



Home Learning Learning Projects

YEAR 5 | WEEK 2 | THE AREA I LIVE IN

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 show everything you know about multiplication and division. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want to be. Practise knowledge of multiples by placing them into this Carroll diagram. Research how many people live in your area, city, county etc. What is the difference between each amount? Which is the biggest and why? Look at the different house types on you street (e.g. detached, flats, semi-detached). Create a bar chart or pie chart showing this information. 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"> Your child can continue to read a chapter from their home reading book or a book that they have borrowed from the library. After this, ask your child to write a short review detailing their likes and dislikes about the novel so far. Encourage them to justify their opinion with examples from the text. Encourage your child to record any words that have captured their interest from the chapter that they have read. They can write antonyms for these words. Challenge your child to read to another member of the family. This doesn't have to be a book so they can be as imaginative as they wish. Your child can visit authorfy. Join the website so that they can access videos, author masterclasses and other activities over the next few weeks. 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 the area they live in. They can 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. This time, this must be the events for another family member. Your child must choose one of the local locations below and create a persuasive leaflet about this place. Places they could write about are: The London Eye, Madam Tussauds, Wetlands Center or another place that interests them. Encourage your child to think of a significant individual. They can then write a set of questions to interview that person. Challenge your child by asking them to answer the questions in role as that person. HS2 (The high speed railway line) should continue to be built. Do you agree/disagree? Your child can write an argument about this statement. Story Task: Your child can invent a new character for their own story. They must think about the setting they created last week and how their character would fit in to this. Also consider the audience they want their story to appeal to.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

- **An Architectural Masterpiece-** Give your child the task of designing a new building/structure to inspire the residents of their local town or city. They must research, plan, design and then make a model of it using materials from around the house. Ask them to create a criteria for success and then evaluate their model against this.
 - **Promoting Your Local Area-** Tell your child that a visitor from another country is coming to stay in the city for a week. They really need to impress them by showing them the most interesting places in their local area. Where would they take them each day? Plan the itinerary for each day detailing the transport that will be taken to each location, how long will be spent there, what will be eaten and any activities that may take place.
 - **Where in the World?** - Show your child how to use Google Earth or Google Maps to look at the geographical features of London, Aberystwyth and Perth (Australia). How are these places the same? How are these places different? What impacts the similarities and differences? After, they can then choose three different places and do the same thing. Do they notice any patterns?
 - **Sainsbury's: A timeline-** Sainsbury's had and still have a significant impact on the UK. They started as a small shop that sold milk, eggs and butter- based in Drury Lane in London. Your child can create a timeline detailing the history of the company. Remind them to include dates and details of significant events. How did Sainsbury's impact the local area positively in the 1800s? How does Sainsbury's impact the local area positively now?
 - **Graffiti Art** – Leake Street tunnel, underneath Waterloo station is the home to its own Graffiti Art tunnel, but has graffiti always been seen in a positive light? How have attitudes towards graffiti changed over time? Is all graffiti good? Discuss these questions with your child and then ask them to design their own graffiti art using paper and crayons or felt tips.
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- 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 INVISIBLE INK

The ink in this experiment is pure lemon juice. When it dries, it's invisible! To reveal your lemon-juice message or map, you need to put the paper into a hot oven. Find an adult for this part and follow the suggested temperature setting - any hotter may cause the paper to catch fire. If you are using a gas oven, make sure the paper is placed away from the flame.

Time
15 minutes

Difficulty
Medium

Warning
Hot oven! Be careful, and get help from an adult.



1 Cut the lemon in half and squeeze its juice into the small bowl. Once you've got as much of the juice as you can from the lemon, put its flesh and skin into a compost or recycling bin. Then wash and dry your hands.



2 Dip the cotton bud into the lemon juice and write a message or draw something on the paper. At first, you will be able to see the lines that you draw, but then, as the lemon juice dries on the paper, it will become invisible.

WHAT YOU NEED



White paper



You will also need an oven



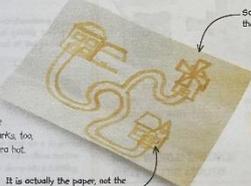
This hidden message was actually a secret map!



3 With the help of an adult, set the oven to 200°C (400°F; gas mark 6). Place your paper on a baking tray and, when the oven is hot enough, use your oven glove to put it inside the oven.

4 After half an hour, your invisible markings should have become visible! With an adult's help, use the oven glove to remove the tray from the oven and put it on a heatproof surface to cool down.

5 Once the tray has cooled, pick up the paper - it will feel brittle. The heat of the oven dried the paper out, and there may be some scorch marks, too, where the paper got extra hot.



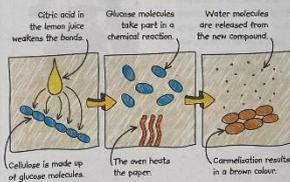
Scorch marks make the paper look old.

Paper naturally goes brown with age - lemon juice and heat speed up the process.

It is actually the paper, not the lemon juice, that turns brown.

HOW IT WORKS

Paper is made of a compound called cellulose. Each large molecule of cellulose is made up of thousands of smaller molecules of glucose (a type of sugar) that are bonded together. The citric acid in lemon juice slowly weakens the bonds between the glucose molecules, freeing some of them. When the paper is heated to over 170°C (340°F), these free molecules react together in a chemical process called caramelisation. This produces new compounds that have a brown colour and makes the ink stable.



How to set out your experiments:

Friday 29 November 2019

LL1: To investigate the size of the solar system.	Me	Teacher
I can identify the different planets of the solar systems	✓	✓
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 systems.	✓	✓

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

Equipment:
A roll of toilet paper
A number of felt tips
5 heat 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.

ex: Why could we not do a scale model with both size and distance?
It's because if we shook the planets even more, they would be more microscopic so small we couldn't see them.