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|  | **Learning Project WEEK 5 - Environment** | |
| **Age Range:** Y5/6 | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Year 6 – [Monster SATs](http://www.monstersats.co.uk) – * Arithmetic – Test 5 * Reasoning Paper 2 – Test 5 * Reasoning Paper 3 – Test 5   Identify areas you need more practice on and use the revision tab to help you on these topics.   * Year 6 Testbase - * Statistics – <https://DECUGED.exampro.net> * Time 2020 - <https://EOFYEUP.exampro.net>   Answer the questions in your home learning books. Use the mark scheme to check your answers.   * Year 6 – Booster pages – Complete two pages from remaining sections * Year 6 – Printed packs to work on   Year 5 & 6:   * Working on [Times Table Rockstars](https://play.ttrockstars.com/auth/school). There is a Year 5 vs Year 6 battle set up. Who will win this time? * Work on [Top Marks](https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers) – Problem Solving * Here are some [mini maths tasks](https://myminimaths.co.uk/mini-maths-tasks/). Encourage your child to work through the activities given for each day for their specific year group. * Challenge your child to select items in your house (this could be rubbish, materials, household objects) and sort them into things that are recyclable and non-recyclable. What percentage and fraction of items are recyclable? * Daily [arithmetic](https://www.topmarks.co.uk/maths-games/daily10) for different areas of maths. Ask your child to work on level 4, 5 and 6 activities and get them to practise something they find difficult. * Get your child to work on their [reasoning and problem solving](https://primarysite-prod-sorted.s3.amazonaws.com/springcroft-primary-school/UploadedDocument/915522a464444cfa96a70bc9bdaee45d/ultimate-ks2-maths-sats-organiser-y6-daily-mini-videos-puzzles-for-y5.pdf) (If this link does not work, type the following web link in manually [www.primarysite-prod-sorted](http://www.primarysite-prod-sorted)) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on one of the topic areas listed to gain access to the questions. | | * Year 6 – [Monster SATs](http://www.monstersats.co.uk) –   Reading – Revisit Test 1 and aim to improve your previous score.   * Year 6 – Booster pages – Complete a text of your choice from remaining texts * Year 6 – Printed packs to work on   Year 5 & 6:   * Ask your child to read a chapter from their home reading book (reading challenge book) or a book that they have borrowed from the library. * Use the comprehension skills (Explain, Retrieve and Interpret) to create 5 questions and answer them. * Following this, ask your child to summarise the events from the chapter. They could bullet point what happened, create a comic strip or present the information in their own creative way. * Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions. Create their own sentences using these words. * Challenge your child to read something around the house that is not a book (newspaper/magazine/leaflet). They can then complete their reading diary following this. |
| **Weekly Grammar, Punctuation & Spelling Tasks (Aim to do 1 per day)** | | **Weekly RE Tasks (Aim to do 2/3 times in the week)** Year 5 & 6 |
| * Year 6 – [Monster SATs](http://www.monstersats.co.uk) – * Grammar Paper 1 – Test 5 * Grammar Paper 2 – Test 5   Identify areas you need more practice on and use the revision tab to help you on these topics.   * Year 6 – Booster pages – Complete two pages from remaining sections * Year 6 – Printed packs to work on   Year 5 & 6:   * Encourage your child to practise the Year 5/ 6 Common Exception Words (see list in home/school diaries) * Then ask your child to choose five Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence. * Practise spellings on [Spelling Frame](https://spellingframe.co.uk/). * Ask your child to mind map a list of adverbials that they could include in their story. Ask them to think about which adverbials will suit their story genre. * Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence.   **1 per week writing task:**   * Write a biography about David Attenborough. Remind them to include information about his life, how he has helped the environment and the positive impact he has had on global changes. | | **Scripture:**  Visit [universalis](https://universalis.com/), on the left hand side select Readings from Mass. On the right hand side, find the readings for Sunday’s Mass.  **Reflective Tasks**:  **Monday** – You need to read Sunday’s Gospel.  **Tuesday** – Explain the Gospel to someone in your house (sibling, parents or carer)  **Thursday** – Log onto [Daily Reflections](https://www.biblesociety.org.uk/explore-the-bible/daily-reflection/), select one of the readings and write a reflective piece about what we can learn from this reading.  **Friday** – Create a modern reading of the Gospel in your own words in your exercise book.  **Daily PE tasks-** Year 5 & 6   * [Joe Wicks Kids Workouts To Do At Home](https://www.youtube.com/user/thebodycoach1)   Do Joe Wicks’ daily workout for children. If it is not on there, he has many school or kids workouts on his Body Coach TV Youtube channel.  Aim to complete 10,000 steps a day – go for a walk in the park or in the garden… or even around the house! |
| **Learning Project - to be done throughout the week-** Year 5 & 6 | | |
| **The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.**  **Endangered Species-** The tiger, Amur leopard, orangutan, sea turtle and the Sumatran elephant are some of the most endangered animals on the planet. Ask your child to choose an animal from one region and describe how it has evolved to suit its habitat. Now ask them to consider how their chosen animal may need to adapt due to the current environment and human threats it faces. Create an informative leaflet about the threat the animal faces and what humans can do to minimise these threats.  **Upcycling, upcycling-** Encourage your child to choose an item within the house that they do not really use anymore - this could be an old item of clothing, accessory or household item - and upcycle it to make a new item that they will use. Ask them to evaluate the product and identify any areas that they could improve if they were to make it again. They may even want to write a set of instructions so that other people can upcycle the same item too.  **Protecting our Oceans-** Marine life faces a number of threats including plastic pollution, tourism, habitat destruction, ocean warming and overfishing. How can we make a difference now? Discuss this question with your child and ask them to sketch an image representing the impact society is having on today’s oceans using a drawing material material of their choice. Afterwards, they may wish to sketch an image of an ideal ocean environment. Encourage them to use websites and books to find out what makes the best environment for marine life to flourish (you may wish to direct them to the Great Barrier Reef and its significance).  **Do People Intentionally Damage an Area? -** Ask your child to imagine that a new park, housing development, restaurant or other structure is being built on green land near their home. How might this be positive for the environment? How might this be negative for the environment? Create a poster that explains the pros and cons of this new development. Consider wildlife, air and noise pollution and jobs.  **Air Quality Improvement -** Air quality has been debated across the globe and many are concerned that pollution is making the quality of air poor in many countries. However, in Birmingham they are introducing ‘Clean Air Zones’ from around July 2020. With this in mind, ask your child to create a set of questions that they could ask their parents, grandparents or other family members about how their local area of Birmingham has changed over time. Afterwards, they can interview their family members and then make a video news report about what they have discovered. | | |
| **Additional learning resources parents may wish to engage with -** Year 5 & 6 | | |
| [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-learning-packs/) **-** These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.  [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **-** to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.  [**Headteacherchat**](https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools) **- This** is a blog that has links to various learning platforms. Lots of these are free to access.  [**Scratch**](https://scratch.mit.edu/) **- the platform used at OLSH and around the world to teach computer programming. Free signup. Includes tutorials and community support**  **BBC Bitesize:** <https://www.bbc.co.uk/bitesize>  **The Imagination Tree:** [https://theimaginationtree.com](https://theimaginationtree.com/)  Creative art and craft activities for the very youngest.  **Toy Theatre:** <https://toytheater.com/>  Educational online games  **Big History Project:** <https://www.bighistoryproject.com/home>  Secondary.  **British Council:** <https://www.britishcouncil.org/school-resources/find>  Resources for English language learning  **Oxford Owl for Home:** <https://www.oxfordowl.co.uk/for-home/>  Lots of free resources for Primary.  **Geography Games:** <https://world-geography-games.com/world.html>  Geography gaming  **iDEA Awards:** [https://idea.org.uk](https://idea.org.uk/)  Digital enterprise award scheme you can complete online  **Blockly:** [https://blockly.games](https://blockly.games/)  Learn all about computer programming.  **Ted Ed:** [https://ed.ted.com](https://ed.ted.com/)  A range of engaging educational videos  **Duolingo:** [https://www.duolingo.com](https://www.duolingo.com/)  Learn languages for free.  **The Kids Should See This**: [https://thekidshouldseethis.com](https://thekidshouldseethis.com/)  Wide range of educational videos  **National Geographic Kids**: <https://www.natgeokids.com/uk/>  Activities and quizzes  **Mystery Science:** [https://mysteryscience.com](https://mysteryscience.com/)  Free science lessons  **Crash Course:** <https://thecrashcourse.com/>  Sum Dog - <https://pages.sumdog.com/> | | |
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