Over the next four weeks, **please complete all of these tasks**. You may complete them in any order you like!

Aim to complete one a week. Just like in school, I expect you to put 100% effort into your work.

Please return your completed work on Monday 6th December

Design and Technology

During this half term, we will be learning about the 4 layers of the rainforest:

Birds, bats, and butterflies live in the tops of the tallest trees. That is called the **emergent layer**.

In the tops of the shorter trees, or **canopy**, you can find animals such as toucans and monkeys.

Snakes, red-eyed tree frogs, and other animals live in the **understory**, or lower branches.

Animals such as jaguars can be found on the dark **forest floor**.

Emergent Layer
Canopy
Understory
Forest Floor

- the emergent layer
- the canopy
- the understory
- the forest floor

Your task is to use your D.T. skills to create a model showing the 4 layers of the rainforest. You could use a 2-D base to build upon or you could make it completely 3-D by using a shoebox (or two!).

If you want some inspiration, you could politely ask an adult to kindly search 'rainforest layers model' on the internet.

Visit these links to find out more about rainforest layers:

youtu.be/blh3Kq9xf_o / youtu.be/ea82OEf91C4

Literacy

Recently, we have been focussing on including lots of different features in our writing.

- **Fronted adverbials** (sentence openers).
- Interesting adjectives to create expanded **noun phrases**.
- **Adverbs** to describe how actions (verbs) are done.

Examples:

Looking out across the iridescent water, the curious, hungry water vole began to nibble gratefully on the juicy, fragrant herbs that grew generously on the river bank.

Underneath the leaves, the mischievous girl pretended that she was a huge, ancient turtle swimming gracefully through the shallows of the warm, cyan sea.

Your task is to use these language features to write descriptive sentences about autumn.

You could write lots of sentences about separate autumnal scenes and images.

Alternatively, you could link the scenes together; perhaps write about a walk through the park searching for conkers and describe all that you see and hear or a day in the life of a squirrel preparing for winter.

Science

Use these links to research the ear and the eye. The ear: www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/zkdkmfr

The eye: https://www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/z7by92p

Create a non-fiction page about all that you know and have learnt. You must include labelled diagrams of the ear and the eye.

These videos are funny and informative too! kidshealth.org/en/kids/ears-movie.html kidshealth.org/en/kids/eyes-movie.html

Click this symbol on the 2nd image of each webpage to show the parts of the ear and the eye. This will be useful for your diagrams.

Remember to visit Rock Stars regularly and read your reading book at the weekend. Bug Club is available too!

Geography

We have been learning about the difference between weather and climate and how there are different climate types.

Look at the data table below. There are 5 cities, each with a different climate type. The average temperature of each city is given in degrees Celsius.

You task is to create a bar chart to show the data.

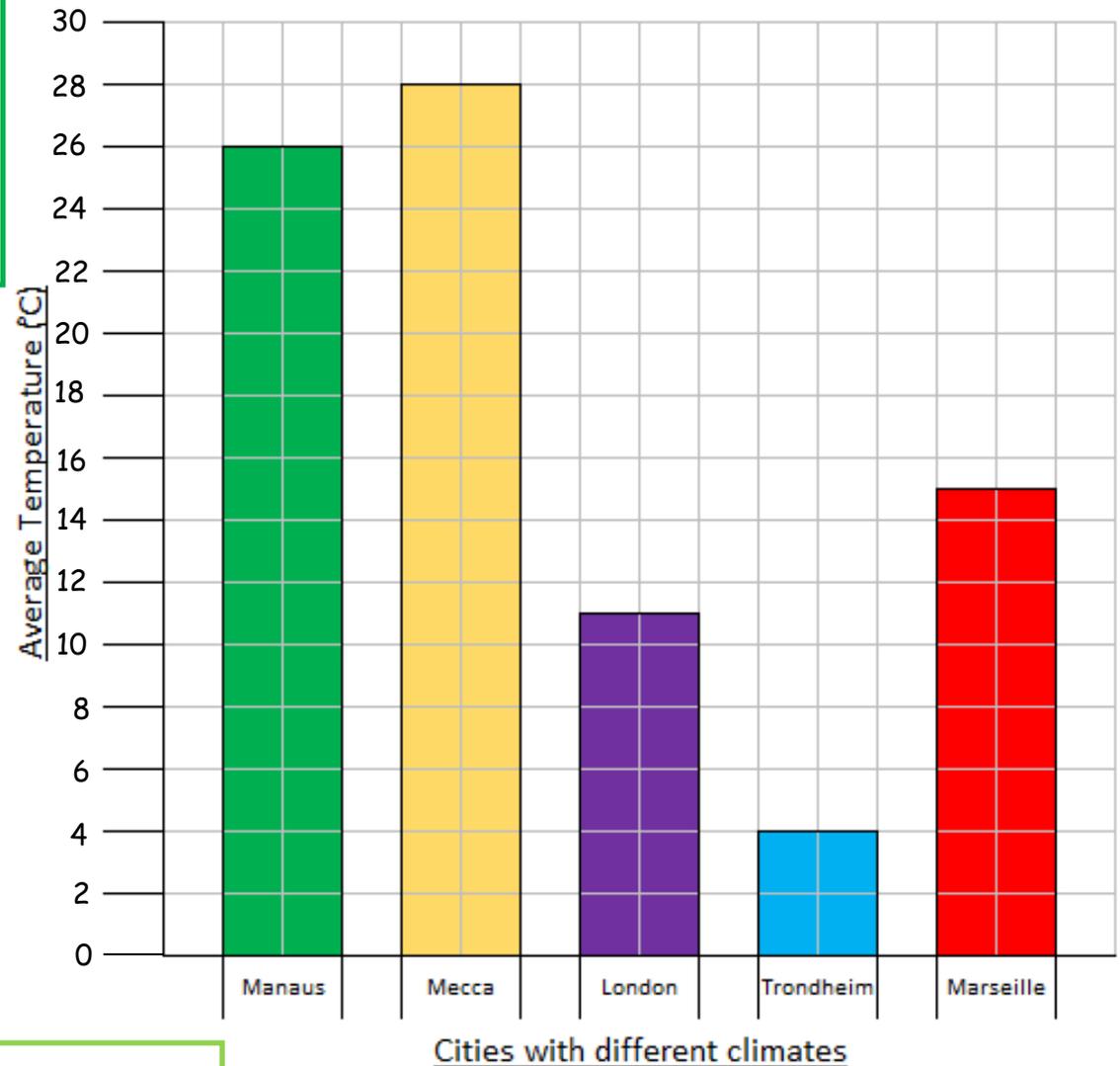An example displaying a different set of data is shown to help you.

Climate	City	Average Temperature (°C)
Arid	Assab	31
Mediterranean	Tangier	18
Polar	Murmansk	1
Temperate	Streetly	10
Tropical	Jakarta	26

Example:

Average temperatures for different climates

Cities with different climates

Extension:

You could research your own data and present it in another chart. Ideas are: average rainfall / average summer temperature / average winter temperature / highest recorded temperature / lowest recorded temperature.

If you would like to try creating a bar chart digitally, visit this website. Fill in the title, field labels and data and it will create the chart! https://www.mathsisfun.com/data/data-graph.php