Year 6 Foundation Subject Home Learning Pack

Week Commencing Monday 4th May 2020

We hope that you are all keeping safe and well! We miss teaching you all very much and have created a pack for you to support you in your learning.

In this Learning Pack you will find five different activities for this week covering different foundation subjects. These activities can be completed in any order.

We hope you enjoy them 😊

1. Science - Plant Classification
2. History - How were soldiers recruited in WWI?
3. Music - The songs of WWI
4. PSHCE - How to deal with negative thoughts!
5. Art - Build a bird

Don’t forget you can email us your fantastic learning at projects@beddingtonparkprimary.com 😊.
Science

So far this term you have been learning about living things including microorganisms. Today, you are going to be learning about classifying plants.

**How are plants classified?**

Plants are classified into 4 groups (see below).

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Plant Kingdom

Mosses & Liverworts  Ferns  Gymnosperms (Conifers)  Angiosperms (Flowering Plants)
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**Mosses**

- Mosses are flowerless/seedless plants. They reproduce by *spores*. They are plants that most people have seen but many have ignored. The most commonly found group is the green mosses that cover rotting logs, grow on the bark of trees, and grow in the spray of waterfalls, along streams and in bogs. Even though mosses often thrive in wet habitats, some mosses and some liverworts can survive in quite dry environments such as sandy soils and exposed rock outcrops.
Conifers

With around 588 living species, this is the largest gymnosperm group. Conifers grow in all climates and on all continents except Antarctica. They all bear their seeds within a cone or a structure resembling a berry. Most conifers are trees. Conifers appeared in the fossil record about 290 million years ago and have been an ecologically important, widespread group ever since then.

Angiosperms-flowering plants

The angiosperms are plants whose seeds develop within a surrounding fruit. This can easily be seen by slicing into a tomato, for example. Some defining characteristics of angiosperms include flowers, carpels and the presence of endosperm, a food substance found in seeds.
Ferns

Ferns are a group of non-flowering plants that reproduce by releasing spores rather than seeds and they include the true ferns and other graceful, primarily forest-dwelling plants. There are about eleven thousand different species of ferns making them the most diverse land plants after the flowering plants (angiosperms).

Your task

Look at the plants below in the table and identify what type of plant it is and explain how you know. The first one has been done for you.

Useful links:


https://www.bbc.co.uk/programmes/articles/MfSrhbTkHLZ3fbJzScyDvC/primary-science-plants
<table>
<thead>
<tr>
<th>Plant</th>
<th>Plant group</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
| ![Flowering plant](image1.png) | Flowering plant | - Has seeds  
|             |                  | - Has petals  
|             |                  | - Has carpels  |
History - How were soldiers recruited in WWI?

It was great to hear that so many of you are enjoying learning about our new topic - WWI. This week, we will focus on how soldiers in Britain were recruited to join in the fight. If you can, please take a look at this webpage to help you https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z4v9mfr.

In this lesson, you will learn about the difference between propaganda and conscription as two ways that soldiers were recruited. You will also read some personal accounts.

In August 1914, Lord Kitchener, the Secretary of State for War, realised Britain needed a bigger army.

He made a direct appeal to the men of Britain. Posters were displayed showing him pointing his finger at anyone passing by. This was called propaganda. (You will find out more information about this on the following page).

The propaganda worked. Men felt proud to fight for their country. The positive message of fighting for your country was repeated. The negative side of the fight was not as well publicised.

- 54 million posters were issued.
- 8 million letters were sent.
- 12,000 meetings were held.
- 20,000 speeches were given by military spokesmen.

In the first weekend of the war, 100 men an hour (3,000 a day) signed up to join the armed forces.

By the end of 1914 1,186,337 men had enlisted.
How were soldiers recruited?

The war started 4th August 1914. The government asked for volunteers aged 19 to 30 to join the army. To begin with, there was a wave of patriotism in the country as men decided to ‘do their bit for King and Country’. One million men had enlisted by December 1914, as they thought the war would be over by Christmas.

Recruitment methods

The government worked hard to keep a constant stream of volunteers queuing at their local recruitment office. Pals battalions were designed to keep friends together who joined up at the same time. ‘Go to war with your pals’ was the message. Examples included football teams and old school friends.

Source A

The propaganda campaign of leaflets, and posters was used throughout the country. They also made the British look like a hero, and the Germans as cruel savages. Victories filled the newspapers, while defeats were kept quiet. Even women were encouraged to get their boyfriends or husbands to join in. Some women went as far as to hand out white feathers, a mark of a coward, to any men they thought should be in the army. This propaganda campaign was very successful – by January 1916 about 2.5 million men had agreed to fight.

Source B
Did propaganda work?

*Recruitment figures fell the longer the war continued.*
*Christmas came and went, and the war was still going on.*
*Overall in 1914 the Allies lost nearly 400,000 men. **Two thirds** of the original army had been destroyed!*

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**Conscription**

*The fall in the number of recruits meant that in May 1916 **conscription** was introduced.*
*All men aged between 18 and 41 now had to join the army unless they were working in essential industries.*
Activity 1 -

Read the personal accounts below and answer the following questions. You could create a poster or different profiles for each veteran -

1. What is the name of your war veteran?
2. Why did they join the war? (Conscription or propaganda)
3. Write down one interesting fact you have learnt from reading your source.

I was born in East London in June 1986. After I left school I worked making car bodies for cars. In 1914 I tried to join the army as a despatch rider, but my mother, who was ill, persuaded me to stay at home and nurse her. She died a few months after. I remember feeling like I had no purpose in life, so I joined the Royal Naval Air Service as mechanic. I worked in Great Yarmouth, maintaining sea planes and submarines and I was an air gunner in operations against German planes.

Henry Allingham, who died aged 113 in 2009

'I waited in a very long line with my friends, the line wound round several corners. When I finally reached the door a big Sergeant stopped me looked me up and down and asked how old I was. I said 16, thinking that was old enough. The Sergeant replied you are a big lad but we only sign up 19 years or older, walk around the block until your older.

I then walked to the back of the line and when I was stopped by the sergeant at the door again he asked me my age. I said 19. He said come in.

The army when it was recruiting took things at face value and lots of information held on soldier's records from the great war is less than accurate when it comes to date of birth and spelling errors on handwritten documents etc.

When I was training I was told that there are not enough horses to go round, so you will be given a bicycle.

William Morland, from Lancashire
I left school at 15 and became an apprentice plumber. Just one year into the job, the Great War broke out. I was conscripted at the age of 18. I had an idea of what to expect—my brother had been injured in the trenches. I felt sorry for my poor mother when I left; by now it was 1917 and I had heard of the bad conditions in the trenches, and worried that I would never return. I trained as a machine gunner, and left the country in May 1917 to fight in Reims, France.

Harry Patch, War Veteran (died July 2009 aged 111)

I was born in Worcestershire. I had seen the posters advertising war and knew that the government needed people to fight. I tried to enlist so that I could fight with my elder brothers, but I was told I was too long.

I managed to enlist eventually by lying and saying that I was 18. I was only 14 when I joined the Royal Navy. I fought on HMS Revenge and saw action in the North Sea when I was just 17.

Claude Choules, aged 108, the last surviving veteran of the war, now living in Australia

Activity 2 -

Can you create a poster detailing how soldiers were recruited?

- Explain what propaganda is
- Explain what methods of propaganda were used during WWI
- Explain why men wanted to join the army (and even lie about their age)
- Explain what conscription was
- Explain why conscription was necessary
Music

For this lesson, we will be looking at the music of World War I. If you can access the internet, you can follow a complete lesson here where you will learn the songs and all about their meaning in a twenty-minute video.

Activity - If you are unable to access the lesson video above, please complete this activity. Look at the following lyrics from the songs and complete the questions below.

Your King and Country Want You (sang by women as a form of recruiting men for the army)

We've watched you playing cricket and every kind of game
At football, golf and polo you men have made your name
But now your country calls you to play your part in war
And no matter what befalls you, we shall love you all the more
So, come and join the Forces as your fathers did before

Oh, we don’t want to lose you, but we think you ought to go,
For your King and country both need you so.
Wh shall want you and miss you, but with all our might and main
We shall cheer you, thank you, kiss you, when you come back again.

'Far, far from Wipers'

Far, far from Wipers I long to be.

Where German snipers can’t get at me.

Dark is my dugout, cold are my feet.

Waiting for Whizzbangs to send me to sleep.

Pack up your troubles (WWI marching song)

Pack up your troubles in your old kit bag and smile, smile, smile.
While you’ve a lucifer to light your fag, smile boys, that’s the style!
What’s the use of worrying? It never was worthwhile. So!
Pack up your troubles in your old kit bag and smile, smile smile.
Lucifers were a brand of matches and in the Netherlands and Belgium today, matches are still called lucifers!

If you would like to learn a dance to this, please use this link where you will find a tutorial video. https://www.youtube.com/watch?v=LTtLndosV0

Take me back to dear Old Blighty (song sung by soldiers)

Jack Dunn, son of a gun, over in France today,
Keeps fit doing his bit up to his eyes in clay.
Each night after a fight to pass the time along,
He's got a little gramophone that plays this song:

Take me back to dear old Blighty!
Put me on the train for London town!
Take me over there,
Drop me ANYWHERE,
Liverpool, Leeds, or Birmingham, well, I don't care!

Activity - For each song can your answer the following questions?

1. Is the song optimistic (cheerful) or pessimistic (hopeless)?
2. Why do you think people sang this song - what was the purpose of it?
3. Are there any phrases within the song that would encourage men to sign up for the army?
4. Are there any new words that you have learnt from this song?
Task 1
Discuss the questions with an adult or sibling. Maybe you could write your ideas down on paper, or make a mind-map.

Task 2
With an adult or sibling discuss some negative thoughts you may have had recently, or a negative thought you often have.

- It might be one about yourself, thinking something negative about yourself.
- It might be a thought linked to a particular worry or fear.
- It might be a negative thought about something that is going to happen.

Task 3
What is the impact of negative thoughts?

- Why might negative thoughts be called unhelpful thoughts?
- How might they affect the way we feel?
- How might they impact the way we act?
- What might happen because of a negative thought?
- Can negative thoughts affect those around us?
Unhelpful Thoughts

According to science, we tend to dwell on negative thoughts more than positive thoughts. This means they tend to stick around for longer in our minds. This is a real nuisance because those negative thoughts can cause us to produce stress chemicals in the brain, which makes us feel unpleasant feelings.

When was the last time you felt any of these emotions?

- guilt
- self-doubt
- panic
- anger
- worry
- tearful
- fear
- jealousy
- stress

Dealing With Unhelpful Thoughts

Unhelpful, or negative thoughts are normal and are a part of life. It isn’t wrong to have them, but we need to know what to do with them – especially if we seem to be having a lot of them!

There are different strategies that work for different people.
Dealing with Unhelpful Thoughts

Worry Dolls and Worry Monsters

Many people tell their unhelpful thoughts to worry dolls. These tiny dolls originated in Guatemala. They are usually kept in a small bag or box and a lot of people keep them under their pillow. If you share the negative thoughts with the dolls, then put them under your pillow before you go to sleep, it can leave your mind clear to get a good night’s sleep.

Worry monsters work in a very similar way. Many children use worry monsters to eat up their unhelpful thoughts! They are cuddly toys who eat the worries you have written down on pieces of paper. A lot of people also use these at night, before going to sleep.

Dealing with Unhelpful Thoughts

Sharing Thoughts with Others

Just as sharing your negative thoughts with worry dolls, or feeding them to a worry monster, can help get them out of your mind, telling them to someone else can also help.

Talking to a family member or a close friend about your worries or fears can often be a great way to deal with them. Other people may have some good advice, or might be able to help you see that they are not as bad as you think they are.
Dealing with Unhelpful Thoughts

Keeping a Thought Journal
Writing unhelpful thoughts down is a bit like sharing them with someone else. Although there is no one there to listen and give advice, it does help you to get them out of your head. When you read them back, they often don’t seem quite so bad and you can sometimes see a way to turn them into more helpful thoughts.

Dealing with Unhelpful Thoughts

Talking Back to Unhelpful Thoughts
Even if you are on your own, with no worry dolls and nowhere to write your unhelpful thoughts down, you can learn to identify your negative thoughts and talk back to them.

You could maybe give your negative voice a name and imagine you are giving them the sort of advice you would give a friend if they shared these thoughts with you.

Remember, you don’t have to talk out loud – the thoughts are inside your head!
Look After Your Body

- Eat healthily – good food improves your mood!
- Get plenty of exercise – exercise makes your brain release feel-good chemicals, called endorphins.
- Get enough sleep – it’s hard to stay positive when you’re tired and grouchy!
- Drink enough water – when our body is dehydrated, it can affect our mood in a negative way.

Do the Things You Love

Doing the things you love doing can really help you to keep a positive mental attitude.

Maybe you have a favourite sport, a hobby, or a pet to play with?

Maybe you love being with your friends or family?

Maybe you love to get stuck into a good book, or watch a favourite film?
Task 3

Create a leaflet or poster about how to deal with negative thoughts. Use the information above to help you create your poster. It would be great if you could send your posters/leaflets to projects@beddingtonparkprimary.com 😊
All About Brancusi
(1876 – 1957)
Romanian

Brancusi was a sculptor who made images very, very simple. His sculptures were mostly made from marble and limestone, bronze and wood. He often carved his work.

In 1883 he became a shepherd in the Carpathian mountains. It was at this time that he first learned wood carving. He was to love carving for the rest of his life.

When he became a servant at an inn he was challenged to make a violin as a bet. He did such a good job that he came to the attention of a rich businessman who sent him to the local school of Arts and Crafts.

In 1904 he moved to Paris from Romania.

His work often shows influences from Romanian and African cultures.

From the 1920s to the 1940s, Brancusi was particularly interested in birds in flight. He was most interested in the birds’ movements rather than the shapes of their bodies.

In Bird in Space, a famous bird sculpture of his, he doesn’t show wings and feathers; he elongates the body, and stretches the head and beak until it is slanted and oval.

Looking at Sculpture
Brancusi’s ‘Bird in Space’

What can you see in the sculpture?
What colours are used?
When was it made?
Why do you think Brancusi made it?
Which of the sculptures from today would you have at home? Why?
How does the sculpture make you feel?
Your task:

**Build a Bird**

You will need:

Newspaper/ paper

Masking tape

1. Scrunch some paper to make a ball for the head.
2. Take a smaller sheet of newspaper and cover the ball with this to make a smooth surface. Secure with masking tape. Create the body in the same way. Use much more paper and elongate (make long) the scrunched part.
3. Cover with a sheet of paper to make smooth.
4. Attach the head to the body with masking tape.
5. Add details such as a beak, legs and wings. Check your sketchbook to see what is missing.
6. Send us a picture at projects@beddingtonparkprimary.com 😊