

Homework - Summer Term

<p style="text-align: center;">Camouflaged Creation</p> <p>Draw, paint or make a background environment and then place an image of a creature from the Amazon in it, which has made use of camouflage. <i>(What value would someone need in order to spot such a creature?)</i></p>	<p style="text-align: center;">Save the Rainforests!</p> <p>Explain some of the conflicts associated with how the Amazon is used. Persuade us what you think we should do about it. <i>(Which Christian values would people need to show if living well together, despite different needs?)</i></p>	<p style="text-align: center;">South American Life-Cycle</p> <p>Produce a life-cycle diagram of a creature or plant that can be found in South America. <i>(Which Christian values should guide us when dealing with natural environments?)</i></p>
<p style="text-align: center;">Islamic Illustrations</p> <p>Use your understanding of Islam and tessellations (repeating patterns) to make an image that would be acceptable to show and display within a mosque. <u><i>This may be done by hand or digitally.</i></u> <i>(Which values should we show when mixing with people with different beliefs?)</i></p>	<p style="text-align: center;">Mayan Information Text</p> <p>Find out about an aspect of the Maya civilization (who lived in a different region of the Americas). <u><i>Choose how to present your findings.</i></u> <i>(Which Christian values should we show when dealing with people from different cultures?)</i></p>	<p style="text-align: center;">Mayan Mathematics</p> <p>Find out how the Maya civilization, who lived in a different region of the Americas, used their own number system to count. <i>(What values do we need to show when considering people with different ideas to our own?)</i></p>
<p style="text-align: center;">River or Rainforest Representation</p> <p>Create a piece of work about a rainforest or a river. You can pick whatever artistic or literary media you prefer - e.g., a sculpture, poem, story... <i>(Which values will you need to demonstrate to do your best?)</i></p>	<p style="text-align: center;">Rainforest Survival Guide</p> <p>Make a rainforest survival guide. Include a kit list, dangerous animals to watch out for, health and safety instructions and a diagram of how to build a shelter with labels. <i>(Which values are needed to ensure we guide others to the best of our ability?)</i></p>	<p style="text-align: center;">It's up to you...</p> <p>Your chance to come up with your own idea of anything you would like to share with us about the Mayans, rivers, rainforests or South America! <i>(How might the work you have carried out link to our school vision?)</i></p> <p>Possible ideas: research and find out about current or past <u>rainforest tribes</u>, create a <u>travel brochure</u> about a <u>South American country</u> of your choice, find out and <u>research</u> all the <u>different products</u> that <u>originate from the rainforest</u> (their natural sources).</p>

Choose one of the activities from the grid to complete (this may take a couple of weeks).

Once it is finished, bring this into school to share. Make sure you choose at least one from each different colour.

Remember, that you will still need to; practise your times tables (preferably on TTRS) and spellings; and read on a daily basis.