Home Learning
Learning Projects

YEAR 5 | WEEK 5 | ENVIRONMENT	
Weekly Maths Tasks (Aim to do 1 per day)	**Weekly Reading 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 shape on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be. • Here are some 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 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 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.	• 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 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)	**Weekly Writing 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. • Ask your child to mind map a list of adverbials	• Ask your child to predict what will happen at home over the next week. They can record this from the point of view of a witch, wizard or fortune teller. • Explain to your child that they must write a persuasive letter to their headteacher about the importance of recycling at school. Get them to research the impact of recycling using books or the internet to find facts and statistics to support their argument. • Your child can write a biography about David

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.	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. ● **Seaworld should close.** Seaworld is a theme and marine park based in Orlando, America. It is home to giant turtles, orcas and bottlenose dolphins to name a few. Does your child agree/disagree with the above statement? Ask them to write a discussion based on the above statement considering both sides of the argument. ● **Story Task:** Your child has now written the opening of their story. They can continue writing their problem thinking carefully about the range of conjunctions, pronouns and adverbials that are most suitable. Next week will be resolution and ending.

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 projects 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 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 London they have introduced 'Clean Air Zones'. 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 has changed over time. Afterwards, they can interview their family members and then make a video news report about what they have discovered.

Commemoration of VE Day – Friday 8 May

This year marks the 75th anniversary of Victory in Europe, or VE, Day. The bank holiday has been moved to Friday 8 May to match the date of the first VE Day, so that the nation can commemorate this anniversary together.

We are proposing a 'Street Party at Home'. Street parties were a feature of the very first VE Day and have been a part of national commemorations ever since. We can't have a 'street party' this year, but we can create our very own 'Street Party at Home'. Now is the time to bake a cake, raise a glass, decorate your house, wave a flag and join together with our community in commemorating this significant event.

More information and activities here:
https://pinnerpark.harrow.sch.uk/veday.html

HOW TO MAKE

SENSATIONAL SPEAKERS

's really easy to make these impressive speakers. Just find a cardboard tube nd some paper cups, and you're almost there. You will also need scissors to cut ome materials, so ask an adult if you need a hand with this part. When you're one, your new speakers will make your music louder and clearer – and, best of l, they won't cost you any pocket money!

Time
20 minutes plus time for paint to dry

Difficulty
Medium

WHAT YOU NEED

1 With the felt-tipped pen, trace around the end of your phone, halfway along the cardboard tube. Cut along one long side and the two short sides of the rectangle to make a flap. Open up the flap to make a slot.

2 Place the end of the tube against the side of one of the paper cups, close to the lip. Hold the tube steady and draw around it with your pen. Cut out the circle you have drawn. Repeat with the other cup.

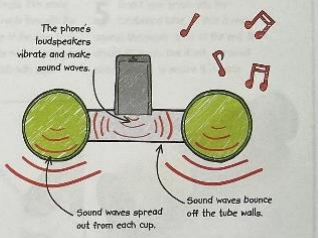
3 Now, tear off two sheets of the paper towel and loosely scrunch them up. Push one crumpled paper towel into each end of the tube. The paper absorbs some of the high-pitched sounds coming from the tube, so music sounds less tinny.

4 Push one end of the tube a little way into the hole you cut in one of the cups. You may need to use a small amount of force to secure it on. Then fit the other end of the tube into the second cup. You've nearly finished your speakers!

5 The only thing left to do is to paint your speakers in any colours you fancy. When the paint is dry, pop a phone into the slot, with its loudspeakers inside the tube. Then, sit back and enjoy the music!

HOW IT WORKS

Sounds from the mobile phone come out of tiny loudspeakers that vibrate and disturb the air, sending sound waves spreading in all directions. When you put your phone inside your speakers, the sound waves bounce off the insides of the tube and the cups. So nearly all the sound is sent forwards, towards your ears. The crumpled paper stops some of the higher-pitched sounds from getting through, but not the lower-pitched ones. This creates a clearer and warmer sound.



REAL WORLD SCIENCE
CONCERT LOUDSPEAKERS

At a concert, powerful speakers sit on either side of the stage. Inside each speaker is a cone of paper that vibrates, driven by electrical signals from the equipment – such as an electric guitar – on stage. This produces sound waves that spread out in all directions. Some waves bounce off the back of the speakers and then forwards to the audience.

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 peice of toilet out and draw the sun on the first Pece peice.

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

Continue for the remaining planets. ✓

Diagram:

Conclusion:

The earthy 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 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 the size of the Golf ball microscopic So small we couldn't see them. ✓