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| ***Y6 Home Learning Grid***  ***Living things and their habitats*** | **Knowing** | **Understanding** | **Applying** | **Analysing** | **Creating** | **Evaluating** |
| **Verbal**  I enjoy reading, writing and speaking | Write a glossary of the important vocabulary in the context of living things and their habitats. | Create a fact sheet about Charles Darwin and the Theory of Evolution. | Create a powerpoint presentation on the comparison between two different habitats. | Write a story set in a habitat of your choosing. | Write a newspaper report about a new species that has been found. | Explain why different characteristics of habitats effect the type of animal that live there. |
| **Visual/Spatial**  I enjoy painting and drawing | Paint a scene which includes an animal camouflaged within it. | Draw a chart showing some animals, alongside their habitats and adapted traits. | Draw your own newly created species. Comment on its habitat and why it chose to live there. | Create a portrait of Carl Linnaeus | Create a poster to encourage others to protect the places plants & animals live. | Paint your own version of Rousseau’s ‘Surprise!’ Evaluate the original painting. |
| **Kinesthetic**  I enjoy doing hands on activities, sports and dance | Make an animal related mobile | Create a 3D model of an animal found on the Galapagos Islands. | Make a mini habitat for an animal inside a box. | Investigate plant life in the school grounds. Record your findings imaginatively. | Make up a dance about animals.  Be prepared to perform it! | Create a presentation about the life of Carl Linnaeus and perform |
| **Musical**  I enjoy making and listening to music | Find out about ‘RiverDance’ and show the class what you have found. | Listen to Saint-Saëns - Le carnaval des animaux (The Carnival of the Animals)’ Produce a fact page about this composer. | Using the tune of a well-known song of your choice, make up your own song about an animal. | Create a rain maker using pebbles or seeds. Can you decorate it with an animal theme? | Make up a song or rap about animals.  Be prepared to perform it! | Listen to ‘Let the River Run’ by Carly Simon.  Evaluate it. How does the song connect with a river? |
| **Interpersonal**  I enjoy working with others | Challenge 3 people to name as many animals in a particular habitat in 2 minutes. Record their scores. | Make an informative poster teaching people how to be safe around rivers. | Find out about two different habitats and compare them. | Produce a holiday brochure for a trip to the habitat of your choice.  Include facts, pictures, persuasive language. | Conduct your own mould investigation. Choose the food and use the checklist in your science book – e.g. prediction, variables… | Work together to make a 3D landscape model of a river. It must include at least 4 features found on the river. |
| **Intrapersonal**  I enjoy working by myself | Find the sizes of at least 8 animals in the UK and/or World.  Make a bar chart to show these. | Find out about at least 5 different animals. Present your findings in an interesting way. | Draw an annotated map of the different types of habitat that exist around the world. | Make a PowerPoint for a trip to the habitat of your choice.  Include facts, pictures, persuasive language. | Create a quiz about living things and their habitats on Kahoot. | Explore the effects of global warming on animals and their habitats. |

Some useful links:

<https://www.nhm.ac.uk/schools/teaching-resources/living-things-and-their-habitats-resources.html>

<https://www.stem.org.uk/resources/elibrary/resource/35348/living-things-and-their-habitats-classification>

<https://ypte.org.uk/lesson-plans/living-things-and-their-habitats-year-6-classification>

<https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=6a>