

Learning Project WEEK 5 - Environment

Age Range: Y5

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Complete the weekly Sumdog maths challenge. • Get your child to play on Times Table Rockstars. • Use this link: https://whiterosemaths.com/homelearning/year-5/ for a daily maths activity – video explanation, questions to solve and answers provided. • 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? • Allow your child to play on Hit the Button - focus on times tables, division facts and squared numbers. • Over the week, explore the extra arithmetic and reasoning questions. • Complete the daily High-5 questions. • Pick your level of challenge – mild, spicy or hot - from the reasoning questions and work out the answers. Use the answers provided to check yours. Complete the 'Extra maths' questions if you would like to. 	<ul style="list-style-type: none"> • Ask your child to read daily from their home reading book or their Accelerated Reader book. Complete quizzes as usual (link is on the school website). • When they have completed the chapter, 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 by reading around the sentence. • Read the 'Tribes of the Rainforest' text and answer the questions. Select your level of challenge – mild, spicy or hot. • Using the 'Tribes of the Rainforests' text, create a fact file about one of the tribes. • Record your child's reading in their reading journal each time they read. Send a photo of this weekly to the class teacher and this reading will continue to count towards reading credits – this must be done weekly and will not be backdated on return to school.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Learn the following spellings: yesterday, tomorrow, later, immediately, earlier, eventually, recently, previously, finally, lately, understory, emergent, canopy, deforestation – test on Friday and send picture to class teacher on Dojo. • Then ask your child to choose 5 spellings from the list above and write a sentence for each one. • Play hangman with your child using the spelling words from this week – best of 3 wins! • Ask your child to mind map a list of adverbials that they could include in their story. Ask them to think about which adverbials will suit their story genre? • 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. • Spend 20 minutes on spelling activities on Sumdog and complete the weekly spelling and grammar challenges. 	<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 headteacher 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. It has been reported in recent years by the EDP that Norwich's air pollution is as bad as London and worse than bigger northern cities such as Birmingham and Newcastle, particularly around the area of Castle Meadow. 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 the air quality in Norwich could be improved over time. Afterwards, they can interview their family members and then make a video or written news report about what they have discovered.

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.

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