



Week 5 Learning Project - Sport

Age Range: Y5/6

Weekly Reading Tasks	Weekly Spelling Tasks
<p>Monday- Ask your child to read the sports pages of a newspaper and consider the language used. They could add interesting language to a sports' word bank.</p>	<p>Monday- Can your child list sport related noun phrases and verbs that correspond with each letter of the alphabet? This will support their writing tasks.</p>
<p>Tuesday- Here is a reading comprehension activity about circus performers. Ask your child to read the text in under 3 minutes and complete the questions.</p>	<p>Tuesday- Can your child complete this word search which focuses on words ending in -cial or -tial? Can they find the meanings of these words too?</p>
<p>Wednesday- Ask your child to listen to and read along with Arundel Swimming Pool. Ask your child to summarise each verse using one word only.</p>	<p>Wednesday- Ask your child to create their own sporting wordsearch. This could include the names of athletes, sports or sporting equipment.</p>
<p>Thursday- Encourage your child to listen to a free age-appropriate audiobook here, choose a book from Oxford Owl or continue with their chapter book.</p>	<p>Thursday- Can your child unscramble these sporting words: queenmipt, poicmlys, tannidmob, cagminssty & pochmashpini.</p>
<p>Friday- Ask your child to consider the actions of a character in a book they've recently read. Do they agree or disagree with the actions? They should verbally give reasons for their opinions and justify them using evidence from the text.</p>	<p>Friday- Pick 5 Common Exception words from the Year 5/6 spelling list. Challenge your child to spell them as you throw a ball to each other. Everytime the ball is thrown the next letter must be said.</p>
Weekly Writing Tasks	Weekly Maths Tasks- Position and Direction
<p>Monday- Visit the Literacy Shed for this wonderful resource on The Catch. Or create a short victory story about a character succeeding.</p>	<p>Monday- Get your child to watch this video to understand the difference between reflection, translation and rotation.</p>



<p>Tuesday- Task your child with writing two newspaper articles on a sport of their choice, one reporting on an event and the other reporting ‘behind the scenes’. Pay attention to the different language that will be used in each. Can your child include direct speech from ‘interviews’? They could present this on Word or Google Docs if they have access to a PC.</p>	<p>Tuesday- Place several household objects on the ground indoors or in the garden spaced apart. Blindfold your child using a scarf and using the positional language, such as turn left, right, forwards,, clockwise etc, give them instructions to lead them to the items. You could say something like: “Turn 90 degrees left, move forwards 3 spaces.” Can your child follow the given instructions to find the object?</p>
<p>Wednesday- Ask your child to choose a sports person they admire. Encourage them to create a biography which tells the story of their life in chronological order.</p>	<p>Wednesday- Using this online resource, ask your child to make a pattern and then reflect it. Or try this activity that allows reflecting, translating and rotating practice.</p>
<p>Thursday- Ask your child to choose a sport which is popular in another country and write an information report, giving key details about the sport and its history.</p>	<p>Thursday (theme)- Show your child the picture of the sport equipment below. How many different ways can they classify/sort the PE equipment?</p>
<p>Friday- Your child can create a persuasive leaflet for a new school sports club. They should use persuasive language including modal verbs (e.g. will, should) and adverbs of possibility (certainly, probably).</p>	<p>Friday (theme)- Play catch. Each time the ball is caught, count up in a particular multiple (this could be any number between 2 and 100). If the ball is dropped, start again. It can be made harder by spacing out or by giving a higher target number.</p>

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about sports and games. Learning may focus on the history of sport, sporting-heroes, physical challenges and performance.

- **Sport Genius-** Ask your child to research about [sporting history](#) and see how many different [facts](#) they can find out about sports from the past. Ask them to create their own sporting trivia quiz which they can test out on members of the household. Or place different sporting events from the last 100 years onto a timeline.
- **Sporting Heroes-** **Get your child to select their favourite sporting star. Then they can draw a portrait of them in the style of the famous pop artist [Roy Lichtenstein](#) using felt tip pens or paint. Share their creation at [#TheLearningProjects](#).**



- **Name that Sport** - Get your child to create an [orienteering map](#) of your home/garden. At each location they will need to create a question relating to a sport e.g. Which sport has the most rules? The answers can then be recorded on an orienteering sheet. How about giving them a challenge? Can they create an answer that begins with the letter of the next location? Get your child to test it out on a family member.
- **Beat It!**- Begin by getting your child to measure their resting heart rate by counting how many beats in a minute. Then get them to carry out an exercise e.g. running, skipping, star jumps etc. for 3 minutes. Once they have completed this they are to carry out a recovery activity e.g. walking or sitting and see how long it takes for their heart rate to go back to normal. Ask them to repeat this with different recovery exercises to see which is the most effective at getting their [heart rate](#) back to normal the quickest. Can they create a way of showing their results?
- **Anyone Can Be a Champion!**- This activity is all about exploring the diversity of sport. Ask your child to research the history of the [Paralympics](#) . Discuss why we have the Paralympics. Get your child to create a poster which presents the importance of the Paralympics and the range of different sports there are.

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Heart Beaters

- Can you tickle yourself? How many litres of blood do you have in your body? How many times does your heart beat in a day? Test your family with a body trivia quiz. Create your own cards or download some from here: <https://bit.ly/2RFJVRN>
- The complete resource can be downloaded here: <https://bit.ly/3a9VtTU>

Additional learning resources parents may wish to engage with

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Week 6: Learning Project - The Rainforest

Age Range: Y5/6

Weekly Reading Tasks	Weekly Spelling Tasks
<p>Monday- Encourage your child to listen to a free age-appropriate audiobook here, or choose a book from Oxford Owl. Why not read under a tree in the garden for a welcome change?</p>	<p>Monday- In the garden or during your daily walk, ask your child to list nature related expanded noun phrases (e.g. the tall conifer by the wall). This may support your child's writing this week.</p>
<p>Tuesday- Ask your child to read an account of living in a rainforest here. Your child can record what the child likes and doesn't like about living in the rainforest.</p>	<p>Tuesday- Can your child complete these tasks relating to words ending in -ant, ance, ancy, ent, ence or ency?</p>
<p>Wednesday- Ask your child to listen to and read along with A Blade of Grass. What message is the poet trying to convey to the reader?</p>	<p>Wednesday- Can your child create their own rainforest themed crossword. They will need to include a list of clues and an answer sheet.</p>
<p>Thursday- Ask your child to find a recipe involving chocolate in a recipe book or here. They can find out about chocolate here and summarise their learning.</p>	<p>Thursday- Ask your child to create a rainforest glossary using these words as a starting point: canopy, monsoon, colony, extinct & deforestation.</p>
<p>Friday- Task your child with creating a rainforest themed bookmark for a younger sibling or family member.</p>	<p>Friday- Pick 5 Common Exception words from the Year 5/6 spelling list. Your child can create a mnemonic for each word e.g. Rhythm Has Your Two Hips Moving.</p>
Weekly Writing Tasks	Weekly Maths Tasks- Fractions
<p>Monday- Visit the Literacy Shed for this wonderful resource on The Alchemist's Letter or take part in a writing master class.</p>	<p>Monday- Ask your child to play 'Match the Fraction'. Encourage your child to challenge themselves by trying the mixed numbers.</p>
<p>Tuesday- After the reading task, your child can write a diary entry from the viewpoint of the child who lives in the rainforest. Alternatively, they can write a diary entry in the day in the life of Toki. What is the message of the</p>	<p>Tuesday- Get your child to practise converting decimals to fractions and write fractions in their simplest form on this online activity. Click the box that says 'decimals fractions' and select one of the options on the right.</p>




<p>story and how he felt throughout the clip. What emotive language could they use?</p>	<p>Get your child to record their answers on a piece of paper before checking by opening the boxes.</p>
<p>Wednesday- Ask your child to write a poem about the rainforest. Get your children to try and create 4 stanzas about the climate, animals, what they like about it and the potential dangers. Ask them to perform their poem.</p>	<p>Wednesday- Divide a piece of paper into four and ask your child to select four cards from a pack of playing cards and make two fractions by placing a card in each quadrant. Your child can compare the two fractions using the inequality symbols ($<$ $>$ and $=$).</p>
<p>Thursday- Ask your child to write two contrasting descriptions of the rainforest. One depicting the rainforest's <u>beauty</u> and the other <u>deforestation</u>.</p>	<p>Thursday (theme)- Can your child find the distance from Burgh-le-Marsh to the Amazon Rainforest using Google maps? When is the best time to visit?</p>
<p>Friday- Rainforests are destroyed by nature too so we should make use of their products rather than waste them. Your child can write a balanced argument.</p>	<p>Friday (other)- Your child can have a go at this <u>negative numbers</u> game and/or his <u>whole numbers</u> game.</p>




Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the world's rainforests. Learning may focus on the plants, animals and insects that inhabit the rainforest, food that originates there and weather patterns. It could look at plants and animals that can be found in the garden too.

- **Deforestation: Destroying Animal Habitats and The Homes of Humans-** Deforestation occurs in [rainforests](#) throughout the world. Trees are cut down on a huge scale, often to create space for grazing livestock or buildings. As part of this process, [animal habitats and the homes of native people are often destroyed](#). Direct your child to create a poster highlighting the impact of deforestation on both humans and animals. Encourage them to think of possible solutions to some of these challenges and include these solutions on their posters. Remember to tweet a photo of their poster using [#TheLearningProjects](#).


- **Welcome to The Jungle: Let Creativity Roar!-** Henri Rousseau was a French painter from the 19th Century who created many paintings inspired by jungles and rainforests, although he never actually visited one. Direct your child to explore [facts](#) about this famous painter and encourage them to create a jungle/rainforest piece of [artwork in his style](#). They could draw, paint or create a collage, depending on the resources you have available at home.
- **Discovering Far off Lands-** In the 16th century, Sir Walter Raleigh sailed the Atlantic Ocean in search of a place called El Dorado. His expedition took him to Guyana and his search led him to discover the country's rainforest. 400 years on, a group of children have taken on the challenge to follow in Sir Walter's footsteps in their own expedition to Guyana. Direct your child to watch this clip and explore the others on the [BBC Teach website](#). Challenge them to plan their own expedition and consider what they would need to take with them. Alternatively, they could write a first-hand account of their time in the rainforest from the perspective of Sir Walter. Remind them that Sir Walter would not have had access to the mod cons we do now.
- **Rumble in The Jungle - Get that Heart Rate Going!** - Encourage your child to increase their heart rate by challenging themselves and members of the family to mimic the actions of animals which inhabit rainforests. Actions could include: jumping over logs, ducking under branches, high knees through quicksand, running from a tiger etc. Challenge them to record their heart rate (beats per minute) after each activity. Which activity increased their heart rate most? ***Recommendation at least 2 hours of exercise a week.***
- **Deforestation: Our Climate and Our Planet-** **As well as impacting on animal habitats and native people, deforestation is also a major contributor towards climate change.** Direct your child to create an awareness leaflet about the effects of [climate change](#)





on our planet and how [deforestation is contributing towards this](#).

STEM Learning Opportunities #sciencefromhome

Rainforest Leaf Adaptation

- Watch [this](#) video.
- Many tropical rainforest leaves have a drip tip to help them cope with high rainfall. It is thought that these drip tips enable rain drops to run off quickly. Plants need to shed water to avoid growth of fungus and bacteria in the warm, wet tropical rainforest. Have a look at some other common leaf adaptations [here](#).
- Look at the leaves in your garden or out on a walk. What adaptations do they have? Create a branching identification key to help identify the leaves in your area.

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Week 7: Learning Project - Famous & Significant People

Age Range: Y5/6

Weekly Reading Tasks	Weekly Spelling Tasks
<p>Monday- Can somebody who is important to your child read to them? Perhaps they could share an extract from their favourite book or a poem?</p>	<p>Monday- Practise spellings on Spelling Frame. Use a dictionary to clarify any unfamiliar vocabulary.</p>
<p>Tuesday- Encourage your child to read a newspaper article about a famous person. What can they tell about the person from the language used? Does the article criticise them or is it complimentary – how can they tell?</p>	<p>Tuesday- Choose 5 Common Exception words here. Ask your child to write the meaning, synonyms (word with the same/similar meaning) and antonyms (word that has the opposite meaning) for each word.</p>
<p>Wednesday- Click here for a reading comprehension activity about a famous botanist. Challenge your child to read the text in under 3 minutes and complete the comprehension questions.</p>	<p>Wednesday- Ask your child to mind map vocabulary that they associate with the following significant people: The Queen, Guy Fawkes, Helena Lucas and Rosa Parks.</p>
<p>Thursday- Visit Ducksters and encourage your child to choose a person that interests them to read about. Can they record 10 facts they discovered?</p>	<p>Thursday- Can your child complete this segment puzzle (click Spelling Tiles) which focuses on words ending in: -able, -ible, -ably and -ibly?</p>
<p>Friday- Character profile. Ask your child to create a profile about a famous book character e.g. Harry Potter, Matilda Wormwood or Percy Jackson.</p>	<p>Friday- Pick 5 Common Exception words from the Year 5/6 spelling list here. Direct your child to represent each word as a picture.</p>
Weekly Writing Tasks	Weekly Maths Tasks- Addition and Subtraction
<p>Monday- Visit the Literacy Shed for this wonderful resource on The Clocktower or ask your child to write a letter/email to an important family member updating them on events from the last few weeks.</p>	<p>Monday- What different calculations can your child create when adding and subtracting the numbers 111, 8276, 529, 18391, 9238 and 4163? Make sure they check it is correct using the inverse operation. CHALLENGE: Can you make some decimal numbers and add these to one of the whole numbers.</p>
<p>Tuesday- Using the words FAMOUS PEOPLE, get your child to write an</p>	<p>Tuesday- Encourage your child to play this online addition and subtraction</p>



<p>acrostic poem about significant British people in history.</p>	<p>game. They can play it more than once to see if they can reach the top score.</p>
<p>Wednesday- Listen to Martin Luther King's speech I Have a Dream. Ask your child to write their own speech about their dreams. Encourage them to use the same techniques such as repetition, personification and powerful verbs.</p>	<p>Wednesday- Play this missing box addition game or missing box subtraction game. They can work on the level that adds/subtracts 3 digits by clicking on the orange three. Can they make their own addition/subtraction calculations like this?</p>
<p>Thursday- Create an information report about a significant/famous person of interest. Your child may choose a famous author, athlete, popstar or even a local hero such as a doctor or nurse. Include: birthplace, what they're most famous for, significant events/achievements and any other interesting facts.</p>	<p>Thursday- Roll a dice and make a 6 digit number (target number). If you do not have a dice, make up a 6 digit number. Get your child to write 2 addition and 2 subtraction calculations where the answer is the target number given. Make this easier by reducing the number of digits in the target number.</p>
<p>Friday- Following on from yesterday's task, ask your child to write in role as that person and create a short autobiography of their life. Direct your child to think about the person's emotions during key parts of their life.</p>	<p>Friday- Get your child to find out when each family member was born and record this. Ask your child to add all of the years up together and find a total. Add up the years from the same generation - which decade has the most/least members?</p>
<p>Learning Project - to be done throughout the week</p>	
<p>The project this week aims to provide opportunities for your child to learn more about famous or significant people. Learning may focus on past or present inventors, explorers or scientists and how they influence society today.</p> <ul style="list-style-type: none"> ● Famous Brits- Lots of significant people in history have been British. Emmeline Pankhurst, Guy Fawkes and Mary Anning are just a few. Ask your child to research one of these or another famous Brit of their choice. They could create a fact file, a presentation, a chronological report of their life or present their research in any way they like. ● The Queen's Speech- The Queen spoke to the nation on Sunday 5th April from Windsor Castle. She had an important speech to deliver where she wanted to thank people for what they were doing and to give hope that things would eventually return to normal. Ask your child to think about what they would say if they had to speak to the nation? What messages of hope would they want to give to their friends and family? 	



Your child could write their speech or record themselves delivering their speech. Remember to tweet a video of their speech using [#TheLearningProjects](#).

- **Inspiration for Inventors-** [These inventors](#) talk about where they found the inspiration for their inventions. Ask your child what problems they incur in their daily life? What inventions would make their life easier? How could they [turn their idea into a product?](#) Direct your child to mind map ideas of how they could solve their problem before designing and annotating a product. Your child may even want to make a prototype or test parts of their design to see if it would work.
- **Significant to Me-** Discuss with your child a person who is significant to them. This could be a famous person who has inspired them or someone who has made a positive impact on them from their everyday life. Ask them to discuss the attributes that this person has - why are they inspiring? You could share someone who is significant to you with your child as well and talk about how they have influenced you. They may wish to draw a portrait of this person.
- **What it Takes-** Ask your child to watch [this interview](#) with Paralympic gold medallist Helena Lucas. In this interview it talks about the dedication needed to be a successful sports person. Direct your child to set themselves a goal to work on every day. They could create a poster outlining their goal and the steps they will take each day to work towards it. They may want to include steps they will take when they return to school.

STEM Learning Opportunities #sciencefromhome

Sophia Barnacle

- Sophia was a British inventor who invented the Helter-skelter in 1907. Try using junk box material to make your own helter-skelter or marble run.
- Try and make a run that takes exactly 60 seconds for the marble to complete the run.
- To find out more about building your own marble run click [here](#).

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