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| images[5]**Learning Project WEEK- Environments** | |
| **Year group: 5/6** | |
| **Suggested Weekly**    **Maths Activities** | **Suggested Weekly**    **Reading Activities** |
| **Interactive Times Tables Games**   * Choose one of the games on the following website to practise your times tables.   <http://www.primaryhomeworkhelp.co.uk/maths/timestable/interactive.htm> | * Ask your child to read a chapter from their home reading boo |
| **Paper aeroplanes**   * Design and create three paper aeroplanes. Record the distance each plane flies and see which one flies the furthest.   Plane 1=  Plane 2=  Plane 3=  What was the difference in cm between the three distances? | * Following this, ask your child to create a list of questions to interview the main character. They can test out the questions by answering in role as the character. Encourage your child to think about the traits of the character and how this will influence the answers. |
| **Button up some more**   * I have a jacket which has four buttons. Sometimes, I do the buttons up starting with the top button. Sometimes, I start somewhere else.   How many different ways of buttoning it up can you find?  **Top Tip: you may find it helpful to draw the buttons and number them so you work systematically and find all possible solutions.**    Look back at the number of different ways you found for buttoning up four buttons.  Can you predict the number of ways of buttoning up a coat with five buttons?  Six buttons ...? | * Why not ask your child to read to you. Get them to identify somewhere in the home that they don’t usually read and listen to them read a chapter or two. Your child may wish to ask you questions about what was read |
| **Suggested Weekly**    **Spelling Activities** | **Suggested Weekly**    **Writing Activities** |
| **Spelling Patterns**   * These are the spellings to practise this week - all end in **‘cial’.** * social * special * official * financial * commercial * crucial * artificial * beneficial * superficial * facial | Now that we are able to travel, I’m looking forward to going to the beach. What are your top 3 activities to do at the beach? Write a guide for a child to explain how they can enjoy your top 3 activities. You will need to explain:   * What the activity is * How to do that activity, * What equipment you might need * Why you would recommend it. * You may need to draw and label a diagram as part of your explanation, if words alone don’t make it clear for the reader.   You could do this by hand or you could use Purple Mash to create your guide. |
| **Look, cover, write, check**   * Write down a spelling word and then look at it. * Next, cover it up and rewrite it. * Finally, check it is correct. If not, write it again three more times or more, until it is correctly spelt. * Repeat these steps for each word. | * You’ve written the opening and the build up to your adventure story. You now need to use your story plan to write the problem. You could use dialogue between characters to ‘show not tell’ what the problem is and this could be a good opportunity to use suspense in your writing, e.g. short sentences e.g. Something was coming; suggest that it is cold, e.g. a shiver shot down his spine; don’t tell the reader what things are e.g. then she heard it. |
| **Create a word search**   * Make a word search using your spelling words. Get someone to find the spellings. Can you take in turns to include one of the words correctly in a sentence? | * We can use brackets, commas or dashes to add extra information when we are writing. Use the BBC Bitesize link below to remind you how to do this and then, after listening to Michael Rosen’s Chocolate Cake story, on the Bitesize lesson re-tell Michael’s story in your own words using brackets, dashes or commas to add some extra information   <https://www.bbc.co.uk/bitesize/articles/zn8c47h> |
| **Spiral Words**   * Write your spelling words in a spiral. Start from the centre and work out. |  |
| **Learning Project - to be done throughout the week** | |
| The project 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 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).  **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 Birmingham they are introducing ‘Clean Air Zones’ from around July 2020. 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 and how it has changed over time. Afterwards, they can interview their family members and then make a video news report about what they have discovered.  **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. | |