



Home Learning Learning Projects

YEAR 5 | WEEK 1 | MY FAMILY

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Working on Times Table Rockstars. If your child works on Numbots in school they can access this with the same login. Work through activities on Mathletics- your child have an individual login to access this. Get a piece of paper and ask your child to show everything you know about addition and subtraction. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Play on Hit the Button - focus on times tables, division facts and squared numbers. Daily arithmetic for different areas of maths. Your child should aim to work on level 4, 5 and 6 activities. Get your child to work on their reasoning and problem solving 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. 	<ul style="list-style-type: none"> Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library. 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 their clarifying hand (sound it out, syllables, root word, read around the word and lastly dictionary). Challenge your child to read something around the house that isn't a book. They can then complete their reading diary following this. Your child can log on to Oxford Owl by clicking the Class Login. After this, direct your child to choose a text and then summarise, predict, clarify words, create their own questions and write a review. <p><i>Username:</i> Your class (5 oak, 5 chestnut, 5 willow, 5 birch1) <i>Birch:</i> you need to add a 1 at the end. <i>Password:</i> PinnerPark</p>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Encourage your child to practise the Year 5/6 Common Exception Words (see list) Then ask your child to choose 5 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. Your child can create a vocabulary bank about their family. They may want to use this for some of their writing tasks this week. 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. 	<ul style="list-style-type: none"> Ask your child to write a diary entry/newspaper report summarising the events from the day. They can write this from their own perspective. Your child can think about a member of their family who is a hero/heroine to them. They can then create an information report about their chosen hero/heroine. Why not encourage them to interview that person and include some direct quotes from the interview? What makes your family different to other families? What makes them the same? Ask your child to write a poem about their family, they may even want to perform it too. . Children should only be allowed to watch TV for one hour a day. Do you agree/disagree? Write a discussion about this statement. Story task: Ask your child to design a setting for a story genre of their choice. They can think about any settings that they have encountered in stories before. They must then write a short description including expanded noun phrases.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on the different makeup of families, what traditions your family has, stories linked to your family etc.

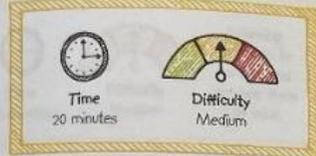
- **Music from the Past** - Your child can research music from the decade their parents, grandparents or other older family members were born. What were the most popular bands or singers during this time? Ask them to perform a song from this decade and create their very own dance routine. Encourage them to explain how they need to improve their performance in order to achieve their personal best.
- **Portraits and Photography**- Direct your child to take portrait photographs of their family members considering light and textures. Following this, they can then use the photographs to draw portraits in pen considering light and tone.
- **Classification**- Ask your child to design a classification key based on the simple physical features of their family. They can then test out the keys on each member of their family. Only use 'yes' or 'no' questions.
- **Nature vs Nurture**- Speak to your child about their appearance, their personality and their dreams for the future. How much of this do they believe is determined by their genes? How much of this is determined by their family/upbringing? Ask them to decide which traits are due to nature and which traits are due to nurture e.g. hobbies and interests or sense of humour. Try this out on other family members.
- **Mapping Skills** - Identify the countries or cities within the UK where their family members originate from or live. Children can then plot these on a map and then create a bar chart to show the number of family members who live/lived in each city/country.

- Don't forget to visit [DB Primary](#) throughout the week to post pictures, videos or blogs about what you have been learning at home. Share with your class on their page by clicking on 'communities.' This is a special place where we can all still be together. There have also been some learning games linked to SPaG, maths and computing for you to work through on your home page, or search through 'activities' on your class page.
- All songs for 'What's The Crime Mr Wolf' can be found on [YouTube](#). Please practise these so we can perform once school resumes. The script can be found on DB Primary in your class under the tab 'files'.

HOW TO MAKE STICKY SLIME

This experiment can get messy, so put down greaseproof paper to catch any sticky spills. Although there's nothing poisonous in the mixture, don't put the slime in your mouth. If you want slime that is more gloopy, warm water is ideal - but don't use boiling water, which could scald you. It's also a good idea to wash your hands after you've finished playing with the slime, as this avoids getting lime all over the furniture!

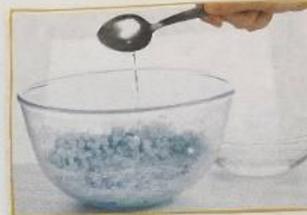
WHAT YOU NEED



1 Tape a sheet of greaseproof paper to your work surface. Pour a generous amount of food colouring into the large mixing bowl. Then add the shampoo. Notice how slowly the shampoo flows - the technical term for this gloopy behaviour is 'viscosity'.



2 Add the cornflour to the mixing bowl and stir the contents with the spatula. This is hard at the start because there's a lot of powder and not much liquid. Don't worry, more liquid is going in.



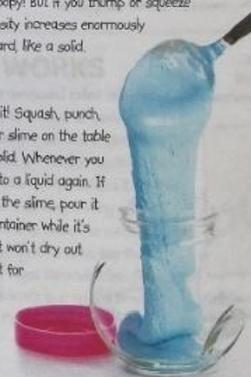
3 Add a few tablespoonsfuls of warm water. Keep stirring with your spatula to mix the water into the cornflour. The water makes starch (a substance in the cornflour) expand, forming a network that holds the water and cornflour together in a slimy mixture.



4 Gradually, your mixture will turn into a thick paste. Pick it up and knead it in your hands - it will get really gloopy! But if you thump or squeeze the slime, its viscosity increases enormously and it becomes hard, like a solid.

HOW IT WORKS

5 Now go for it! Squash, punch, or slam your slime on the table to make it turn solid. Whenever you stop, it will turn into a liquid again. If you want to keep the slime, pour it into an airtight container while it's runny. That way it won't dry out and you can use it for about a month.



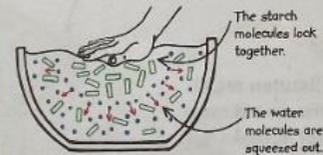
HOW IT WORKS

A molecule is the smallest part of a compound. It's the starch molecules reacting with water that are responsible for the slime's viscosity. As long as the molecules can move around, the mixture stays liquid. Sudden pressure, though, makes the molecules jam together, so the mixture can't flow.



WITHOUT PRESSURE

As long as you handle the slime gently and don't squish it too hard, the starch molecules can move about, suspended in the water. This makes a thick, slow-flowing liquid.



WITH PRESSURE

If you press hard on the slime, you squeeze out the water molecules from between the starch molecules, which lock together and make the slime feel more solid.

REAL WORLD SCIENCE QUICKSAND



A liquid with a viscosity that changes under pressure is known as a "non-Newtonian fluid". Some of these liquids, such as slime, get thicker and behave like solids. But quicksand - a mixture of sand, clay, and water - is

an example of a liquid that gets runnier. If you get stuck in quicksand and struggle to get out, your movements will cause you to sink.

How to set out your experiments:

Friday 29th November 2019

LI: To investigate the size of the solar system.	Me	Teacher
I can identify the different planets of the solar system	✓	✓
I can use accurate measurement to show the distances between the planets	✓	✓
I can create a scale model to show the distance between the planets of the solar system	✓	✓

Aim:

To find out the distance between planets using a scale model. ✓

Equipment:

A roll of toilet paper

A number of felt tips

Sheet of measurements ✓

Prediction:

I predict that the first four planets would have the smallest distance, on the other hand I think the 2 gas giants would be the furthest apart. ✓

Method:

Roll a piece of toilet out and draw the sun on the first five pieces.

Roll and count the number of squares to the next planet and draw it on.

Continue for the remaining planets. ✓

Diagram:



Conclusion:

The rocky inner planets were very close to each other, however, the distance of the gas giants are very vast as we needed to go from one side to the other side of the hall to get from Saturn to Uranus. This was not an accurate scale model of the solar system because we didn't draw the accurate size of the planet, only the length.

ebi: Why could we not do a scale model with both size and distance?

It's because if we shrunk the planets even more, they would be ^{to the size of the ball} microscopic so small we couldn't see them. ✓