Home Learning
Learning Projects

YEAR 5 | WEEK 7 | CELEBRATIONS

Weekly Maths Tasks (Aim to do 1 per day)

- Daily maths lessons can be found on White Rose Maths and BBC Bitesize.
- 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 measurement 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 they have not done for their specific year group.
- Daily arithmetic for different areas of maths. Ask your child to work on level 4, 5 and 6 activities
- List with your child different festivals that happen around the world. Research the percentage of people across the world or within a country that celebrate this festival. Can your child create a graph showing this information? If you have access to Excel, your child could create their graph using this (remembering their learning from ICT this year).
- 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)

- Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.
- Your child can now design an alternative book cover for their chapter book.
- Why not ask your child to create a true or false quiz about a book that they have recently read. They can then test out the quiz on somebody else who has read the book.
- Authors love receiving mail from their readers. Your child can write a letter to their favourite author. Encourage them to visit their website first so that they can learn a little more about their chosen author. Why not send the letter and wait for a reply?
- Encourage your child to note down any unfamiliar words from the chapter they have read. They could create their own mini dictionary. Explore the meanings of these words by using their clarifying hand (sound it out, syllables, root word, read around the word and lastly dictionary.
- 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.

Weekly Writing Tasks (Aim to do 1 per day)

- Ask you your child to write a diary entry summarising the events from the day/week.
- Get your child to create a newspaper report of the day they were born- include weather on the day, stories in the news, etc. Can they find any famous people who were born on that day?
- Celebrate a local person- ask your child to write a list of local people worth celebrating. Afterwards, get them to write an information

- Practise spellings on Spelling Frame.
- Your child can create their very own word search. The theme of this should be 'Celebrations'.
- When proofreading their story, your child should be thinking about which words could be improved. They may want to use a thesaurus or on-line version to make sure their word choices paint a picture for the reader.

report about the contribution the top three have made to their community. This could include a religious leader, celebrity, teacher or politician.

- Ask your child to select a celebration from their culture and generate a multiple choice quiz about this event- share it on DB Primary.
- ***Birthdays should not be celebrated.*** Does your child agree or disagree with the statement above? Ask them to justify their opinion using facts.
- **Story Task**: As your child has now completed their draft version of their story, ask them to use this time to proofread their writing for any spelling or grammar errors. Following this, ask them to make sure the tense is consistent throughout and that the word choices they have made to convey meaning to the reader.

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.
- 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

This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus and 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.

Planning a Celebration- it's time to plan a celebration event of their choice. This could be a birthday party, an Eid celebration, an Easter hunt or anything else they wish to plan. Tell them they have £150 to spend and 25 guests will be attending. What will the money be spent on? Ask them to plan the celebration considering the location of the event, how they will decorate the venue, what their guests will eat and drink and how they will entertain their guests. Get them to detail the timings of the event and any timings for preparation.

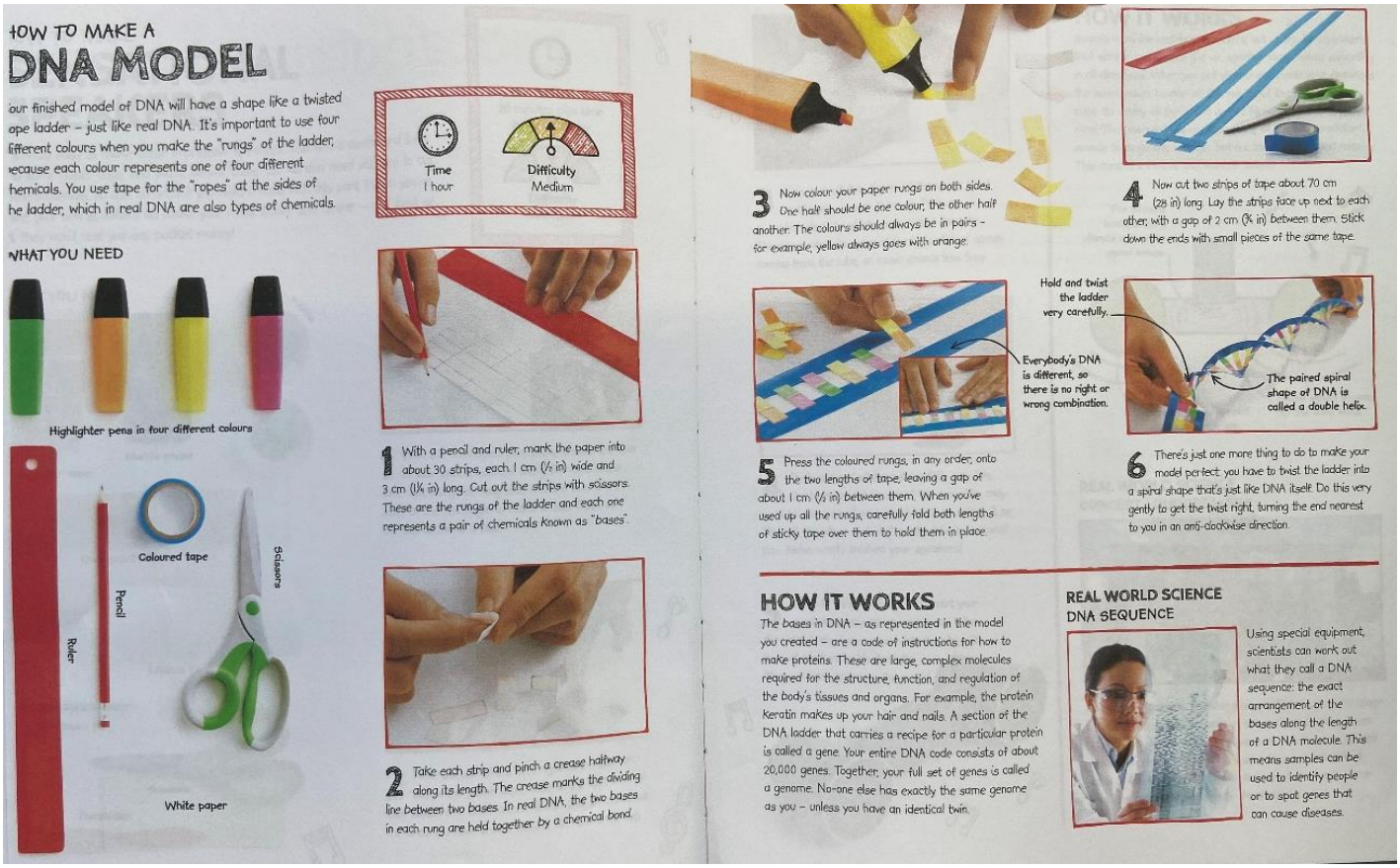
Time to Design- Can they imagine their perfect celebration outfit? What would it look like? What would it be made from? How comfortable would it need to be? Ask them to design a costume for a celebration of their choice.

Think about the materials they will need to use, patterns they would like to incorporate on their design and the cultural traditions.

Birthdays around the World- Birthdays are celebrated differently in different countries. Write an information report detailing how birthdays are celebrated in the following countries: China, England, Spain, Italy and Mexico. Ask your child which country would they like to celebrate their birthday based on their findings? Why?

What's the same and what is different? - Select a holiday/festival of their choice and research how different countries around the world celebrate this event. They could compare whether it is celebrated at the same time, the outfits people wear, the food eaten etc. Make a video, poster or report of the things they have discovered.

British Celebrations- In Great Britain, Valentine's Day, St Patrick's Day and Bonfire Night are just some of the celebrations that take place. Ask your child to choose one celebration day and research how the celebration came to be. Using the information they have found, plot the events on a timeline and include dates, details and pictures/sketches. Now create a poster advertising the celebration day. This could be done on a computer programme of your choice or on paper.



HOW TO MAKE A
DNA MODEL

Your finished model of DNA will have a shape like a twisted rope ladder – just like real DNA. It's important to use four different colours when you make the "rungs" of the ladder, because each colour represents one of four different chemicals. You use tape for the "ropes" at the sides of the ladder, which in real DNA are also types of chemicals.

Time 1 hour

Difficulty Medium

WHAT YOU NEED

Highlighter pens in four different colours

Coloured tape

Pencil

Scissors

Ruler

White paper

1 With a pencil and ruler, mark the paper into about 30 strips, each 1 cm (½ in) wide and 3 cm (1¼ in) long. Cut out the strips with scissors. These are the rungs of the ladder and each one represents a pair of chemicals known as "bases".

2 Take each strip and pinch a crease halfway along its length. The crease marks the dividing line between two bases. In real DNA, the two bases in each rung are held together by a chemical bond.

3 Now colour your paper rungs on both sides. One half should be one colour, the other half another. The colours should always be in pairs – for example, yellow always goes with orange.

4 Now cut two strips of tape about 70 cm (28 in) long. Lay the strips face up next to each other, with a gap of 2 cm (¾ in) between them. Stick down the ends with small pieces of the same tape.

Hold and twist the ladder very carefully.

Everybody's DNA is different, so there is no right or wrong combination.

The paired spiral shape of DNA is called a double helix.

5 Press the coloured rungs, in any order, onto the two lengths of tape, leaving a gap of about 1 cm (½ in) between them. When you've used up all the rungs, carefully fold both lengths of sticky tape over them to hold them in place.

6 There's just one more thing to do to make your model perfect: you have to twist the ladder into a spiral shape that's just like DNA itself. Do this very gently to get the twist right, turning the end nearest to you in an anti-clockwise direction.

HOW IT WORKS

The bases in DNA – as represented in the model you created – are a code of instructions for how to make proteins. These are large, complex molecules required for the structure, function, and regulation of the body's tissues and organs. For example, the protein keratin makes up your hair and nails. A section of the DNA ladder that carries a recipe for a particular protein is called a gene. Your entire DNA code consists of about 20,000 genes. Together, your full set of genes is called a genome. No-one else has exactly the same genome as you – unless you have an identical twin.

REAL WORLD SCIENCE
DNA SEQUENCE

Using special equipment, scientists can work out what they call a DNA sequence: the exact arrangement of the bases along the length of a DNA molecule. This means samples can be used to identify people or to spot genes that can cause diseases.

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 5cm 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 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, (to the size of the tip of a felt pen) they would become microscopic so small we couldn't see them. ✓