

Learning Project Week 5 – Environment

Age Range: Y5/6

Staying active is really important when you are at home. There are lots of resources, here are just a few to use!

[Joe Wicks PE sessions](#)

[Go Noodle](#)

[Super movers!](#)

[iMoves](#)

[Cosmic Kids Yoga](#)

Weekly Maths Tasks (Aim to do 1 per day)

If you can only complete 1 activity, please complete the daily maths session from White Rose.

- [White Rose](#) has a daily Maths lesson which can be accessed online. They are available for individual year groups.
- In your home learning book, stick in the work from the lesson. If you haven't got a printer, don't panic! Ask your child to show everything that they have learned in their online Maths lesson from White Rose. They could write down the questions and answer them or they could use pictures and diagrams to explain what they have found out. They can be as creative as they want to be.
- Encourage your child to play on [Times Table Rockstars](#) – there is a competition going on this week – how many questions can you answer?!
- Daily [arithmetic](#) for different areas of maths. Ask your child to work on level 5 and 6 activities and work out areas they need to practise if they are finding things difficult.
- 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?
- [Matching decimals, fractions and percentages game](#) – Level 1 and Level 2.
- Continue to develop your [reasoning and problem solving skills](#) by practising these puzzles. There are lots to choose from and some are more challenging than others!

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, 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 [Bug Club/Oxford Owl](#) and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.
- Download a free [reading pack](#) from the Literacy Shed ask them to read the text and answer the questions which are on the page below the text. The answers are available for you to use as well!
- Listen to different David Walliams books [here!](#)
- Listen to a range of free books on [audible](#).
- Complete the reading activities on [Sumdog](#)

Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)																						
<ul style="list-style-type: none"> Ask your child to mind map a list of adverbs that they could include in their story. Ask them to think about which adverbs would suit their story? Encourage 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. Could they think of a better word or use a thesaurus to find a better word? Complete the spelling challenges on Sumdog <table border="1" data-bbox="194 667 783 1016"> <thead> <tr> <th>Year 5</th><th>Year 6</th></tr> </thead> <tbody> <tr><td>advice</td><td>worried</td></tr> <tr><td>advise</td><td>cried</td></tr> <tr><td>devise</td><td>tried</td></tr> <tr><td>device</td><td>replied</td></tr> <tr><td>license</td><td>studied</td></tr> <tr><td>licence</td><td>bodies</td></tr> <tr><td>practice</td><td>difficulties</td></tr> <tr><td>practise</td><td>enquiries</td></tr> <tr><td>prophecy</td><td>cities</td></tr> <tr><td>prophesy</td><td>charities</td></tr> </tbody> </table>	Year 5	Year 6	advice	worried	advise	cried	devise	tried	device	replied	license	studied	licence	bodies	practice	difficulties	practise	enquiries	prophecy	cities	prophesy	charities	<ul style="list-style-type: none"> Ask your child to predict what will happen at home over the next week. Encourage them to extend their ideas by using a co-ordinating conjunction. Explain to your child that they must write a persuasive letter to Mr Hadley 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. Use the writing frame attached below to help you structure your letter. Here is some information to help you! Who is Sir David Attenborough? Write a paragraph explaining to someone who he is and what he has done and is trying to continue to do. (Planet Earth and other TV series by him are available to watch on BBC iPlayer) 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.
Year 5	Year 6																						
advice	worried																						
advise	cried																						
devise	tried																						
device	replied																						
license	studied																						
licence	bodies																						
practice	difficulties																						
practise	enquiries																						
prophecy	cities																						
prophesy	charities																						
Learning Project - to be done throughout the week																							
<p>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.</p> <p>Endangered Species- The tiger, Amur leopard, orangutan, sea turtle and the Sumatran elephant are some of the most endangered animals on the planet. This BBC bitesize clip explores five British animals on the edge of extinction. Ask your child to choose an animal and 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.</p> <p>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. Make sure you take a before and after photo! They may even want to write a set of instructions so that other people can upcycle the same item too. Look here for some fun ideas!</p> <p>Protecting our Oceans- Marine life faces a number of threats including plastic pollution,</p>																							

tourism, habitat destruction, ocean warming and overfishing. How can we make a difference now? Have a look at [Surfers Against Sewage](#) and see what has been achieved and what work they are doing now. Afterwards, they may wish to sketch an image of an ideal ocean environment. Encourage them to use websites (Start [here!](#)) 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.

Dark skies in Cornwall. Watch the film about [dark skies](#) designation for Bodmin moor and think about how it helps us and animals. If it is a clear night, why not spend some time looking at the stars. There is some other information about space [here!](#) You may be able to find some constellations. Create an artwork (maybe with words) in response to observing the night sky.

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.

#TheLearningProjects

When you're writing a letter of persuasion, you need to be clear about what you are trying to say and have some facts to support your arguments.

In the letter you have been asked to write about the importance of recycling at school, you need to find some facts about recycling and what objects in school could be recycled or things we could do to prevent as much waste, for example not allowing single use plastics in lunch boxes.

Then you need to think about the structure of your work.

1. Who is your letter to?
2. Why are you writing to them? You could use a phrase like 'I am writing to you about...' to start your letter.
3. You need 3 statements to support your ideas as to why you think recycling in school should be increased.
4. You need to end your letter thanking the reader for looking at it and reiterating your point, and expressing a wish for a response. You could say; 'Thank you for reading this letter. I believe that as a school we could recycle more than we currently do and would be pleased to talk to you about this further.'
5. Sign off formally – if you're not sure how to, look it up!!

You could use the same structure as this when you are thinking about Sea World in America.