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| **Home Learning WEEK 5 Summer Term – Environment** | |
| Year 5/6 | |
| Weekly Maths Tasks (Aim to do 2 per day) | Weekly Reading Tasks (Aim to do 2 per day) |
| * **Times Table Rockstars**. At least 30 minutes on garage or battle of the bands. * **White** **Rose** online lesson and supporting resources. ([https://whiterosemaths.com/homelearning](https://whiterosemaths.com/homelearning/year-6/)) * Spend 30 minutes on **mymaths (**<https://www.mymaths.co.uk/>)**,** completing directed homework tasks/activities. * **Year 5 –** Complete White Rose daily tasks (PDF’s on e-schools) * **Year 6** - Get your child to work on their reasoning and problem solving by practising past SATs questions on **SATs Boot Camp** (<https://www.satsbootcamp.co.uk/>). Work through a specific focus each day, completing tasks and quizzes before attempting practise SAT’s questions. * Direct your child to play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on times tables, division facts and squared numbers. * Encourage your children to compare decimal numbers on [this game](https://www.teacherled.com/iresources/decimals/comparedecimals/). * Arithmetic practise on [Maths Frame](https://mathsframe.co.uk/en/resources/resource/486/Y6-Arithmetic-Practice) | * Continue 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. * Explore the poem “Warned” (<https://www.familyfriendpoems.com/poem/warned>) Can they picture what the world would be like without pollution? Can they create a poster to encourage a better environment and to achieve this perfect picture? * Complete **Accelerated Reader** tests when books are complete. * Sign up for Oxford Owl reading (<https://www.oxfordowl.co.uk/>) and read the book “The Secret Garden” (<https://www.oxfordowl.co.uk/api/digital_books/20162.html>) |
| Weekly spelling tasks (Aim to do 1 per day) | Weekly writing tasks – (Aim to do 1 per day) |
| * Encourage your child to practise the Year 5/ 6 Common Exception Words (<https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf>). * 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 (<https://spellingframe.co.uk/>). * Your child may wish to create a word bank about an animal of their choice which includes verbs, adverbs and expanded noun phrases. They can use this for their poetry writing. * 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. | **All tasks can be completed on eschools, on each child’s account:**   * Ask your child to predict what will happen at home over the next week. They can record this in a newspaper format. * Explain to your child that they must write a persuasive letter to Mr Steel 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 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. * Pobble: Children can write a narrative about what the world would be like iif we do not help the environment.   **ONLINE** (<https://www.youtube.com/user/Devouefrenchbulldogs/videos>)   * Take part in a **Jane Considine** writing lesson. |

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| Around the world in 80 Days |
| * Complete one of the activities relating to the country of the day. |



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| 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).  **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 Newcastle they are planning to introduce ‘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 of Newcastle has changed over time. Afterwards, they can interview their family members and then make a video news report about what they have discovered.  **Please email Mr McGill or Mr Ridley on e-schools with any work you would like them to see from this section!** |
| When you have completed a task you are proud of, send a photo to your teacher or ask a family member to post it on twitter #kibbyhomelearning or #kibbyaroundtheworld |