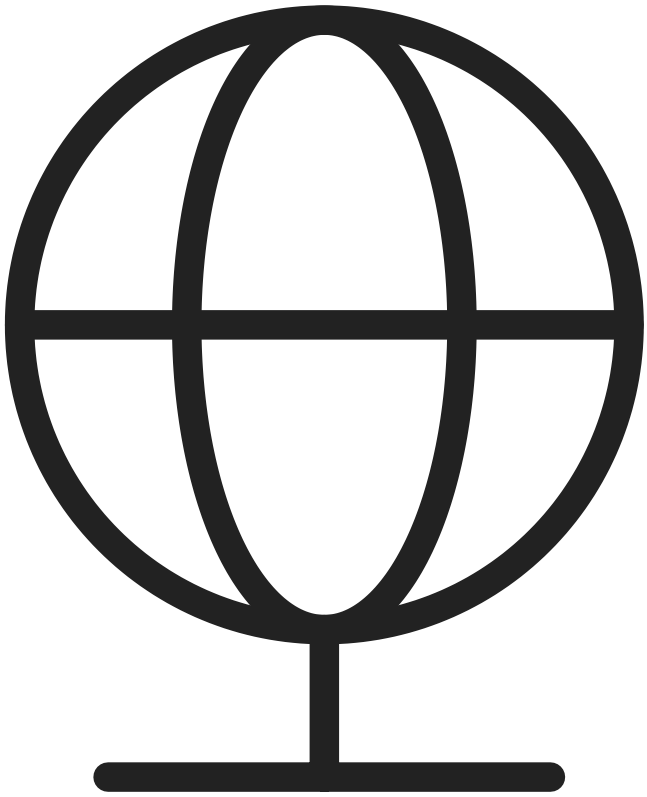
FOUNDATION–YEAR 6

Earth Belongs to Us All

Name / chosen name: _____

Colour an original globe symbol. Real coastlines are more complex; this picture is decorative. Add one action that cares for a shared place.



1. An action I can plan with an adult

FOUNDATION–YEAR 6

Waste Choices Sorting

Name / chosen name: _____

Write each card number under a category, or cut and place the cards. Explain one choice.

Do not handle waste to complete this sheet. Collection rules vary by place; ask an adult and use local guidance.

Prevent or reuse

Check a local collection rule

1. Use a refillable bottle.

2. Repair a usable bag.

3. Use both sides of paper.

4. Find the correct collection for a battery.

5. Check whether a container is accepted.

6. Ask how to dispose of a broken electronic item.

1. One reason for my choice

FOUNDATION–YEAR 6

Nature Scavenger Hunt

Name / chosen name: _____

Look, draw or write what you find. Stay within the area agreed with an adult; do not touch unsafe objects or disturb living things.

Find or notice	My example / drawing / tick
A rough surface	
A smooth surface	
A leaf on the ground	
A seed seen without taking it	
An animal observed from a distance	
A natural pattern	
A shady place	
A question about nature	

1. One question I would like to explore

_____

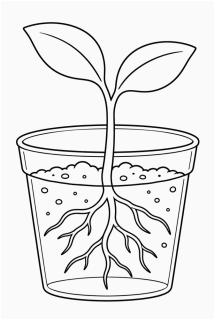
_____

FOUNDATION–YEAR 6

Plant a Seed Record

Name / chosen name: _____

With an adult, plant an appropriate seed. Draw what you notice on three different days. Results and growth times vary.



Day / date: ____ What I see

Day / date: ____ What I see

Day / date: ____ What I see

My question about the plant

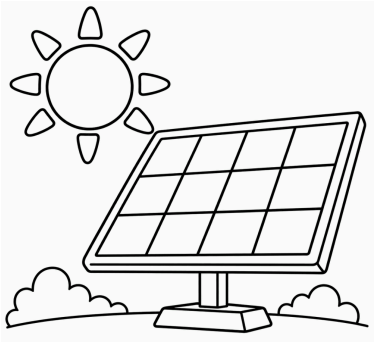
Do not eat experiment seeds. Wash hands and let an adult manage soil, tools and any mould.

FOUNDATION–YEAR 6

Energy Saving Challenge

Name / chosen name: _____

Choose actions an adult agrees are suitable. Investigate without touching electrical controls or appliances.



- □ Notice a light that could be switched off by an adult
- □ Use daylight where suitable
- □ Choose a reusable item
- □ Reduce unnecessary printing
- □ Notice a door or window affecting heating or cooling
- □ Ask an adult about one energy-saving idea

1. One change we could plan

2. How we could notice whether it helped