



Learning Project WEEK 6

Age Range: Y5

Weekly Maths Tasks	Weekly Reading Tasks
<ul style="list-style-type: none"> Get your child to regularly play on Times Table Rockstars. Who will create the biggest score? Remember that you can access both Mathletics and Maths Quiz at home too. Effective Maths Lesson 7 – Mass: Reading Scales. Set as a Seesaw activity. Please take a screenshot of the ‘additional practice’ section and post it on Seesaw. Don’t worry if you don’t have squared paper to do the independent activity. Effective Maths Lesson 8 – Converting from kilograms to grams and from grams to kilograms. Set as a Seesaw activity. Please take a screenshot of ‘additional practice’ section and post it on Seesaw. PLEASE NOTE: Although the presentations can be viewed by phone, the maths quiz element works better on a desktop PC or laptop. Daily arithmetic for different areas of maths. Ask your child to work on level 4, 5 and 6 activities and try to focus on fractions. 	<ul style="list-style-type: none"> Use Purple Mash to read Chapter 4 of The Dark Castle Mystery and then complete Chapter 4: Quiz. I’ve set this as a 2Do for you – please complete and then hand it in. 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 create a set of multiple choice questions about what they have read. Challenge your child to read something around the house that isn’t a book. They can then complete their reading diary following this. 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.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Use Spelling Shed to practise your spellings. 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 Spelling Frame. 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"> Write a recipe to make a healthier option for making a pizza. Think about which ingredients they could switch so that this delicious treat is better for them. Test the recipe out! There are lots of different types of food available for people to eat in the UK. Write a rap about food. This could be about a particular food group or your favourite meal. To make your writing interesting, try to use: alliteration, adjectives, similes, metaphors. Write a suspense story: At the start of Year 5 we wrote our own suspense stories, using the Old Mill as an example. Your task this week is to write a suspense story of your own. You should include: <ul style="list-style-type: none"> Fronted adverbials Adjectives, similes and metaphors Suspense tools – ominous sight/sound, short sentences, show not tell, ‘someone/something’, changes to the weather, a scary name for your setting, main characters thoughts, changing weather. Personification – The wind lashed / The sky roared above etc. Sentences of three. Paragraphs

- **Please write the story In your purple homework book. It should be at least a page long.**
- **RE-READ YOUR WORK AND CHECK FOR PUNCTUATION BEFORE POSTING ON SEESAW.**
- I have attached a copy of the Old Mill to refresh your memory on the story pattern. Please **DO NOT** copy it, use your own original ideas of which I know you have plenty! Please do not rush this work and remember Year 5 standards.
- **Remember to take pictures of each completed item of work and upload to Seesaw please.**

Learning Project - to be done throughout the week

BBC Bitesize Daily Lessons

Access the BBC Bitesize Daily Lessons website (<https://www.bbc.co.uk/bitesize/dailylessons>) and complete one English and one Maths activity.

Food Project

To finish off and complete our Fair Trade learning this week I thought you would all enjoy learning more about food and completing tasks related to food. Please complete the following:

How does the human digestive system work? Conduct research and write an explanation describing this and include diagrams to represent their explanations. There are many different videos on BBC Bitesize to get you started:

<https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zby2xyc>

<https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/z7w3gwx>

<https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zq2q7p3>

Which Foods Contain the Most Sugar? Choose a selection of food items from the food cupboard, fridge and freezer. Identify the nutritional label and record the amount of sugar that each food contains. Once you gathered the information, record the sugar contents. Then I would like you to use Purple Mash to create a bar chart of your results. I have set a 2do activity for you to create this bar chart on 2graph – please hand it in on Purple Mash after you have completed it. On Seesaw you could write me a not to explain if your findings will change what you eat?

Why are bees so important? Watch the following video and then conduct research into the role of the bee and how vital they are in the food chain. I have set an activity on Seesaw and I would like you to respond to it by writing your response in the notes section.

<https://www.bbc.co.uk/newsround/44222859>

Creative Creations- Cadburys are launching a new chocolate bar. Create a criteria for Cadbury chocolate packaging by researching current Cadbury products. Once you have a criteria, use this to design your own packaging (you may want to do this on a computer if you have access to one). Finally, gather some feedback from the family about the design. Use the feedback to adapt and refine the design. After creating the chocolate bar, you could then compose a jingle that could be used in an advert. This could be created by using household items such as pots and pans or by using these virtual [instruments](#).

Additional learning resources parents may wish to engage with

Classroom Secrets Learning Packs - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

Twinkl - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

Headteacherchat - This is a blog that has links to various learning platforms. Lots of these are free to access.

The Old Mill

Stealthily, Jo crept down the stairs, dodging the fourth step in case it creaked. At the bottom, she paused but all that she could hear was a silence that filled the house with sleep. The cat, who had been dozing, wound its way round her legs, begging to be let out.

Twenty minutes later, she entered Deadman's Forest. Tall trees towered overhead, and sunlight filtered through the branches, casting ebony shadows. It wasn't long before she came to the ruins of the old mill. The pond glittered in the sunlight. A few bees buzzed busily.

Jo sat down under the trees and watched as the dragonflies flitted across the mill pond's surface. It was here, when she had been out for a stroll, that she had first seen the unicorn. All morning she waited, till in the end her eyes closed and she slept, dreaming of crystal towers and goblins.

Later, she woke with a start. The sun, which had slipped behind the trees, began to cast charred shadows across the water's oily surface. A cold breeze whispered through the reeds. Jo shuddered. A twig broke, leaves rustled, and something moved towards her! What was it?

Cautiously, Jo stared into the darkness between the trees where her imagination warned her that anything could exist. A vague silhouette darted! Again, Jo shivered but not from the cold for, at that moment, she heard a sudden hiss and a red eye flickered. Jo gasped.

With her dreams of unicorns left behind, Jo ran. Branches whipped at her face and brambles tore at her feet. She was sure that she could hear something behind her, feet thudding through the undergrowth. Something breathing ...

It was only when she reached the road beyond the tree line that she stopped. She stood, listening but only her heart thudded. The trees were quite still. Nothing. Silence. It was as if the forest had swallowed its secret.