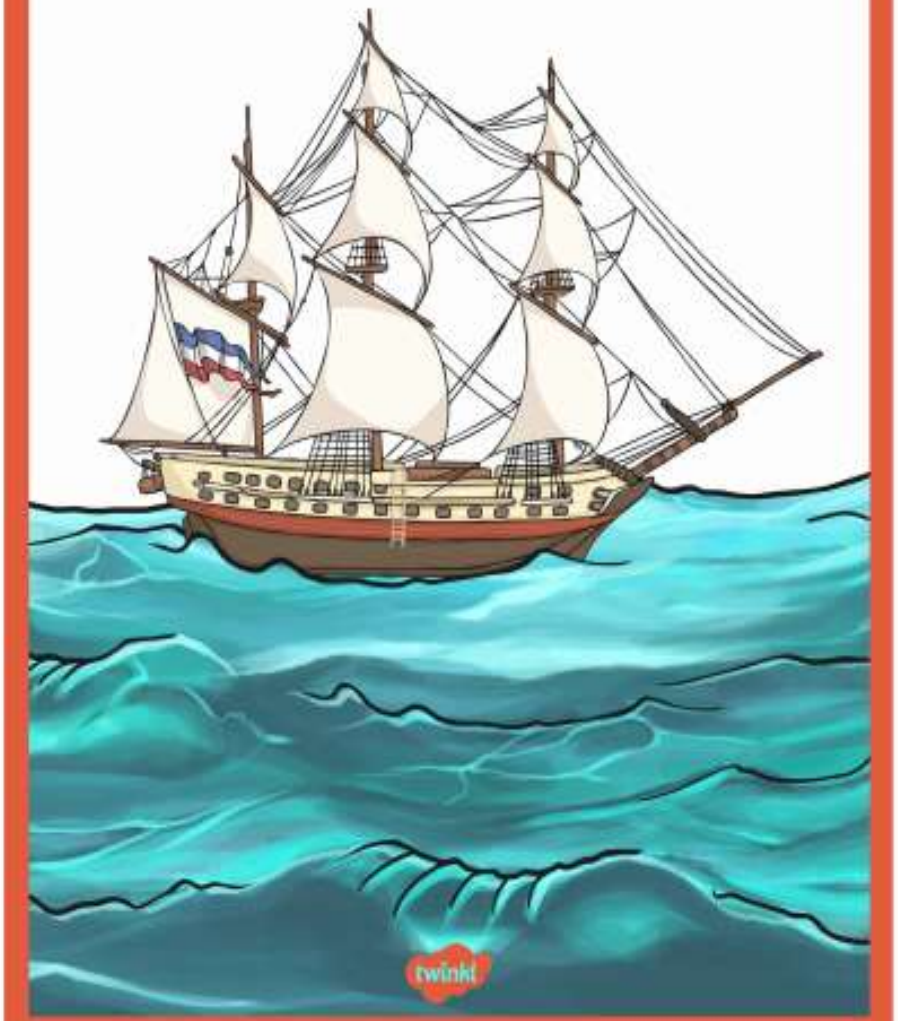


1547

Henry VIII dies. His son becomes King Edward VI of England.

1548

For her safety, Mary leaves Scotland to be brought up in France.



1558

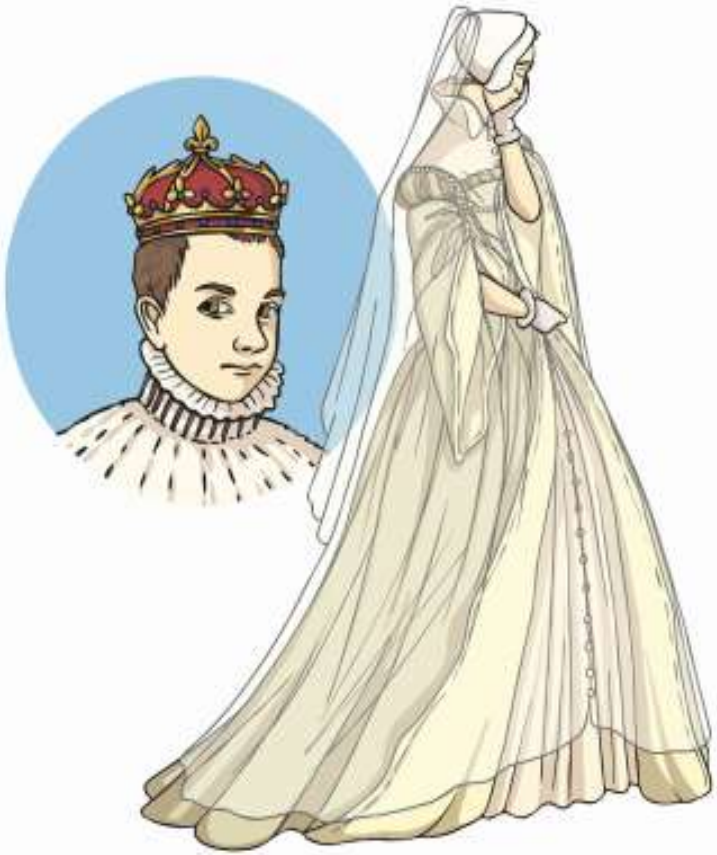
Mary marries Dauphin Francis, the heir to the French throne. Elizabeth I becomes Queen of England.

1559

Francis II becomes King of France with Mary as his Queen.

1560

King Francis, Mary's husband dies.
Mary of Guise, Mary's mother dies.



1561

Mary returns to Scotland.
Scotland is now a Protestant country.
Mary is Roman Catholic.
She allows Protestants to worship as they like.

1565

Mary marries Lord Henry Darnley.

1566

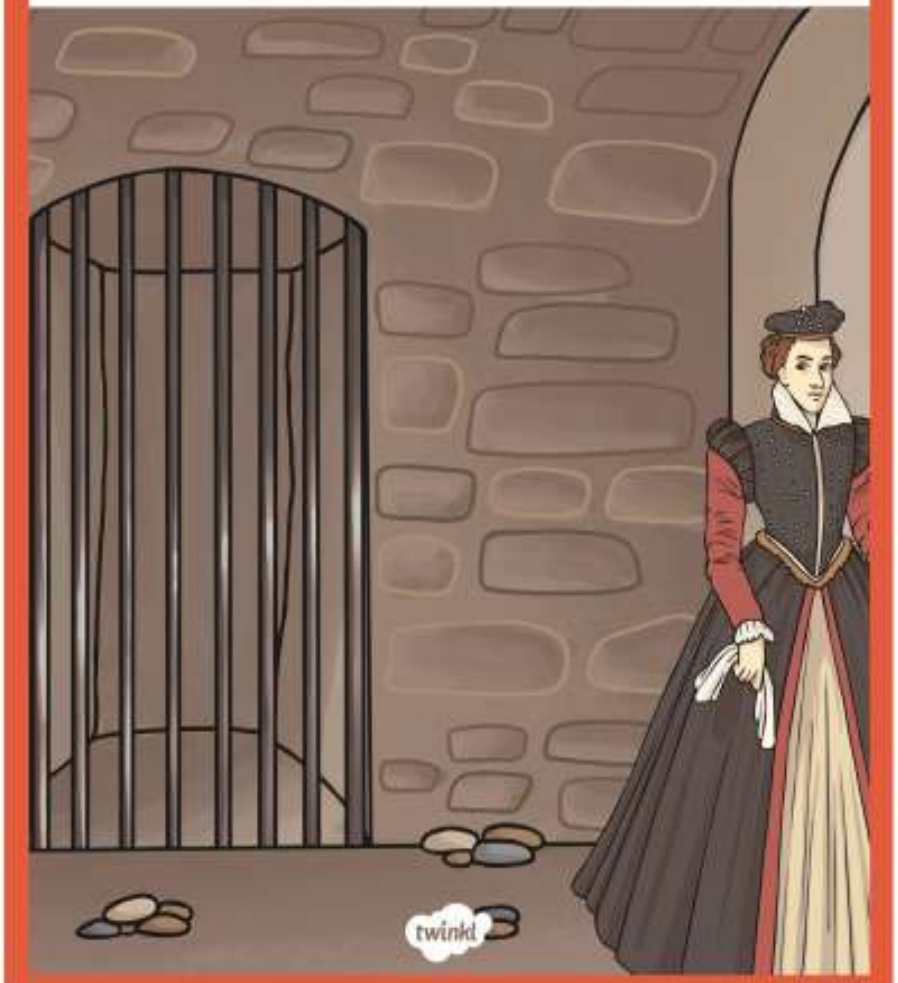
Mary's secretary David Rizzio is murdered.
Mary's son James is born.

1567

Lord Darnley is murdered.
Mary marries the Earl of Bothwell.
Mary is forced to abdicate.
She is imprisoned in Lochleven Castle.

1568

Mary escapes from Lochleven Castle and flees to England. She is kept prisoner in England by Elizabeth I.

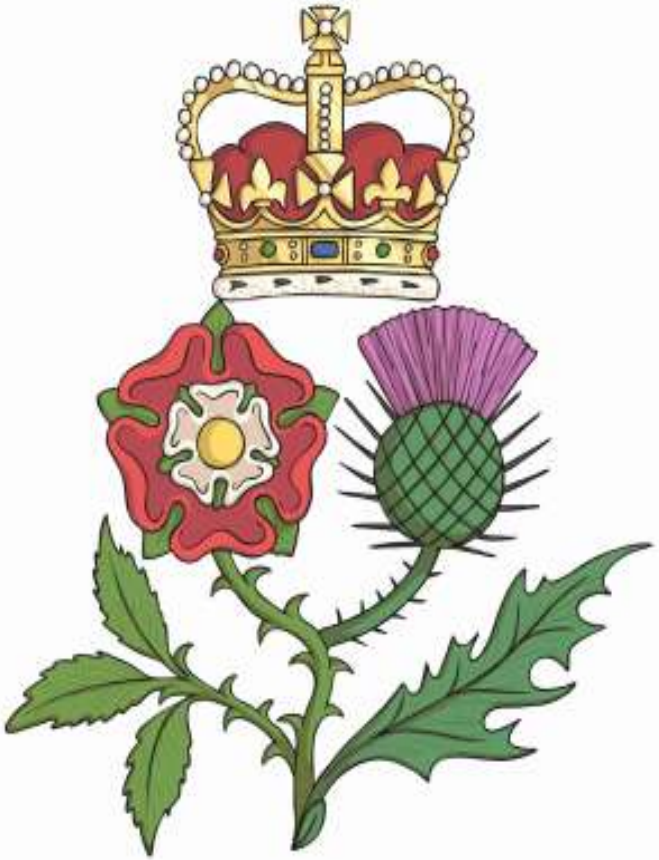


1587

Mary is taken to Fotheringay Castle.
She is found guilty of plotting Elizabeth I's death.
Mary is executed. She was 44 years old.

1603

Elizabeth I dies. Mary's son James VI becomes King James I of England. This was known as the Union of the Crowns.



Can you arrange the dates and events in chronological order?

1566: Mary's secretary David Rizzio is murdered. Mary's son James is born.	**1542:** Mary Queen of Scots born at Linlithgow Palace. Mary becomes Queen at 6 days old.	**1559:** Francis II becomes King of France with Mary as his Queen.	**1603:** Elizabeth I dies. Mary's son James VI becomes King James I of England. This was the Union of the Crowns.	**1568:** Mary escapes from Lochleven Castle. She is kept prisoner in England by Elizabeth I.
1558: Mary marries Dauphin Francis. Elizabeth I becomes Queen of England.	**1547:** Henry VIII dies. His son becomes King Edward VI of England.	**1565:** Mary marries Lord Henry Darnley.	**1548:** For her safety, Mary leaves Scotland to be brought up in France.	**1587:** Mary is taken to Fotheringay Castle. She is found guilty of plotting Elizabeth I's death. Mary is executed.
1561: Mary returns to Scotland. Scotland is now a Protestant country.	**1567:** Lord Darnley is murdered. Mary marries the Earl of Bothwell. Mary abdicates and is imprisoned in Lochleven Castle. James is crowned King of Scotland.	**1560:** King Francis, Mary's husband dies. Mary of Guise, Mary's mother dies.	**1543:** King Henry VIII arranges for Mary to marry his son Prince Edward. The Scots say no!	**1543:** Mary is crowned Queen of Scotland at Stirling Castle.

If you want more of a challenge try ordering these dates and events!

	March 1566	July 1565	1560	August 1561
10th February 1567	8th February 1587	1568 to 1586	14th December 1542	2nd May 1568
15th May 1567	7th August 1548	24th July 1567	24th April 1558	8th December 1542

Mary returns to Scotland
Kirk o' Field House explodes and Lord Darnley is found murdered outside
Darnley murders David Rizzio in front of Mary's dinner party
Mary's mother, Marie de Guise and her husband Francis dies
Mary marries the Earl of Bothwell under pressure
Mary escapes to France
Mary marries Francis and becomes Queen of Scotland and France

Mary Queen of Scots is executed at Fotheringay Castle
Mary is imprisoned in England
Mary Stuart is born
Mary marries Henry Stuart, Lord Darnley
Mary is imprisoned in Loch Leven Castle and leaves the crown to her son James VI
Mary escapes Loch Leven Castle and goes to Elizabeth I for help
Mary is made Queen of Scots when her father dies