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| images[5]**Learning Project WEEK 5 - Animals** | |
| **Year group: 5/6** | |
| **Suggested Weekly**    **Maths Activities** | **Suggested Weekly**    **Reading Activities** |
| **Times tables**   * Continue to practise your times tables on TT Rockstars, Purple Mash or Hit the Button.   **OR**   * Choose an activity from the Make Times Tables fun document on the website. | * Ask your child to read a chapter from their home reading book |
| **Count and multiply**   * Count each of the following in your house: **chairs, doors, cupboards, windows, pillows, spoons, clocks and shoes.**   Now multiply the following pairs together.  Before you begin counting -which calculation do you think will have the largest total?   * Chairs x Doors * Cupboards x Windows * Pillows x Spoons * Clocks x Shoes | * 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. |
| **What do you need?**  Can you sort out the four clues that help and the four clues that do not help in finding the number I am thinking of?  Four of the clues below are true but do nothing to help in finding the number. Four of the clues are necessary for finding it.  Here are eight clues to use:   1. The number is greater than 9. 2. The number is not a multiple of 10. 3. The number is a multiple of 7. 4. The number is odd. 5. The number is not a multiple of 11. 6. The number is less than 200. 7. Its ones digit is larger than its tens digit. 8. Its tens digit is odd.   What is the number? | * Challenge your child to read something around the house that isn’t a book. They can then record this in their reading record. |
| **Suggested Weekly**    **Spelling Activities** | **Suggested Weekly**    **Writing Activities** |
| **This week, please practise using the activities below: Endings which sound like /ʃəs/ spelt –cious**  Your spelling words are:   * conscious * precious * suspicious * delicious * gracious * malicious * vivacious * atrocious * precocious * tenacious | * There are lots of things we can’t do, or places we can’t visit at the moment. When we are allowed, what are the top 3 things you’d like to do or places you would like to visit? Write a short paragraph explaining to your teacher what your top 3 choices are and why you have chosen them. As this is a piece of explanation writing, you will need to use some causal conjunctions, e.g. because, since, although, for this reason. You will also need to use lots of well-chosen adjectives and even figurative language for describing where you want to go or what you want to do. |
| **Definitions**   * Find and write the definition of each word. Talk with your child. Do they understand the meaning? Can they use the word correctly in a sentence? If not, look up 3-4 synonyms for each word in a thesaurus to help understanding. | * Last week you completed a story map for an adventure story that I had written the introduction for. This week, using your story map, you can write the opening and build up for the adventure story. Use dialogue to show, not tell, the reader about the characters and describe the setting. In the build up you need to have some action that will lead to the problem of the story, |
| **Alphabetical order**   * Each day, write the spelling list in alphabetical order. Challenge: Can you write in reverse order? | * Follow this link <https://www.bbc.co.uk/bitesize/articles/zn26hbk> to a BBC Bitesize lesson, where a poet, Joseph Coelho, describes ways of using alliteration. One of his suggested activities is to write the longest alliterative sentence you can starting with your first name. How long can you make your alliterative sentence? You can use one co-ordinating conjunction (and, but, or) to make it longer if you want. Remember that it is a sentence, so it does have to make sense! |
| **Silly story**   * Write a short story (about a paragraph) using as many of the spelling words as possible. Again, set a time limit of about 10 minutes. The stories are usually very silly- enjoy being creative. |  |
| **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.**    **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?  **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.    **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!  **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  ○ Terrain  After 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. | |

**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.