Week: 5

Work in purple home learning book or using Google Docs
Further resources on Google Classroom

Year: 5

Maths

1. Can I identify 3d shapes?

- See powerpoint
- Answer sheet 1
- Play this game: https://www.turtlediary.com/game/nets-of-3d-shapes.html

2. Can I add and subtract decimals?

- **Watch this video:** **https://player.vimeo.com/video/402856835**
- **Answer sheet 1**

Watch this video:
https://player.vimeo.com/video/402856971

- **Answer sheet 2**

- **Watch this video:** **https://player.vimeo.com/video/402857057**
- **Answer sheet 3**

- **Watch this video:** **https://player.vimeo.com/video/402857164**
- **Answer sheet 4**

Extra:

3. Can I use different strategies to solve a problem?

- With support, look at the Maths Family Challenges.
- Before going about solving the problem
    - Read the question and discuss what it asks
    - Pick a strategy and discuss how you would answer it
    - Answer the problem using your strategy
    - Did you both come to the same answer? Whose strategy worked best?

Literacy

LEXIA (not for everyone)

For those of you with usernames and passwords, please be sure to login and use Lexia for at least 20 minutes each day.

GETEPIC Reading

- **Sign up to** https://www.getepic.com (code handed out previously) and read.

1. Can I answer questions about a text?

- Read the texts on plastic pollution (* , ** or ***) and answer the questions provided. Use answer sheets to help you self mark. Was there anything you missed? How would you go about it next time around?

2. Can I understand a text?

- Complete the variety of Pobble365 activities.

3. Can I research two sides of an argument?

- Read the plastics **key facts and opinions**
- Consider the **probing questions** posed and use https://www.kiddle.co/ to research the questions you have about plastics
- **Create** a mindmap with points in favour and against the use of plastics.
- Create a word mat full of useful connectives for balanced argument: 'According to' 'However' 'On the one hand' 'On the other hand' 'in conclusion' 'therefore'…
- With a friend or family member, debate the question: **"Is plastic a help or a hinderance?"** – this will help you prepare to write a balanced argument next week!

Topic

1. Can I use map present locational information?

- Follow the Powerpoint.
- Complete **sheet 1a**
- Read **sheet 1b** – UK marine features and landmarks – use Google Maps (or physical maps!) to find out where these are in the UK. Make a note of the map grid reference.
- Using either the Postcard **(sheet 1c)** OR Travel brochure template **(sheet 1d)**, share your learning about the UK's seas, marine features and landmarks.

2. **Can I observe and ask questions about a place, environment or a geographical issue?**

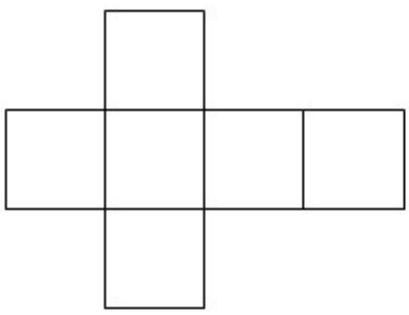
- Go through the Powerpoint.
- Look at **sheet 2a** and **sheet 2b** to help complete **sheet 2c.**
- Check your answer against **sheet 2d**
- **Create a poster or powerpoint that demonstrates what you have learned about the variety in UK Seas and Marine Habitats.**

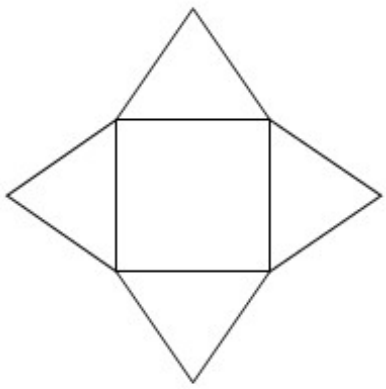
EXTRA:
Conduct the 'depth and light' experiment https://encounteredu.com/steam-activities/depth-and-light

Record your findings and reflect on what you have observed.

Maths: Task 1
Sheet 1

Look at the different nets. Describe the 2D shapes used to make them and identify the 3D shape.



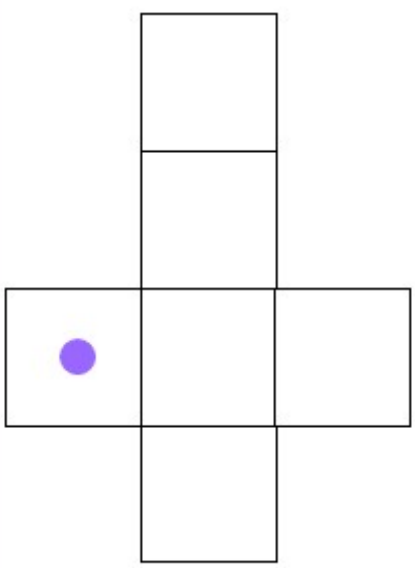


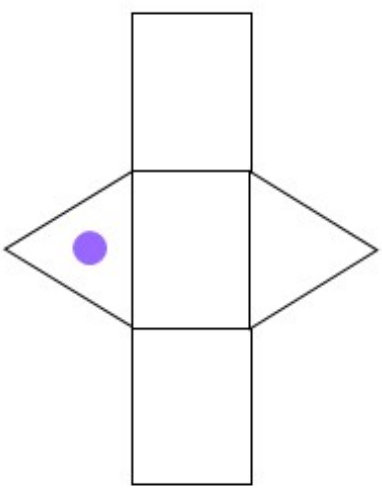
Use equipment, such as Polydron or 2D shapes, to build the 3D solids being described.
Can the descriptions make more than one shape?

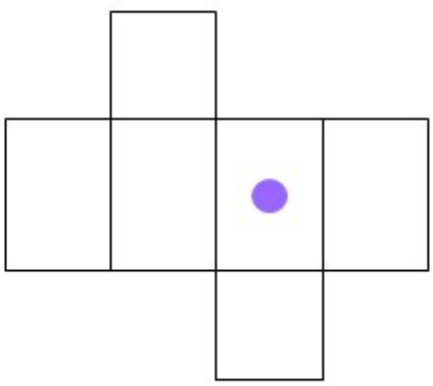
My faces are made up of four triangles.

My faces are made up of two squares and four rectangles.

Draw another dot on the nets so the dots are on opposite faces when the 3D shape is constructed.





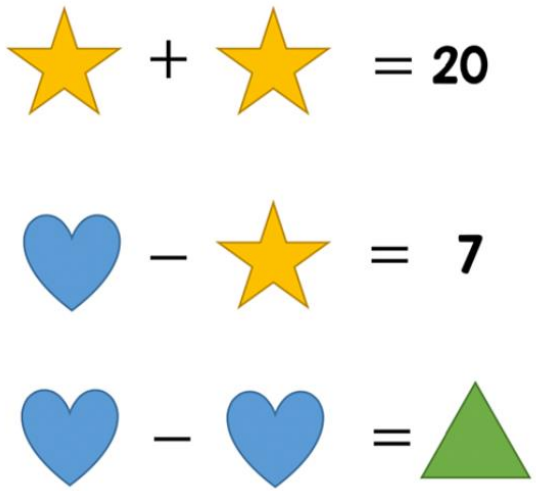


Task 2: Sheets available on Google Classroom Assignment page.

Extra: Family reasoning challenges!

Challenge 1

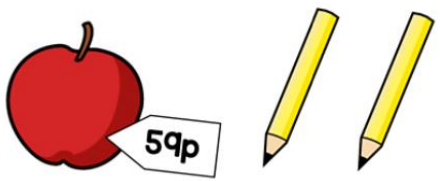
Can you work out the values of each shape?



Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



Challenge 3

Here are some digit cards.

Amir and Donna each make a three-digit number using all the cards.

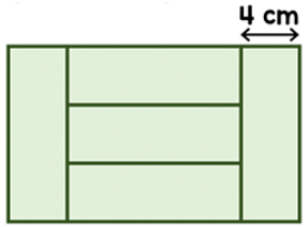
Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

Challenge 4

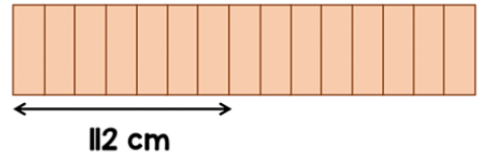
Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



Challenge 5

15 identical blocks are lined up as shown.



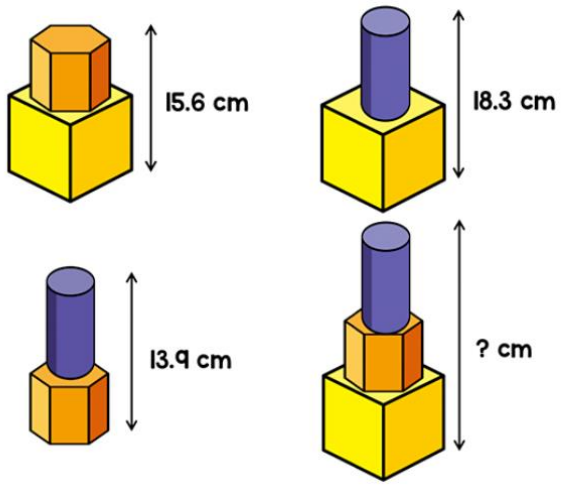
The length of each individual block is twice the width.

If all 15 blocks are then laid end to end lengthways, what is the total length of the blocks altogether now?

Challenge 6

Liam has these three shapes.

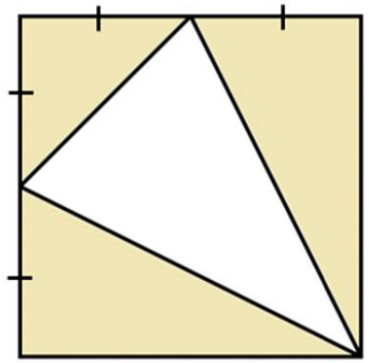
He uses them to make different towers. He measures the height of each tower he makes.



Liam stacks all three shapes to make one tall tower. How tall is the tower?

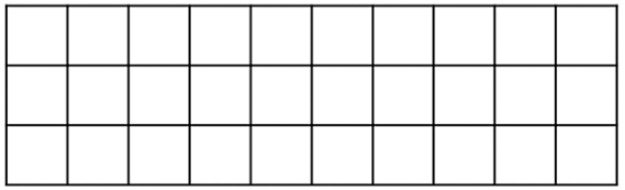
Challenge 7

The diagram shows a square. The square has been divided into 4 triangles. What fraction of the square is shaded?



Challenge 8

Lisa has this squared grid.



She shades some squares green so that the ratio of green squares to white squares is 1:2.

She shades some more squares green so that the ratio of green squares to white squares is 4:1.

How many more squares did Lisa need to shade?

Challenge 9

Mo is reading a book.

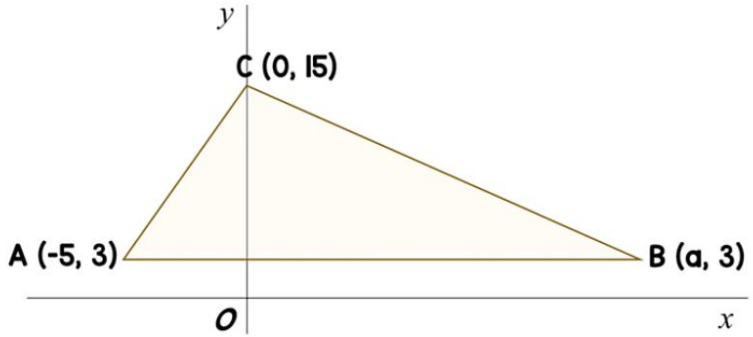
- On Monday he reads 2/5 of the book.
- On Tuesday he reads 1/2 of the remaining pages.
- On Wednesday he reads 5/9 of the remaining pages.
- On Thursday he reads the rest of the book.

Mo read 68 more pages on Tuesday than Wednesday.

How many pages are there in the book?

Challenge 10

Triangle ABC is shown.



The area of ABC is 126 units^2.

Find the perimeter of triangle ABC.

Literacy Task 1

End Plastic Pollution

*

Our Planet

We only have one planet and so we need to take care of it. This means being responsible for looking after the earth, along with the plants, animals, birds, sea creatures and everything in it. We also need to make sure we don't damage it in anyway. Unfortunately, the earth and its living things have been damaged in many ways. One major damage has been caused through plastic pollution. This has had a huge impact on the earth and many animals but luckily, there are things we can do to help.

What Is Plastic Pollution?

The biggest problem with unwanted plastic is the damage it causes to the world.

1. Humans buy and use a lot of plastic because it is cheap and easy to make.

2. They then throw this away.

3. Plastic is strong because it was made to last. So when it is thrown away, it takes hundreds of years to rot away.

4. Lots of the plastic ends up in our streams, rivers and the ocean.

The amount of plastic on the planet is increasing more and more rapidly, meaning it is threatening our planet through:

- injuring sea life;
- littering beaches and landscapes;
- clogging rubbish dumps;
- making humans (and other animals) ill.

Did You Know...?

- There are 6.3 billion tonnes of plastic waste on earth.
- Plastic bags are killing over 100,000 marine animals and birds every year.

What Can You Do to 'End Plastic Pollution'?

The Three Rs: First Reduce, Then Reuse, Then Recycle

There are lots of things we can all do to help end plastic pollution.

- **Reduce:** Avoid single-use plastics, such as straws and takeaway cups. Talk to your family, head teacher or school council about how your school and family can reduce their plastic use.
- **Reuse:** Instead of buying new ones, refill and reuse water bottles and lunch bags. Use fabric bags for carrying shopping, rather than plastic bags.
- **Recycle:** Always recycle plastic when you can instead of throwing it away with the normal rubbish.

Questions

1. Which of the following should we help to care for? Tick two.
   - ○ animals
   - ○ computers
   - ○ each other
   - ○ nothing – it's someone else's responsibility
2. Why do humans buy lots of plastic? Tick two.
   - ○ It can be very colourful.
   - ○ It's cheap.
   - ○ It's easy to make.
   - ○ It is good for your health.
3. How many billion tonnes of plastic waste are there on earth? Tick one.
   - ○ 1970
   - ○ 6.3
   - ○ 100,000
   - ○ 190
4. Which of these is **not** a way you can help? Tick one.
   - ○ reduce
   - ○ remake
   - ○ reuse
   - ○ recycle
5. Give two examples of single-use plastics.

   1. _____
   2. _____
6. What do you think you could do to help end plastic pollution?

   _____

   _____

   _____

Answers

1. Which of the following should we help to care for? Tick two.
   - ✓ **animals**
   - ○ computers
   - ✓ **each other**
   - ○ nothing – it's someone else's responsibility

2. Why do humans buy lots of plastic? Tick two.
   - ○ It can be very colourful.
   - ✓ **It's cheap.**
   - ✓ **It's easy to make.**
   - ○ It is good for your health.

3. How many billion tonnes of plastic waste are there on earth? Tick one.
   - ○ 1970
   - ✓ **6.3**
   - ○ 100,000
   - ○ 190

4. Which of these is **not** a way you can help? Tick one.
   - ○ reduce
   - ✓ **remake**
   - ○ reuse
   - ○ recycle

5. Give two examples of single-use plastics.
   Accept the following answers: straws, takeaway cups

6. What do you think you could do to help end plastic pollution?
   Pupils' own responses, such as: I could talk to the school council to suggest that school stops buying plastic toys for the playground and buys wooden toys or recycled toys instead.

**

End Plastic Pollution

Our Planet

We only have one planet and so we need to take responsibility for it. This means looking after the earth and everything in it and making sure we don't damage it in anyway. Everyone can play their part in making sure the earth is safe, clean and looked after and this also includes caring for the plants, animals, birds, sea creatures and each other. Over time, people have been caring less and less about the earth and now we are trying to deal with the consequences that have been caused. One major problem that has occurred is known as plastic pollution which has unfortunately, been caused by careless humans. Luckily, there are things we can do to help reduce this damage.

What Is Plastic Pollution?

The biggest problem with unwanted plastic is the **pollution** and damage it causes to the environment. Because plastic is cheap and easy to make, humans buy and use a lot of it. They then throw this away. But, plastic is strong and **durable** because it was made to last. So when it is thrown away, it takes hundreds of years to **decompose**. It breaks into tiny pieces, which then get blown around by the wind and the rain. Lots of the plastic ends up in our streams, rivers and the ocean.

The amount of plastic on the planet is increasing more and more rapidly, meaning it is threatening our planet through poisoning and injuring **marine** life, littering beaches and landscapes, clogging **landfills** and making humans (and other animals) ill.

Did You Know...?

- There are 6.3 billion tonnes of plastic waste on Earth.
- 80% of the **debris** floating in the oceans is plastic.
- 267 species of animal around the world are harmed by plastic (either through swallowing or becoming tangled in plastic).

What Can You Do to 'End Plastic Pollution'?

The Three Rs: First Reduce, Then Reuse, Then Recycle

There are lots of things we can all do to help end plastic pollution. We need to remember the three Rs but it is important to first try to 'reduce' our use of plastics, then 'reuse' where possible. The last resort is to 'recycle' as this still has a negative impact on the environment.

- **Reduce:** Avoid single-use plastics, such as takeaway cups and straws, instead use alternatives such as bamboo. You can't do this alone, so it is important to talk to your family, head teacher or school council about how your school and family can reduce their plastic use.
- **Reuse:** If you have plastic items, ensure that you use them multiple times. For example, instead of buying new ones, refill and reuse water bottles and lunch bags. Also avoid using single-use plastic bags for shopping, using strong, long-lasting fabric bags instead.
- **Recycle:** Check for the recycling symbol before you buy plastic and make sure that you always recycle plastic when you can, instead of **disposing** of it with the normal rubbish.

Glossary

debris: Scattered pieces of rubbish.

decompose: Rot away.

disposing: Throwing something away.

durable: Hard-wearing.

landfills: An area filled with waste.

marine: Relating to, or found in, the sea.

pollution: Something harmful or poisonous within the environment.

**

Questions

1. What do we have a responsibility for? Tick one.

   - ○ To look after the earth.
   - ○ To care for animals.
   - ○ To keep the earth safe and clean.
   - ○ All of the above.

2. *But, plastic is strong and **durable**, because it was made to last.*
   What does the word **durable** mean? Tick one.

   - ○ single-use
   - ○ hard-wearing
   - ○ long-lasting
   - ○ never-ending

3. Number these events to show the order in which they happen:

   - ☐ Humans buy and use a lot of plastic.
   - ☐ Plastic is made.
   - ☐ Plastic is durable so takes hundreds of years to decompose.
   - ☐ Humans throw away plastic.
   - ☐ Plastic breaks into tiny pieces which end up in our streams, rivers and oceans.

4. Name three ways that plastic is threatening our planet.

   1. _____
   2. _____
   3. _____

5. Find and copy a phrase or sentence which tells you that plastic pollution can hurt animals.

   _____

6. Why is it better to **reduce** your use of plastic rather than to **recycle** plastic?

   _____

   _____

End Plastic Pollution

7. What one thing could you do today to help reduce plastic pollution?

   _____

   _____

   _____

8. In your own words, explain what plastic pollution is.

   _____

   _____

   _____

   _____

Answers

** 1. What do we have a responsibility for? Tick one.

- ○ To look after the earth.
- ○ To care for animals.
- ○ To keep the earth safe and clean.
- ⊘ **All of the above.**

2. *But, plastic is strong and **durable**, because it was made to last.*
What does the word **durable** mean? Tick one.

- ○ single-use
- ⊘ **hard-wearing**
- ○ long-lasting
- ○ never-ending

3. Number these events to show the order in which they happen:

- [2] Humans buy and use a lot of plastic.
- [1] Plastic is made.
- [4] Plastic is durable so takes hundreds of years to decompose.
- [3] Humans throw away plastic.
- [5] Plastic breaks into tiny pieces which end up in our streams, rivers and oceans.

4. Name three ways that plastic is threatening our planet.
Accept any three of the following: poisoning and injuring/harming marine/sea life; littering beaches and landscapes; clogging landfills; making humans (and other animals) ill.

5. Find and copy a phrase or sentence which tells you that plastic pollution can hurt animals.
Accept any of the following: poisoning and injuring marine life; making animals ill; 267 species of animal around the world are harmed by plastic (either through swallowing or becoming tangled in plastic).

6. Why is it better to **reduce** your use of plastic rather than to **recycle** plastic?
Pupils' own responses, such as: When you recycle plastic, it still has a negative effect on the environment whereas by reducing your use of plastic, you are not contributing less to the issue of plastic pollution at all.

7. What one thing could you do today to help reduce plastic pollution?
Pupils' own responses, such as: I could encourage my family to buy or make some fabric shopping bags to use in place of the single-use plastic bags that we currently use.

8. In your own words, explain what plastic pollution is.
Pupils' own responses, such as: Plastic pollution is all of the plastic waste in our environment, especially the tiny pieces which are so harmful to us and animals. There are now 6.3 billion tonnes of plastic waste on Earth, which takes hundreds of years to decompose.

***

Plastic is not fantastic!

Single-use plastics are a human addiction that we must face head on. Plastic pollution is not only **impacting** our waters and marine life, but also the human food chain and our overall health.

Plastic is **accumulating** in the world's oceans at a **staggering** rate. An estimated eight million tons of plastic – the equivalent of over 26,600 Boeing 747 planes – are swept into our seas and oceans every single year, mainly via rivers and coastal urban centres, through, for example, uncaptured waste, sewage systems, road run-off and littering.

This pollution problem is so **ubiquitous** that plastic can be found throughout the **marine** environment – from coastlines and nearshore lagoons to **remote** ocean hotspots where plastics, caught up in ocean currents, are gathered up into huge 'garbage patches' that **swirl** on the ocean surface and many metres below. Plastics are even found in polar ice.

Only twenty percent of the plastic pollution in our seas and oceans comes directly from illegal dumping at sea or commercial fishing activity. The majority enters the oceans from land-based sources of plastic **debris** and even from our very own homes.

These plastics pose a huge danger to sea life, with over 500 marine species known to suffer from **entanglement** in and **consumption** of plastic debris, both of which often prove **fatal.**

To make matters worse, the **durable** nature of plastic means that this material does not **biodegrade** in the ocean. It simply breaks up into smaller and smaller pieces, lingering in the marine environment for centuries.

Plastic is of course, not the only pollutant of our oceans and seas; there are many others. And it's not only oceans and seas affected by plastic and other human **detritus**.

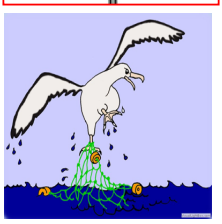
Yes, multinationals and governments have to take action, but each individual must face up to their responsibility.

This is our planet, it's beautiful, let us all, together and individually, protect it.

Read the passage and answer the questions in full sentences:

1. Name four things which plastic pollution is impacting.
2. Is plastic pollution diminishing?
3. Name three ways in which plastic enters the seas and oceans.
4. Name three places where plastic can be found.
5. What percentage of this plastic pollution comes from land-based sources and our own homes?
6. What do 500 marine species suffer from?
7. Is plastic biodegradable?
8. Is plastic the only pollutant of our seas and oceans?
9. Is it just governments and multinational companies that should address the issue of pollution?
10. What does the writer want people to do and why? To what extent do you agree?

Every day should be EARTH DAY



Vocabulary: match up the like terms:

Impacting	long-lasting
Accumulate	far away, distant
Staggering	to do with the sea
Ubiquitous	being trapped in
Marine	affecting
Remote	everywhere, all over
Swirl	spiral
Debris	decompose naturally
Entanglement	pieces of rubbish
Fatal	gather and increase
Durable	shocking, disgraceful
Consume	refuse, flotsam
Biodegrade	deadly
Detritus	eat/drink/ingest

Look at the images and describe each. What information is each image trying to get across? Then, identify all the things that are harmful to the environment in the final image.

Always recycle old plastic. Never just throw it away!

Plastic definition: a synthetic material made from a wide range of organic polymers such as polyethylene, PVC, nylon, etc., that can be moulded into shape while soft, and then set into a rigid or slightly elastic form.

…That is 15 plastic shopping bags for every metre of coastline on Earth!

Here are 9 things every person can do to help (advice from GREENPEACE). Unscramble the sentences and then decide which ones you can do. Put them in order of importance.

1. reusable Always bottle. a carry
2. no to straws! Say. You straw. need a don't
3. Take a with cup coffee reusable you.
4. put your and plastic vegetables in fruit bags. Don't
5. refill stations Use detergents for
6. no to cutlery disposable Say
7. milk in glass reusable Buy bottles
8. not buy cosmetics, toothpaste them microbeads and bodyscrubs with in Do
9. your the shops bags to shopping Take you with

And: all have We plastic containers, make them last! let's

Identify all the things / activities that are harmful to the environment in the image below

Literacy Task 2

Image by: Caras Ionut

Story starter!

It came from the sea, calmly at first. An enormous, slithering tentacle slowly oozing its way over the top of the sea wall, exploring the metal and concrete shapes with suckers the size of your front door.

Then, as more and more people came, and shrieks and cries of alarm filled the air, the creature became angry. All hell broke loose...

In an almighty tangle of limbs and water and buildings and people, the beast came violently exploding out of the frothing water. The normally sturdy metal supports of the buildings groaned under the extreme weight of the gigantic tentacles crushing them. Panic. Complete panic set in.

But where had the creature come from? What did it want? How could anybody stop it?

There wasn't time for people to think. Only to run...

Image by: Caras Ionut

Question time!

- Where do you think the creature has come from?
- What do you think it usually eats?
- Why do you think it has come up to the surface?
- What do you think its feelings are towards humans?
- Is it possible that there are sea creatures as big as this one lurking in our waters?

Image by: Caras Ionut

Sentence challenge!

Insert commas in the correct places in the sentence below.

Viciously an enormous tentacle exploded out of the frothing bubbling water heading straight towards a crowd of anxious people.

Image by: Caras Ionut

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help?

- A tentacle came out of the water.
- The creature had a big head and big eyes.

Image by: Caras Ionut

Perfect picture!

Imagine the creature is out of the water. Can you draw or describe what its entire body looks like?

Literacy Task 3

SURFERS AGAINST SEWAGE

The Great Plastic Debate

Plastic Facts and Opinions (1)

PLASTIC FREE SCHOOLS

- Brits are increasingly rolling up their sleeves to tackle plastic pollution, with UK households on average putting equal amounts of litter in their recycling bin and their rubbish bin every week. (British Science Association)
- Plastic is durable, versatile and cheap to produce. (British Science Association)
- We have a responsibility, every one of us. We may think we live a long way from the oceans, but we don't. (David Attenborough)
- 62 percent of surveyed UK audiences say they wanted to make changes in their lives to reduce pollution of our oceans. (BBC)
- Less than a fifth of all plastic is recycled (National Geographic)
- The DRS (Deposit Return Scheme) in Germany has resulted in 97% recycling rate (The Guardian)
- If plastic is so bad, how come we have been using it for so many years? (Dora Bushel)
- Making things from plastic is popular because there are many different types and it can be made in to all sorts of shapes, colours and sizes. (Newsround)
- The first synthetic plastic - plastic made entirely from man-made materials - was created over 100 years ago. (Newsround)
- Plastics are man-made and can be produced from natural materials like coal and oil. (Newsround)
- More than 13 billion plastic bottles, which are used only once, are sold in Britain each year. That's 200 bottles for every single person. Only half are recycled. (First News)

SURFERS AGAINST SEWAGE

The Great Plastic Debate

Plastic Facts and Opinions (2)

PLASTIC FREE SCHOOLS

- A study in 2015 found that 90% of seabirds had plastic in their tummies (First News)
- UK consumers go through an estimated 13 billion plastic drinks bottles a year.
- Plastic allows transport over great distances. (British Plastics Federation)
- There are over 150 million tonnes of plastic in the world's oceans and every year one million birds and over 100,000 sea mammals die from eating and getting tangled in plastic waste. (DEFRA)
- Plastic is a wonder material. It's strong and waterproof. It's also durable and lightweight in comparison to materials like glass. (The Ethical Unicorn)
- Plastic makes it more convenient for us to grab and go. (The Guardian)
- The bulk of this plastic waste comes from the food and drink that we consume and the products we use in our households, with most of this (approximately 93%) being single-use. (SAS)
- 1 million sea birds and 100,000 marine mammals die annually from ingestion of and entanglement in marine litter. (SAS)
- In England, a 5p charge on plastic carrier bags was introduced in 2015. As a result, use of plastics bags fell by 85%. (First News)
- Approx. 8 million individual pieces of marine litter enter the sea every day. (SAS)
- Plastic packaging can help keep food hygienic and prolong shelf-life. (The Guardian)

STAKEHOLDER

SCHOOL BUSINESS MANAGER

BACKGROUND

I don't have time to explore the alternatives and it is bound to cost more. The school is on a budget!

STAKEHOLDER

CATERER

BACKGROUND

I can't risk receiving damaged food - it needs to be properly packaged and convenient too.

STAKEHOLDER

ECO-CLUB MEMBER

BACKGROUND Our eco team don't want single-use plastic anymore - our generation want to show that every little helps and we CAN make a difference!

STAKEHOLDER

SITE MANAGER

BACKGROUND

Every day I waste my time picking up endless playground litter from overflowing bins. It's a disgrace.

STAKEHOLDER

PACKAGING MANUFACTURER

BACKGROUND

We would have to make so many changes to our systems and processes!

STAKEHOLDER

LOCAL MP

BACKGROUND

What an opportunity for this town to lead the way, time to go plastic free! We can do it!

STAKEHOLDER

PTA

BACKGROUND

Fundraising is so important for our school and bottled drinks are one of our best sellers.

STAKEHOLDER

FAMILY

BACKGROUND

We hate seeing the ocean full of plastic; what sort of world are my children inheriting? Time to take responsibility.

SURFERS AGAINST SEWAGE

The Great Plastic Debate
Probing Questions

PLASTIC FREE SCHOOLS

Challenging

Can individuals really make a difference?

Should plastic packaging be banned?

Can we live in a plastic free world?

What alternatives can you suggest?

More Challenging

Should businesses pay a plastic tax?

Should governments be held accountable for plastic in the oceans?

Should the Deposit Return Scheme be more widely used?

Is there ever a place for plastic in today's society?

Giving Your Opinion

Introducing Your Argument

I think that...

I strongly believe that...

It is obvious that...

It is clear that...

My position is that...

It is undeniable that...

The fact is that...

I ask you to consider

In my opinion, ...

Developing Your Argument

Furthermore, ...

In addition to...

Moreover, ...

Likewise, ...

Firstly, ...

Again, ...

Next, ...

The most compelling reason is that...

Without doubt, ...

Admitting Counter Arguments

Although it is true that...

Admittedly, ...

While some people may think that...

Unfortunately, it may be the case that...

I acknowledge that...

I can understand that...

I appreciate that...

It is unfortunately true that...

I concede that...

Countering

However, ...

Nevertheless, ...

Even so, ...

Whereas...

Nonetheless, ...

Despite...

But...

In fact, ...

Conversely, ...

Conclusion

In summary, ...

To conclude, ...

Finally, ...

All this taken into account, ...

In conclusion, ...

For these reasons, ...

All in all, ...

In short, ...

Ultimately, ...

Topic Task 1, sheet 1a

*

Outcome 1.
On a map label the United Kingdom's four home nations with their capitals and surrounding seas

1. Use a pencil to label the four home nations of the UK.
2. Use a pencil to label their capital cities. These are marked with a ■
3. The maps shows five seas surrounding the UK, marked with a number like (3)
   a. Use the clues below to work out the name of each sea.
      (1) This sea is named after the compass point that points up.
      (2) This sea is named after the country to the west of the UK mainland.
      (3) This sea is an anagram of "cceilt".
      (4) This ocean is where some people think the lost city of Atlantis is found.
      (5) The missing word in this sentence is the name of this stretch of water "BBC1, BBC2, ITV1, Sky1 and E4 are all examples of TV _____."
   b. Use a pencil to label the seas.

Outcome 2.
Name and give the location of some major marine landmarks around the UK
Outcome 3.
Describe the features using the terms: port, cliff, river, harbour, beach, coast, sea and ocean

4. Use the UK marine landmarks sheets to help you:
   a. Draw a line from the boxes to the feature's location on the map.
   b. Describe the features.

**

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Outcome 2.
Name and give the location of some major marine landmarks around the UK
Outcome 3.
Describe the features using the terms: port, cliff, river, harbour, beach, coast, sea and ocean
Outcome 4.
Use an atlas to find locations

4. Use an atlas and the UK marine landmarks sheets to help you:
   a. Find the location of the landmarks, and name these on your map.
   b. Name and describe the features.

***

Outcome 1.
On a map label the United Kingdom's four home nations with their capitals and surrounding seas

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Outcome 2.
Name and give the location of some major marine landmarks around the UK
Outcome 3.
Describe the features using the terms: port, cliff, river, harbour, beach, coast, sea and ocean
Outcome 4.
Use an atlas to find locations
Outcome 5.
Give a six figure grid reference for locations on a map

4. Use an atlas and the UK marine landmarks sheets to help you:
   a. Find the location of the landmarks, and name these on your map.
   b. Name and describe the features.
5. Add the six figure grid reference for each feature on your map.

Topic 1b

STUDENT SHEET 1b: UK MARINE LANDMARKS (9-11)

UK marine landmarks (9-11) SS1b

Felixstowe

Felixstowe is a town on the coast of Suffolk facing the North Sea. People have lived in Felixstowe for over 1,000 years, but it didn't become important until the port opened in 1875.
More ships load and unload goods at the Port of Felixstowe than anywhere else in the UK.

UK marine landmarks (9-11) SS1b

Poole Harbour

On the South coast of Dorset is an area sheltered from the sea called Poole Harbour.
The harbour was formed at the end of the last ice age when sea levels rose. It is the largest harbour in the UK, and one of the biggest in the world.

UK marine landmarks (9-11) SS1b

Hangman Cliff

On the North coast of Exmoor is Hangman Cliff. The cliff is a very steep rock face and is made from limestone.
The cliff rises to 1,043ft or 318m from the sea, which makes it the highest in the UK.

UK marine landmarks (9-11) SS1b

River Severn

The River Severn runs 220 miles from Plynlimon in the Welsh mountains to the sea. On its journey, the fresh water in the UK's longest river travels through Shropshire, Worcestershire and Gloucestershire.

OUR OCEAN PLANET PRIMARY

Encounter Edu

National Oceanography Centre

UK marine landmarks (9-11) SS1b

Blackpool

In the middle of the 18th Century, people started to spend their free time in a new way: by going to the beach! Beaches are areas covered by sand or pebbles where the land meets the sea. Since 1840 when the rail station opened there have been millions of visitors making Blackpool the most popular beach in the UK.

UK marine landmarks (9-11) SS1b

English Channel

During the last ice age, the English Channel was dry land with a massive river running down the middle. When all the ice melted, the English Channel was flooded to make the UK's newest sea. A sea is a smaller part of an ocean near land.

UK marine landmarks (9-11) SS1b

Atlantic Ocean

An ocean is a very large body of salt water and the Atlantic Ocean is the second largest ocean in the world. In total it covers more than 1/5 of the Earth's surface. In the middle of the Atlantic there are lots of mountains deep underneath the water.

UK marine landmarks (9-11) SS1b

Fair Isle

Fair Isle is an island with less than 100 people and only one school! The nearest inhabited places are the Shetland Islands and the Orkney Islands which are both over 20 miles away by sea. So the island's famous coast is the most remote in the UK. The coast is where the sea meets the land.

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STUDENT SHEET 1c: POSTCARD TEMPLATE

Wish you were here...

Greetings from...

fold here

fold here

STUDENT SHEET 1d: TRAVEL BROCHURE TEMPLATE

Places to visit...

Welcome to the UK's coast...

fold here

SS1d Travel brochure template

GLUE HERE FOR DISPLAY

Name:
Teacher:
Class:
Date:

fold here

UK Seas & Coast

STUDENT SHEET 1d: TRAVEL BROCHURE TEMPLATE

fold here

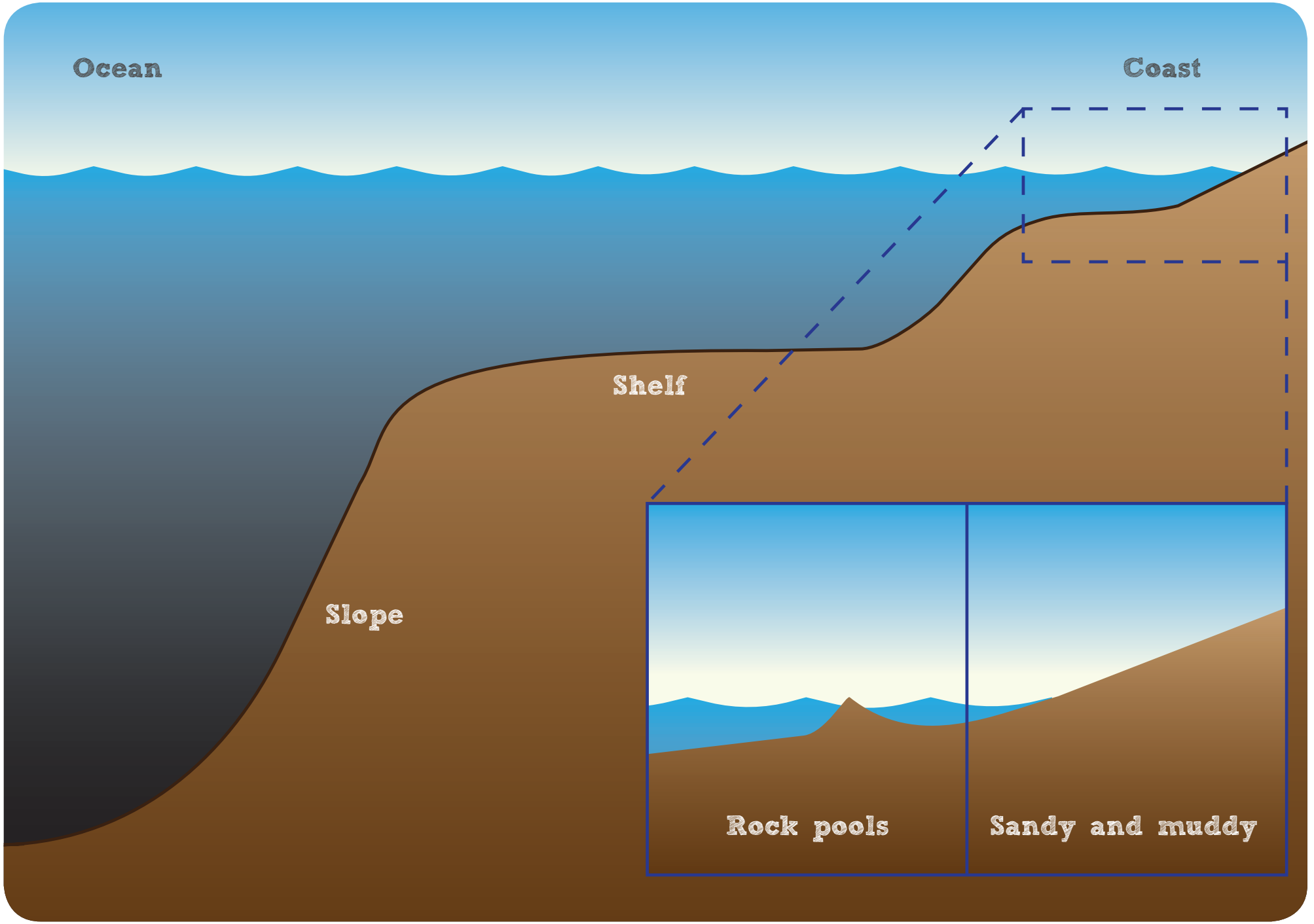
Fair Isle

The UK's most remote coastline is on the Fair Isle. This is a beautiful place where the land meets the sea.

fold here

Topic task 2 sheet 2a

STUDENT SHEET 2a: MARINE HABITATS DIAGRAM



STUDENT SHEET 2b: MARINE HABITATS AND CONDITIONS CARDS

Instructions:

You need a copy of Student Sheet 2a Marine habitats diagram.

1. *Cut out the cards on this sheet.*
2. *Put the habitat names where you think they go on the diagram.*
3. *Put the conditions where you think they go on the diagram.*

Habitat:
Shore

Conditions:
Light
More food

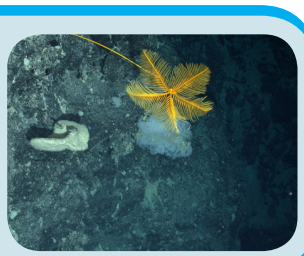
Habitat:
Shallow seas

Conditions:
Very dark
Very cold

Habitat:
Open ocean

Conditions:
Very light
Sometimes wet, sometimes dry

Habitat:
Deep ocean



Conditions:
Gets darker and colder as you go deeper

Habitat:
Sea floor

Conditions:
Light
Less food

STUDENT SHEET 2c: MARINE HABITATS AND LIFE POSTER

Habitat:

Description:

Example organisms:

Habitat:

Description:

Example organisms:

Habitat:

Description:

Example organisms:

Habitat:

Description:

Example organisms:

Habitat:

Description:

Example organisms:

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ACTIVITY OVERVIEW 2: DICTOGLOSS OF MARINE HABITATS

All lesson resources can be found at: encounteredu.com/teachers/lessons/our-ocean-planet-7-11-lesson-2

Marine Habitats

There are five main marine habitats: the shore, shallow sea, the sea floor, the deep ocean and the open ocean. The shore is where the land meets the sea; next is the shallow sea above the shelf where the water is still not very deep. Away from the land, the top 200 metres of the sea is the open ocean and the bottom is called the deep ocean. The sea floor is the ground at the bottom of the sea.

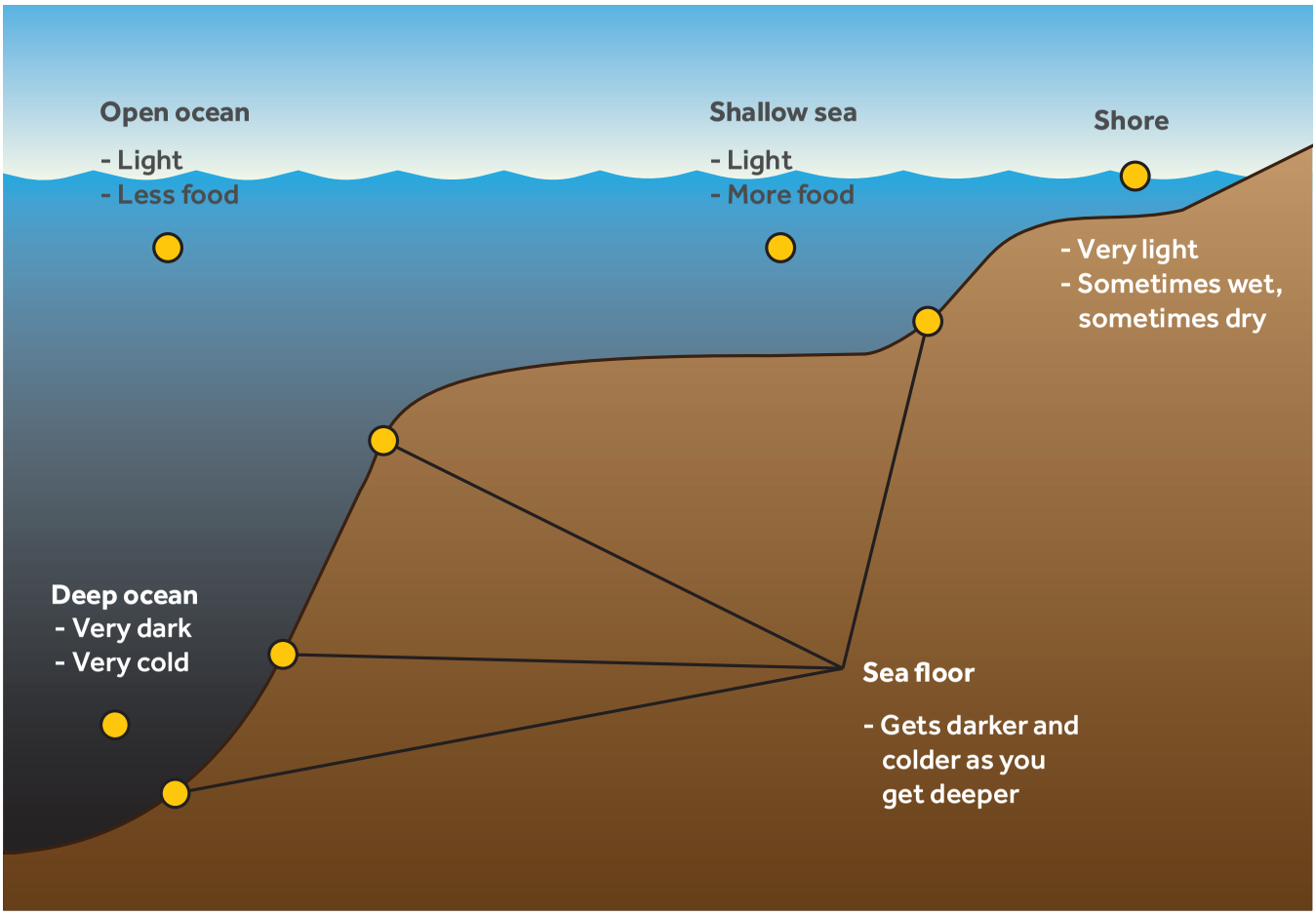
The conditions in the habitats are all different. In the open ocean there is lots of light, but there is no sea floor, so the living things there always have to float and swim. In the deep ocean lots of strange creatures live in permanently dark and cold conditions where the pressure is very high. Shallows seas are lighter and warmer than the deep ocean (although it wouldn't feel warm to us!). Lots of plants and animals live here as there is more food.

On the shore there is lots of light, but the shore is different to the rest of the habitats because it is not always wet.

The sea moves on and off the shore, which is called the tide. This means the plants and animals that live there are sometimes in the wet sea, and sometimes on dry land. Finally as you travel along the sea floor from the shore to the open ocean, the deeper you go, the darker it gets, and the higher the pressure is.

Key Words

Names	Processes	Concepts (ideas)
Coast Deep ocean Open ocean Sea floor Shallow sea Shelf Shore Slope	Tide	Cold(er) Dark(er) Dry Environments High pressure Light(er) Wet



Task 3: depth and light experiment

- https://encounteredu.com/steam-activities/depth-and-light