



## Learning Project WEEK 5 - Environment

**Age Range:** Y5/6

Additional activities will be set by teachers on: [spag.com](http://spag.com) & [Purple Mash](http://PurpleMash.com).

Don't forget to look on your class blog on Purple Mash too.

Please also see the [school website](http://schoolwebsite.com) for a whole host of other ideas.

### Weekly Maths Tasks (Aim to do 1 per day)

- Get your child to play on [Times Table Rockstars](http://TimesTableRockstars.com).
- Ask your child to show everything they know about shape (2D and 3D) on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be.
- Here are some [mini maths tasks](#). Encourage your child to work through the activities given for each day for their specific year group.
- Challenge your child to select items in your house (this could be rubbish, materials, household objects) and sort them into things that are recyclable and non-recyclable. What percentage and fraction of items are recyclable?
- Try some of these [fun maths activities](#) as a family.
- Daily [arithmetic](#) for different areas of maths. Ask your child to work on level 4, 5 and 6 activities and get them to practise something they find difficult.
- Create a set of Top Trump cards like the ones below. You could use a mix of times tables, square and cube numbers or addition and subtraction calculations. Enjoy playing them with your family.

### Weekly Reading Tasks (Aim to do 1 per day)

- Ask your child 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.
- 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 or reading around the word.
- Read some of the poems on [Kidsworldfun](http://Kidsworldfun.com) and use one that inspires you to create your own. Can you write in the same style as one of the poets?
- Watch [Newsround](#) and discuss what is happening in the wider world.
- Use your reading skills (inference and prediction) to establish what is happening in some of the images on [OnceUponAPicture](http://OnceUponAPicture.com). Do they inspire you to write your own story?
- Work through the Reading Bingo challenge. Can you achieve a full house?

**MATHS TOP TRUMP**



Stealth:	3 x 2
Power:	4 x 5
Speed:	1 x 10
Agility:	9 x 5

**MATHS TOP TRUMP**



Stealth:	2 x 2
Power:	5 x 5
Speed:	7 x 2
Agility:	4 x 10

**MATHS TOP TRUMP**



Stealth:	2 x 5
Power:	3 x 10
Speed:	3 x 5
Agility:	10 x 2

**MATHS TOP TRUMP**



Stealth:	2 x 10
Power:	3 x 5
Speed:	6 x 2
Agility:	8 x 2

**MATHS TOP TRUMP**



Stealth:	6 x 5
Power:	2 x 2
Speed:	2 x 10
Agility:	9 x 2

**MATHS TOP TRUMP**



Stealth:	4 x 2
Power:	3 x 5
Speed:	9 x 5
Agility:	2 x 5

**MATHS TOP TRUMP**



Stealth:	4 x 5
Power:	6 x 2
Speed:	2 x 5
Agility:	7 x 2

**MATHS TOP TRUMP**



Stealth:	6 x 2
Power:	7 x 10
Speed:	4 x 2
Agility:	6 x 5







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# Reading BINGO

Read or listen for 20 minutes to X a box!

KS2

A book about a famous person	A book with no pictures	A comic book 	A book with more than 10 chapters	A magazine
A book with more than 100 pages	Your favourite book	A book with a character just like you	A non-fiction book	A book about the environment 
A book about space exploration 	A fairy tale with an unexpected ending	Free space 	Your parent/carer's favourite book	A book that is part of a series
A book about a journey	A news article 	A book about weather	A book about an invention	A book set in another country
A book with beautiful illustrations	A book about a natural disaster	A book by your favourite author	A funny book 	A book based on a fable

You will find lots of amazing books to read or listen to for free on these websites:

[oxfordowl.co.uk](http://oxfordowl.co.uk)
[freechildrenstories.com](http://freechildrenstories.com)  
[booktrust.org.uk](http://booktrust.org.uk)
[magicbox.com](http://magicbox.com)  
[iPlayer.co.uk](http://iPlayer.co.uk) (bedtime stories)
 [storylineonline.net](http://storylineonline.net)  
[stories.audible.com](http://stories.audible.com)

Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Encourage your child to practise the Year 5/6 Common Exception Words (see list)</li> <li>Then ask your child to choose 5 Common Exception words. They can then write the meaning and an example of how to use the word in a sentence.</li> <li>Practise spellings on <a href="#">Spelling Frame</a> or <a href="#">Top Marks</a></li> <li>Ask your child to mind map a list of <a href="#">adverbials</a> that they could include in their story. Ask them to think about which adverbials will suit their story genre?</li> <li>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.</li> <li>Try different ways to practise your spellings: write them backwards, turn them into a piece of art, draw them in sand, create a wordsearch with them in or see how many times you can spell them correctly in a minute.</li> </ul>	<ul style="list-style-type: none"> <li>Ask your child to predict what will happen at home over the next week. They can record this in a newspaper format.</li> <li>Explain to your child that they will write a persuasive letter to their headteacher about the value of recycling in school. Research the impact of recycling and find facts and statistics to support their argument.</li> <li>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.</li> <li><b>Seaworld should close.</b> 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.</li> <li><b>Story Task:</b> 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.</li> </ul>

accommodate	criticise	immediate	recommend
accompany	curiosity	individual	relevant
according	definite	interfere	restaurant
aggressive	desperate	interrupt	rhyme
amateur	develop	language	rhythm
ancient	dictionary	leisure	sacrifice
apparent	disastrous	lightning	secretary
appreciate	embarrass	marvellous	shoulder
attached	environment	mischievous	signature
available	equipment	muscle	sincere
average	equipped	necessary	sincerely
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	suggest
category	existence	occur	symbol
cemetery	explanation	opportunity	system
committee	familiar	parliament	temperature
communicate	foreign	persuade	thorough
community	forty	physical	twelfth
competition	frequently	privilege	variety
conscience	government	profession	vegetable
conscious	guarantee	programme	vehicle
controversy	harass	pronunciation	yacht
convenience	hindrance	queue	
correspond	identity	recognise	



## 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:**

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 could 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. What impact are we having? How can we make a difference now? Discuss this question with your child. Afterwards, ask them 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 that the new structure may create.



### **Additional learning resources parents may wish to engage with:**

If you want to access teaching material daily, we suggest the following resources:

Please look at the [White Rose Maths](#) resources. This is the Maths Scheme of work we follow in school so is the perfect choice. There is a daily lesson from Early Years to Year 6 with a short video showing you clearly and simply how to help your child to complete the activity successfully.

[The Oak Academy](#) is an amazing virtual school providing 180 free lessons a week for children from Reception to Year 6. It is supported by various education organisations including the Sutton Trust, the Teaching Schools Council and is being backed by the DfE.

[BBC Bitesize](#) have daily lesson which have been created with teachers and other educational experts and feature a mix of videos, animations, practice activities, quizzes and games.

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