

## HIAS CREATIVE HOME STUDY RESOURCE

# All Around Us

## Creative Home Study Project Week 3

HIAS Teaching and Learning Team  
Spring 2020  
Final version

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# HIAS Creative Home Study resource

## Using the Home Learning Materials

### The materials

- Each resource contains an overarching weekly theme and all the activities relate to this.
- There will be a new theme each week, but activities can be carried over from one week to the next.
- There is no time limit to the activities, and they may take more than one week.
- All the activities can be adapted for different age groups, even though age recommendations are given.

### How to use

- Read the instructions carefully before you start an activity.
- Parents or carers may have to help with resourcing the activities, but children can mostly work independently.
- Each activity has ideas and question prompts to consider.
- The activities are all planned with limited resources in mind.

### How can parents, carers and siblings help?

- Select the activities that most interest your child. They have been considered to have a high level of independence with the role of the parent/ carer being an encourager not a teacher
- Read the activities aloud with your child and discuss how they could be adapted.
- Help your child select the appropriate activities and talk through the safety aspects of each task.
- Adapt any of the resources and materials as you feel necessary to support your child's needs.



# All Around Us



## **Key theme:**

This theme is based around space and climate change. Children can research facts about climate change and space and complete activities based on these areas.

These activities can be adapted and used with all year groups or as a family, as appropriate.

## **Special activity:**

There is a special activity this week which we want all children to join in with. It is a special week across the country as it marks 75 years since World War 2 ended. This is known as VE day which stands for 'Victory in Europe'. Germany had been defeated by the Allied forces which included Britain, France, Russia, and the United States of America. This was the end of the conflict in Europe, but the War still went on in the Far East for some months after this.

On the morning of the 8<sup>th</sup> May 1945, a national holiday for 'Victory in Europe day' was declared across the country. The Prime Minister, Winston Churchill, made sure that there were enough supplies for a celebration and the Board of Trade announced that people could buy red, white and blue bunting without using their ration coupons to hang across their houses and streets. Street parties were held across Britain to mark the event with bunting lining the streets.

Friday 8<sup>th</sup> May 2020 will still celebrate VE day even though it is a very different Bank Holiday from what we expected.

This is your chance to mark the event by making some special bunting (strings of colourful flags) of your own to hang across your house.



## The big idea



## Designing and making some VE day bunting All Primary Year groups



## How to do it

As part of the VE day celebrations across the South, BBC Radio Solent is asking us to 'do our bit' and celebrate the anniversary from home by designing and making our own special VE day 'Great British Bunting' and then displaying it in our windows from the 8<sup>th</sup> to the 10<sup>th</sup> May.

This is part of the BBC's Make a Difference campaign to share our pride in our country and honour the men and women of World War 2. The BBC are hoping to display some of your amazing bunting so get making...!

Make sure you share photos of your bunting using the hashtags #GreatBritishBunting & #VEDay75

This website has lots of ideas about how to make your bunting [www.bbc.co.uk/makeadifference](http://www.bbc.co.uk/makeadifference)

### Think about:

- The materials that you have at home. You could use paper, coloured card, materials, felt, pens, paint, bits of coloured paper, cereal boxes, string, ribbon, or sweet wrappers. Anything that is colourful and bright and will catch the eye!
- Making a template for your flags. There are some examples of these on the website
- Creating a design on your flags. You might want to design this first on a plan before you draw it onto the real flags
- How you will attach the flags to the string. You may need help from someone else to do this

**Good Luck!**

## What you will learn

### By designing and making your bunting you will:

- Learn more about World War 2 and historical facts
- Improve your art skills

**Useful website:** [www.bbc.co.uk/makeadifference](http://www.bbc.co.uk/makeadifference)

## The big idea

# Create and make a lunar landscape where an explorer might have been

## All Primary Year groups



## How to do it

A landscape is everything that you see when you look across a piece of land. A lunar landscape is the landscape that is related to the moon and this activity involves creating your own.

We know that lunar landscapes have craters, hills, mountains, and rivers. If you are going to make a lunar landscape using your imagination, then you get put whatever you like on your surface!

You can create your lunar landscape in many ways. It can be a drawing, painting, a collage, or a 3D model. The choice is yours, but you will need to think about the materials that you have available before you start.

### Think about:

- Researching what the surface of the moon looks like using the internet or books
- Drawing a design for your lunar landscape, imagining what an explorer might have seen
- Deciding what form your lunar landscape will have

### Making the lunar landscape:

- If you are going to draw or paint the landscape, then research the types of colours that you would see as an explorer. Charcoal (if you have it) might be a good material to use to create light and shade
- You might want to use card or silver foil if you are going to make a collage. Bubble wrap, if you have some, might be useful to form the base of the landscape
- The websites [www.redtedart.com](http://www.redtedart.com) or <https://www.bbcgoodfood.com/howto/guide/how-make-paper-mache> have some useful ideas using papier-mâché, which can be used to make mountains and boulders if you want to make a 3D model. You will need an adult to help with this as it uses hot water

### You could also:

- Imagine what an explorer would be like and draw or make them to add to your landscape
- Write an imaginary story about your lunar landscape. Who else could live there? Could you create unusual animals or birds that live on the moon?

## What you will learn

### Creating your lunar landscape will help you to:

- Use your imagination
- Find out facts about the moon landscape
- Aid your DT and art skills

### Useful websites:

<https://www.natgeokids.com/uk/discover/science/space/facts-about-the-moon/> [www.winchestersciencecentre.org](http://www.winchestersciencecentre.org)

## The big idea

### Invent a charity that will support one aspect of climate change – Years 3,4, 5 and 6



## How to do it

There are many different charities that help many causes around the world. This activity is about imagining yourself as the leader of a new charity that needs to help one or more aspects of climate change.

### What does climate change mean?

Climate change describes a change in the average conditions - such as temperature or rainfall - in a region over a long period of time. NASA scientists have observed that the Earth's surface is warming. Many of the warmest years have happened in the last twenty years and this is affecting plant, human and animal life. The excessive use of cars, railways and air travel are all having a negative impact on the environment.

Some of the effects of this are:

- Rising sea levels
- Shrinking mountain glaciers
- Change in flowers and plants blooming times
- Faster melting of ice in places such as Greenland, Antarctica, and the Arctic

### Think about:

- What aspect of climate change you are interested in
- Making sure that people will want to support your cause
- The aspects of climate change that might need a charity to support them
- What the people in your charity could do to raise money

### Think about:

- Designing posters to advertise your charity. Make sure they are bold and colourful
- Designing a slogan (a short or striking phrase) for your charity
- Thinking of an eye-catching name for your charity that everyone will remember
- Many charities have a special symbol, so it might be worth researching some of these to give you some ideas for your charity's design.

## What you will learn

### Inventing a charity based on climate change will help you to:

- Learn more about climate change
- Use your imagination to design a slogan and a symbol
- Improve your writing and art skills

**Useful websites:** <https://climatekids.nasa.gov.uk> <https://www.climaterealityproject.org/blog/just-kids-what-climate-change-and-what-can-i-do>

## The big idea

### Start making an ecobrick – Years 3,4,5 and 6



## How to do it

An ecobrick is a plastic bottle packed with used plastics and is used to make building bricks. It is a good way of recycling plastic, which can harm the environment. Ecobricks can also be used to make modular objects such as furniture and garden walls.

### How to make an eco-brick

- First you need to choose your plastic bottle. Make sure it is one that you have already used as you don't want to buy one just to make the brick! A good size is between 500ml to 1.5 litres
- Next you must prepare the plastic that is going in the bottle. This **MUST** be clean, otherwise bacteria may grow in the bottle. You could use a stick to poke the objects into your bottle
- Remember that the objects must not be able to be recycled. The more recycled plastic you fit into your bottle, the less plastic there will be to harm the environment
- It might be useful to weigh your brick because it needs to be strong to make a wall or to be used for building. It depends on the size of your bottle but, as a rough guide, a 500ml bottle should weigh around 175g and a 1.5 litre bottle should weigh around 500g
- Be careful not to overfill your ecobrick as the lid may come off!

There are lots of good ideas on the internet as to how to make your brick and what sort of objects you can put into it (see websites below)

## What you will learn

### Making your ecobrick will help you to:

- Learn more about the environment
- Help save the environment!

**Useful websites:** [www.ecotricity.co.uk](http://www.ecotricity.co.uk) [www.ecobricks.org](http://www.ecobricks.org) [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)

## The big idea

### Inventing a new climate for an animal to live in Years 3,4,5 and 6



## How to do it

Imagine that your favourite animal must now live in a new climate. How might it adapt and change? This activity is about creating a new climate and habitat for your chosen animal.

### Think about:

- The animal that you are going to choose. It could be a woodland, wild or marine animal or mammal
- Consider where the animal lives now and why it lives there. Animals are adapted to where they live, and you can see this by what they look like and what they eat or hunt
- Now imagine a new climate. What would the weather be like? Is there a new type of weather that you could invent? Your climate may still change with the seasons and you could even invent new seasons!
- Then consider how your animal could adapt to this climate. What would they look like? How would their coat, teeth, claws etc. need to be changed to fit in with the climate?

### You could:

- Draw your climate and your animal in it. You might want to label your animal and give reasons for why they have adapted
- Write about your climate and animal using the format of a non-chronological report with subheadings, pictures, and diagrams

## What you will learn

### Inventing a new climate will make you:

- Improve your research skills
- Improve your art skills
- Help you to use your imagination

**Useful websites:** [www.natgeokids.com](http://www.natgeokids.com) [www.weatherwizkids.com](http://www.weatherwizkids.com)



## The big idea

### Find out about the planets – create a model or picture All Primary Year groups



## How to do it

### Get started by:

- Researching the planets using the internet or books. This will help you decide if you want to focus on one planet or the whole of the solar system. You might want to make notes of your findings
- Asking someone from your family to go outside with you when it is dark and see if you can identify some of the constellations
- Deciding whether you are going to draw or paint a picture or create a 3D model

### A 2D planet

- You can use card or paper to create your image. Draw around a small plate and then draw an outline of your planet or planets and then fill in with colour. Take care to copy the colours from the information that you have researched
- Use paints or coloured pencils to represent what you might see on the planet. You will have researched what the different planets have already e.g. Earth has land and sea

### A 3D planet

- A 3D model will take you a bit longer to create and you will need to think about what materials you can find to help you make it. There are plenty of different ideas on the internet to help you
- The ideal objects to make the planets are Styrofoam balls, but these may not be available. You could use tennis balls, small rubber balls or plasticine rolled into a circle. Always ask permission before you use these!
- To make your planet seem realistic you need to paint it, copying the colours accurately

## What you will learn

### Creating your planets will help you to:

- Find out more about the solar system
- Improve your DT and art skills

**Useful websites:** [www.winchestersciencecentre.org](http://www.winchestersciencecentre.org) [www.natgeokids.com](http://www.natgeokids.com) [www.planetsforkids.org](http://www.planetsforkids.org)

## The big idea



### Create a piece of artwork out of recycled materials



### All Primary Year groups

#### How to do it

We have many different objects around us that we recycle. Most of our food comes in different packaging and we have many items around the home that we have finished with and do not want anymore.

This activity is all about how we can use these objects to make a stunning piece of artwork. Look at the different artwork on the internet that uses recycled materials to give you inspiration.

#### Materials to gather:

When gathering materials for your artwork, always get permission from an adult before you use them.

You could use:

- Old CDs
- Plastic bottles and containers
- String, wool, or ribbon
- Bottle tops (different colours are effective)
- Cards and paper

#### Think about:

- How to set out your materials on a background or create them into a 3D sculpture
- Using different colours in different ways. You might want to put all the colours together or mix them up to create a different effect
- Creating an object with your materials. Look to nature to get inspiration e.g. butterflies, birds or animals

#### What you will learn

#### Creating your recycled artwork will:

- Improve your imagination
- Make you resourceful
- Improve your art skills

**Useful websites:** [www.redtedart.com](http://www.redtedart.com) <http://buggy+buddy.com> <http://kidscraftroom.com>

# HIAS Teaching and Learning team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: [sarah.sedgwick@hants.gov.uk](mailto:sarah.sedgwick@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)