



Home Learning Learning Projects

YEAR 5 | WEEK 4 | ANIMALS

Weekly Maths Tasks (Aim to do 1 per day)

- Daily maths lessons can be found on [White Rose Maths](#).
- Get your child to play on [Times Table Rockstars](#) and make sure all games are completed on [Mathletics](#).
- Ask your child to show everything they know about decimal numbers and/or percentages on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be.
- Direct your child to play on [Hit the Button](#) - focus on times tables, division facts and squared numbers.
- Encourage your children to [compare decimal numbers](#) on this game.
- [Arithmetic practise](#) on Maths Frame.
- 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.

Weekly Reading Tasks (Aim to do 1 per day)

- Remind your child to continue to read a chapter from their home reading book or a book that they have borrowed from the library.
- When they have completed the chapter, ask them to re-write this from the viewpoint of another character.
- Explore the [Highwayman Poem](#). Can they learn it by heart? Can they draw an alternative sketch to represent the Highwayman?
- Download 'A Pinch of Magic with Michelle Harrison' from [authorfy](#) (you can sign up for this website for free). Your child can then complete the questions on page 4.
- Your child can log on to [Oxford Owl](#) and read a book that matches their reading abilities. After this, direct your child to review the text by writing a summary, questions, predictions and clarify any words they learnt. *Username:* Your class (5 oak, 5 chestnut, 5 willow, 5 birch1) *Birch:* you need to add a 1 at the end. *Password:* PinnerPark
- You can also find extra ideas to help your child at home [here](#).

Weekly Spelling Tasks (Aim to do 1 per day)

- Login to [dB Primary](#) and complete one of the spelling activities assigned on the home page each day.
- 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 may wish to create a word bank about an animal of their choice which includes verbs, adverbs and expanded noun phrases. They can use this for their poetry writing.
- 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.

Weekly Writing Tasks (Aim to do 1 per day)

- Write a diary entry/newspaper report summarising the events from the day/week.
- Your child can write a formal letter to West Midlands Safari Park persuading them to close the park. They must justify their opinions with factual information (think about animal welfare, health and safety).
- Choose an animal of their choice and think about how it moves, what sounds it makes and the environment that it lives in. Your child can then write a [poem](#) based around these ideas. They can repeat this activity for different animals and types of poems.
- Your child now has an in-depth story plan. They can begin to write their story considering the devices needed for their genre. How will the dialogue convey their character and advance the action?
- ***Animal's hearts should be cut up for science experiments.*** Do you agree/disagree? Ask your child to write a discussion about this statement.

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.
- 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.
- 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'.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Animals and their Environment**- Your child can describe how animals such as Emperor Penguins, chimpanzees and orcas have adapted to suit their environment. They can do this by writing a short summary after carrying out some research. After this, ask them to design a new wondrous animal that has evolved to suit its environment considering the environmental changes it has had to face over recent years.
- **Where Animals Originate From** - Ask your child to locate on a world map where different animals originate from and research why they live in these environments. Things for them to consider when researching why they originally lived in these countries are:
 - Food sources
 - Climate
 - Weather
 - TerrainAfter doing this, ask them to think about how the animals they have selected have adapted so that they are able to live in the UK. Present your findings as a poster or in a PowerPoint presentation if they have access to a PC.
- **Life Cycles** - Ask your child to research a mammal, an insect, an amphibian, a reptile and a bird. They can then choose one and draw the life cycle of an animal and label the diagram accordingly. How does the life cycle of the chosen animal differ to a human life cycle?
- **Animal Prints**- Using a variety of media (this could be materials from around the house such as cloth, newspapers or magazines, felt, etc.), ask your child to create animal prints for a mammal, an insect, an amphibian, a reptile and a bird of their choice. After, they can create a collage of the animal prints they have made. They could always use a pencil or pen to sketch the animal prints!
- **The Life of Darwin**- Who was Charles Darwin? Ask your child to research the scientist's theory on evolution. Where are the Galapagos Islands? What species did and do still live there? What makes these animals unique and extraordinary? Write a biography about the life of Charles Darwin.

HOW TO MAKE MONSTER MARSHMALLOWS

This experiment is really quick, simple, and fun. You just need a microwave oven, some marshmallows, and a microwave-safe plate. Don't heat the marshmallows for too long - they will turn brown, and may not taste so nice. Before scooping your sticky treat, let the marshmallows stand for a minute or so after you take them out of the microwave. They will be very hot and could scald your mouth.

Time
3 minutes

Difficulty
Easy

Warning
You may need an adult's permission to use a microwave

WHAT YOU NEED



Marshmallows on a microwave-safe plate. You will also need a microwave oven.



1 Place a marshmallow on the plate, and put the plate in the microwave. Microwaves are a form of invisible radiation that can heat certain things, like marshmallows, very quickly.



2 Close the microwave door, set the timer for 30 seconds, and press "start". The powerful rays produced by the microwave bounce around and hit the marshmallow, which absorbs their energy.



3 Stand back and watch carefully through the microwave door. After about 15 seconds, your marshmallow should begin to increase in size!



4 When the time is up, remove the plate carefully - the marshmallow will be hot! Repeat the experiment for one minute: what do you think will happen?

TAKE IT FURTHER

Try this quick and sticky test. Take care though, as the marshmallows can get very hot. You may want an adult at hand to help out, just in case.



1 Grab a handful of mini marshmallows and assemble a little pyramid on a microwave-safe plate. Take some time perfecting your structure.



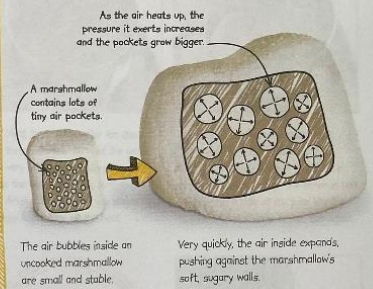
2 Get the microwave timer for a 30 second first. Watch the marshmallows combine with each other, as they slump into a bubbling, pillowy mass.



3 Okay, are you ready to see something cool? Set the microwave timer for another 30 seconds. What have you got now? A plate of very sticky, hot liquid!

HOW IT WORKS

A marshmallow has a foamy, squishy texture because it has thousands of tiny air pockets inside it. Gases, such as air, are made of molecules moving freely at high speed and bouncing off any surfaces they meet. As they bounce, the molecules put pressure on the surfaces. Heating a gas causes the molecules to move faster, which increases the pressure. When you heat a marshmallow, each tiny air pocket blows up like a balloon.



REAL WORLD SCIENCE MELT IN THE MOUTH



A thickener called gelatin that is inside a marshmallow melts at a temperature just below that of the human body, 37°C (98.6°F). That is why marshmallows "melt" in your mouth. The low melting temperature is important in your experiment because marshmallows become soft as they heat up, which makes it easier for them to expand. Another sweet that melts in the mouth is chocolate. The makers of chocolate carefully adjust their recipes to ensure that their products spread easily across your tongue.

How to set out your experiments:

Friday 29th November 2019

LL1: 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 ✓
A 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 few 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 to Saturn to Uranus. This was not an accurate scale model of the solar system because we didn't show the accurate size of the planet, only the length.
Epi: Why could we not do a scale model with both size and distance? It's because if we shrank the planets even more, they would be more microscopic so small we couldn't see them. ✓