



Learning Project WEEK 5 - Environment

Age Range: Y5/6

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Working on Times Table Rock Stars (at least 10 GARAGE SESSIONS) - they can access this with the same login. Get a piece of paper and ask your child to show everything you know about shape. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Complete a maths task from Study Ladder (you have an individual log in for this) Get your child to work on their reasoning and problem solving by practising past SATs questions – Use Corbett Maths, Complete Mathematics, Twinkl or White Rose as a starting place to find such questions. 	<ul style="list-style-type: none"> Ask your child to read a book from their Myon account for their ZPD level. Following this, ask your child to summarise the events from the book. They could bullet point what happened, create a comic strip or present the information in their own creative way. Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions. Challenge your child to read something around the house that isn't a book. They can then complete their reading diary following this. Your child can log on to Oxford Owl and read a book. After this, direct your child to review the text and justify their opinion with examples from the text.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> 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. Practise spellings on Study Ladder Your child can create a vocabulary bank about their family. They may want to use this for some of their writing tasks this week. 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 	<ul style="list-style-type: none"> 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 their head teacher 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. Story Task: Your child has now written the opening of their story. They can continue writing their story thinking carefully about the range of conjunctions, pronouns and adverbials that are most suitable.



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 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 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 of Birmingham has changed over time. Afterwards, they can interview their family members and then make a video news report about what they have discovered.

There are many other learning opportunities in the *Supporting Learning at Home* section of our school website!