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| images[5]**Learning Project WEEK 9-Under the Sea**  **15/06/20** | |
| **Year group: 5/6** | |
| **Suggested Weekly**    **Maths Activities** | **Suggested Weekly**    **Reading Activities** |
| **Mental Maths Challenge**   * <https://www.topmarks.co.uk/maths-games/daily10> | * Encourage your child to read for enjoyment whilst listening to sea sounds. <https://safeyoutube.net/w/cPB6> |
| * Ask your child to look at this [image](https://www.tes.com/lessons/MGDVsblhS8Ldvw/life-under-the-sea). Can they create a bar chart or pie chart showing the different living things found in the ocean? | * Ask your child to create a true or false quiz based on their book. |
| **Tea cups**  Aunt Jane had been to a jumble sale and bought a whole lot of cups and saucers - she's having many visitors these days and felt that she needed some more. You are staying with her and when she arrives home you help her to unpack the cups and saucers.  There are four sets: a set of white, a set of red, a set of blue and a set of green. In each set there are four cups and four saucers. So there are sixteen cups and sixteen saucers altogether.  **So here is the challenge to start off this investigation:**  **Place these sixteen different combinations of cup/saucer in this four by four arrangement with the following rules:-**  1) In any row there must only be one cup of each colour;  2) In any row there must only be one saucer of each colour;  3) In any column there must only be one cup of each colour;  4) In any column there must be only one saucer of each colour. | * Your child can read the First News. Can they find the following: good news, bad news, reference to a famous politician, a story about a popstar and the name of a city or country. This could be completed with a free, local newspaper.   <https://subscribe.firstnews.co.uk/free-downloadable-issue/> |
| **Suggested Weekly**    **Spelling Activities** | **Suggested Weekly**    **Writing Activities** |
| Your spellings for this week end in **ant** or **ent.** Practise them using the activities below.   1. tolerant 2. observant 3. hesitant 4. different 5. decent 6. transparent 7. innocent 8. expectant 9. frequent 10. confident | **Under the Sea Poem**   * What would it be like to live under the sea? What would you see, hear, smell, taste, touch and do? You might want to write this poem as if you are a sea creature or as if you are a human. Create a poem using this structure:   If I lived under the sea, I would see glistening shafts of sunlight illuminate the shifting sands of the soft seabed  If I lived under the sea, I would hear…  If I lived under the sea, I would smell…  If I lived under the sea, I would taste…  If I lived under the sea, I would feel / touch  If I lived under the sea, I would (what would you do all day or night?)  Please try to use some well-chosen adjectives, alliteration, maybe a simile or some personification. |
| **Writing Race**   * Set a timer for 2 minutes. See how many times you can write each word perfectly during that time. | **Coral Reef Facts**   * If you are able, watch a 2 minute video clip from Steve Backshall’s Deadly 60, about coral reefs. https://www.bbc.co.uk/cbbc/watch/p0159165. As you listen and watch, identify five facts that Steve Backshall shares about coral reefs and write them down with correct spelling and punctuation to share with your class teacher. |
| **Word Classes**   * Sort your spelling words into word classes- nouns, verbs, adjectives etc. Be careful- some words can be used in more than one category. | **Letter to persuade and inform**   * The ocean, as we know, is under threat from pollution of all kinds, most particularly plastic which kills sealife and pollutes their habitat. Write a letter to a child who is younger than you to explain how the ocean is under threat and to persuade them to do their part in preventing plastic pollution. |
| **Antonyms**   * Find an antonym (opposite word) for each of your spelling words. |
| **Learning Project - to be done throughout the week** | |
| **The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.**   * 1. Saving the Oceans -The BBC programme Blue Planet 2 sparked an outcry about the health of our oceans and the huge threat caused by plastics and lots of people around the world are working hard to help solve this problem. Look around your house (and in particular the kitchen) for single- use plastic and take photos or write a list of any single-use plastic. Consider how you and your family could reduce the amount of plastic you use.   2. Create a Poster – Much of our plastic ends up in our precious oceans. Design and make a poster to either:-   a) Persuade people to use less plastic OR  b) Informs people of the damage that plastic does to our oceans.   * 1. Use your imagination. Much of the deep ocean has yet to be explored. I wonder what type of strange sea creatures live in the deepest, darkest depths of the oceans? Use your imagination to create a weird and wonderful sea creature. You can draw it and colour it or you could make it 3D out of junk modelling or anything else you have at home. Please send us a picture of your creation.   2. Cities under the Sea-There are myths from all around the world of great and beautiful cities that have been swallowed by the sea and their remains buried deep under the ocean. One legend is based near Cornwall, between Land’s End and the Isles of Scilly. This was called the land of Lyonesse. Look on a map to find the location between Land’s End and the Isles of Scilly. What can you find out about the land of Lyonesse? Present what you have found in an interesting way; maybe as a factfile or a report. Do you think the land of Lyonesse is really a lost city or is it a myth? Explain your opinion. | |