



## W/C 06/07/2020: Learning Project - Celebrations

### Year 5

[View this week's video here](#)

Weekly Reading Tasks	Weekly Spelling Tasks
<b>Monday-</b> Your child can independently read about celebrations across the world <a href="#">here</a> . Ask them to list 5 new pieces of information that they have learned.	<b>Monday-</b> Can your child list a word that corresponds with the start of the following letters related to festivals? <b>C E L E B R A T I O N S</b>
<b>Tuesday-</b> Ask your child to create a true or false quiz about the celebrations that they have read about this week. Test out the quiz on somebody else.	<b>Tuesday-</b> Your child can create their very own word search. The theme of this should be ' <b>Celebrations</b> '.
<b>Wednesday-</b> Encourage your child to listen to a free age-appropriate audiobook <a href="#">here</a> , choose a book from <a href="#">Oxford Owl</a> or continue with their chapter book. Complete clarifying of unfamiliar words, predicting what will happen next, summarising what has just happened and writing questions about the characters.	<b>Wednesday-</b> Ask your child to create a glossary linked to a cultural celebration. They can include pictures for each word/phrase too.
<b>Thursday-</b> Summer has officially begun so let's celebrate! It's important to remember to keep ourselves safe in the sun so complete the comprehension that has been sent to your <a href="#">dB Primary email</a> to prepare for the holidays. 1 star= hard, 2 stars= harder, 3 stars= hardest.	<b>Thursday-</b> Pick 10 Common Exception words from the <a href="#">Year 5/6 spelling list</a> . Your child can write them replacing each vowel with a line e.g. <b>-cc-mm-d-t-</b> . They then need to go back and add the vowels.
<b>Friday-</b> Encourage your child to read <a href="#">First News</a> (a UK made children's newspaper). What is the most exciting and positive news that they learnt? Discuss which section they enjoyed the most.	<b>Friday-</b> Can your child use a thesaurus to improve any word choices from Tuesday's writing task.

Weekly Writing Tasks	Weekly Maths Tasks	
<p><b>Monday-</b> Plan a scary story that would be great to read aloud on Halloween. Use the images on <a href="#">Spooky</a> for some inspiration. Encourage your child to use a story mountain to help them structure the story; thinking carefully about a beginning, middle and end. Tell them also to think about the <a href="#">vocabulary</a> they could use.</p>	<p><b>Monday-</b> White Rose Maths – Regular and irregular polygons. Login to <a href="#">TT Rockstars</a> and complete 5 garage games.</p>	<p><a href="#">White Rose Maths</a> videos are available for each session this week from the White Rose Maths website. The accompanying worksheets will have been sent out via School Ping.</p>
<p><b>Tuesday-</b> Using the plan you did yesterday, write a scary story that would be great to read aloud on Halloween. Encourage your child to include short sentences to create suspense, detailed descriptions of the surroundings and ellipses (...).</p>	<p><b>Tuesday-</b> White Rose Maths – Reasoning about 3D shapes. Login to <a href="#">TT Rockstars</a> and complete 5 studio games.</p>	
<p><b>Wednesday-</b> Write an information report about a religious festival. This could be Eid, Diwali, Christmas, Hanukkah or any other religious celebration. Encourage your child to include: date of the celebration, traditions during the day, typical food, dress/costumes and any other interesting facts. Please email this to your teacher.</p>	<p><b>Wednesday-</b> White Rose Maths – Reflection. Check <a href="#">Mathletics</a>- 3 games will be added. Make sure your child completes any assigned games over the week.</p>	
<p><b>Thursday-</b> You have just celebrated an important event. Write a diary entry describing your day thinking about the emotions you experienced throughout the day. Use the word bank attached below to help you.</p>	<p><b>Thursday-</b> White Rose Maths – Translation. Login to <a href="#">TT Rockstars</a> and complete 5 soundcheck games.</p>	
<p><b>Friday-</b> Design a card celebrating a religious festival, remember to include a poem/verse for inside. Maybe this could be posted during the next celebration?</p>	<p><b>Friday (theme)-</b> Use this day to consolidate the week’s learning and to practice times tables using some of the links below. Login to <a href="#">TT Rockstars</a> and complete 5 festival games.</p>	

## Learning Project - to be done throughout the week

This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus on different types of celebrations that take place and who may celebrate them. It could look at how people celebrate different events differently in other parts of the world.

- **Country Celebrations** - How are birthdays celebrated around the world? Look at [this website](#) to find out information on the celebrations. Maybe there's a particular country your child would like to find out about. Create fact files to show the similarities and differences between the celebrations.
- **Build a Brilliant Board Game**- Task your child to create a board game that focuses on celebrations. Is it going to be a game like Monopoly or Snakes and Ladders? Are they going to need dice? Cards? Characters? Once your child has created the game, can they write a 'How to Play' guide too? Test out the game during a family game's night. What did everybody learn about different celebrations?
- **Party Game Fun**- Why not ask your child to plan their ideal birthday party or celebration event? Who is going to be invited to the event? What food would they like to eat? How will the room be decorated? What entertainment will there be? Play some party games as a family e.g. Musical Statues, Pin the Tail on the Donkey, etc.
- **Cherished Memories**- Look through old photos of previous celebrations the family have taken part in. What can your child remember about the event? Discuss why the family celebrates in this way. Do you have any family traditions? Ask your child to draw a detailed sketch of their favourite photograph from the day, if there aren't any photographs they could do this from memory. Following this, ask your child to write a recount about the day. This could be done in the style of a diary entry or a newspaper report. Share your memories at [year5@pinnerpark.harrow.sch.uk](mailto:year5@pinnerpark.harrow.sch.uk)
- **Patron Saints and Saint Days**- There are four patron saints in the UK: St. George for England, St. Andrew for Scotland, St. Patrick for Northern Ireland, and St. David for Wales. Can your child find out about each saint and why they are still celebrated in the UK? Look [here](#) for some help. Perhaps they could create a timeline of each saint's life? Or write short information reports on each saint?

### Additional learning resources parents may wish to engage with

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#) and [Mathletics](#)- Your child can access both of these programmes with their school logins.
- IXL online. Click here for [Year 5](#). There are interactive games to play and guides for parents.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Y5 Talk for Writing Home-school BookletsY6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

If your child requires more of a challenge, or you believe that there are some gaps in their learning then [Century Tech](#) is a fantastic resource that is currently free for home learning. The app is designed to address gaps and misconceptions, provide challenge and enables children to retain new knowledge. It uses artificial intelligence to tailor the learning to your child's needs. Sign up [here](#).

### **dB Primary- a place to be together**

- Visit [DB Primary](#) throughout the week to post pictures, videos or blogs about what your child has been learning at home. Share with their class on their page by clicking on 'communities.' Then in 'forums' choose which subject the work belongs in and then 'reply' to add your child's work. This is a special place where we can all still learn together (videos showing how to do this have also been emailed to the children).
- Various activities have been assigned on dB Primary- these range from spelling to computing to topic related games. Your child will find these on their home page as soon as they sign in to dB Primary.
- Children can also email each other or their teachers just to catch up or ask any questions.
- E-safety: posts are approved by your child's teacher and emails are filtered by dB Primary to protect the children. Children can also press the 'golden whistle' which informs their teacher if they feel uncomfortable or upset by anything they read. Children have also been assigned e-safety activities to work through on their home page to remind them of things to remember when they are online.

### **Handing In Learning for Feedback**

Each week we are setting some learning which we want every child to send in to us. If your child is also proud of anything they have completed during the week, please send it through! You can send in your learning using DB Primary or through our email address: [year5@pinnerpark.harrow.sch.uk](mailto:year5@pinnerpark.harrow.sch.uk)

For this week, we want to see the following. Please let us see it by Friday!

- Information report on a religious festival. (Wednesday's writing task)

# Diaries

## When did it happen?

This morning

At first

As soon as I woke up

Before long

After a while

Afterwards

During

Later

In the meantime

At that moment

Eventually

In the end

## How did it happen?

Without a sound

Without warning

As fast as I could

In the blink of an eye

Awkwardly

Silently

Cautiously

In a flash

Wildly

Softly

Trying not to make a sound

## How did you feel?

Sadly

Hopefully

Luckily

Nervously

Frantically

Unfortunately

I felt terrible

It was the worst

I was so happy when

My heart was thumping

In a state of terror

## Informal phrases

By the way

You'll never believe this but

Guess what happened!

The thing is

I won't even go there

Anyway

Besides

Perhaps

Maybe

I wonder if

Can you believe it?

## Science Experiment: Irreversible Changes



### [Mr Yellow Card - YouTube](#)

Sign in to like videos, comment, and subscribe.  
Sign in. Watch Queue Queue  
[www.youtube.com](http://www.youtube.com)

This week's science involves looking at **reversible** and **irreversible changes**. There is a recipe for you to make some banana bread and observe how the different materials change while mixing and cooking the loaf. Use the video on the channel to help you. You can also explore what other changes are reversible or irreversible with this worksheet. Remember to write up your experiment and use a good scientific method.

Recipe: <https://www.bbcgoodfood.com/recipes/brilliant-banana-loaf>

Worksheet: [https://drive.google.com/file/d/1jVVovYP\\_3dmbgQLdjOIM\\_MUfg\\_xbDguw/view?usp=sharing](https://drive.google.com/file/d/1jVVovYP_3dmbgQLdjOIM_MUfg_xbDguw/view?usp=sharing)

Video: [https://www.youtube.com/channel/UCdJRKydxohrpDs6mIEy248g?view\\_as=subscriber](https://www.youtube.com/channel/UCdJRKydxohrpDs6mIEy248g?view_as=subscriber)

### Identifying Changes

Reversible	Irreversible

[T2-S-794-Differentiated-Identifying-Changes-Activity-Sheet ver 4.pdf](#)

[drive.google.com](http://drive.google.com)

