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| **Welcome parents/carers to Week 10.**  **Remember, keep your children happy, healthy and smiling! Home-learn, not home-school!** |
| **LEOs Years 4 & 5 Learning Project – Rainforests WEEK 10 8/6/20- 12/6/20**  **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 and weather patterns. The 5 tasks in each section are designed to be carried out over 5 days.**  **Mrs Fogarty** |
| **Weekly Reading Tasks (Aim to do 1 per day)** |
| * **Mon** Can your child create a rainforest canopy to curl up under with a book?​ This could be made from paper, bed sheets or anything else that’s suitable. * **Tues**: ​Read online together about rainforests. Read ​[facts about rainforests](https://www.natgeokids.com/uk/discover/geography/physical-geography/15-cool-things-about-rainforests/)​to get started! Create a rainforest quiz? * **Wed**: ​ Ask your child to watch a video clip and learn about the origins of chocolate ​[here](https://safeyoutube.net/w/ZRw6)​[.](https://safeyoutube.net/w/ZRw6) Find a recipe involving chocolate and encourage your child to make it. * **Thurs**: Ask your child to read food labels and identify any foods in the kitchen​ that contain: bananas, cocoa, chocolate, cinnamon or black pepper. * **Fri**: Visit ​[Authorfy.com](https://authorfy.com/)​and register for free. Your child can listen to Katherine Rundell’s masterclass on her book ‘The Explorer’, set in the Amazon rainforest. |
| **Weekly Spelling Tasks (Aim to do 1 per day)** |
| * **Mon:** Ask your child to mind map words associated with the rainforest. Put the words into alphabetical order. * **Tues**: Practise spelling these words: ​**young, touch, double, trouble, country.** ​Can your child identify the spelling rule? The​ **‘u’** ​sound spelt​ **‘ou’.** * **Wed**: Your child could be a ​[C](https://www.bbc.co.uk/bitesize/topics/zkbkf4j/articles/zbm8scw)​[rystal Explorer](https://www.bbc.co.uk/bitesize/topics/zkbkf4j/articles/zbm8scw)​ and improve their spelling. Can they list synonyms (words with the same meanings) for practised words? * **Thurs**: ​ **Picture this**​. Choose 5 ​[Common Exception](http://www.crosslee.manchester.sch.uk/serve_file/253974) words and draw a picture​ to represent each word, write the word underneath and use it in a sentence. * **Fri**: Choose 10 new topic words related to the rainforest and learn to spell​ them. Write the definitions to form a rainforest glossary. |
| **Weekly Writing Tasks (Aim to do 1 per day)** |
| * **Mon:** Ask your child to research ​[how humans are destroying the rainfore](https://kids.mongabay.com/elementary/501.html)​[st](https://kids.mongabay.com/elementary/501.html)​ . Get them to plan an information report. Research how the size of rainforests has decreased. (Find statistics.) * **Tues**: Write an information report using yesterday’s planning. Include an introduction then write 3 or 4 paragraphs – each paragraph explains one way rainforests are being destroyed. Write a conclusion. Discuss with a member of your family how you can help to protect the rainforests. * **Wed**: Ask your child to look at images of the ​[rainforest](https://www.google.com/search?q=tropical+rainforest&tbm=isch&hl=en&safe=strict&chips=q:tropical+rainforest,g_1:beautiful:ufQxD5VBBuY%3D&rlz=1C1RUCY_enGB687GB688&safe=strict&hl=en&ved=2ahUKEwj5qYyP_rfoAhUl-YUKHVLDCoAQ4lYoA3oECAEQGw&biw=1349&bih=620)​then write a setting description. Encourage them to start at the top of the image and work down. Describe the setting in detail. Use adjectives and noun phrases. * **Thurs**: Ask your child to write an acrostic poem using the letters​**: R A I N F O R E S T**​. * **Fri:** Discuss deforestation of rainforests. Think about how we can help by taking small steps at home. Read [This](https://www.rainforest-alliance.org/articles/10-ways-kids-can-save-the-rainforest)​article. Encourage them to think about the impact on the environment, animals and their habitats, global warming and the tribes that occupy the rainforests. Record an advert encouraging people to reduce, reuse, recycle. Alternatively, write a jingle about the benefits of recycling and perform this to the family. (Or upload it to Seesaw!) |
| **Weekly MathsTasks (Aim to do 1 per day)** |
| ***Ask your child to work on*** [***Times Table Rockstars***](https://play.ttrockstars.com/auth/school)***. or*** [***Numbots***](https://numbots.com) ***daily*.**  **Mon**: Ask your child to​ ​draw their own ​[fraction wall](https://www.bbc.co.uk/bitesize/clips/z46pvcw)​and then use it to find equivalent fractions. (This will support them over the week.) Play this ​[rainforest coordinates game](http://www.scootle.edu.au/ec/viewing/L350/index.html) ​  **Tues:** Get your child some skittles, smarties or different coloured sweets.​ Empty them out onto a plate and write down what fraction are red, what fraction are yellow, etc. The denominator is the total number of sweets and the numerators are the different colours. (You could use coloured buttons, Lego, fruit etc.) Try the ‘**Equivalent fractions** sheet (see pdf on Seesaw).  **Wed:** Get a square piece of paper or a post-it note and ask your child to​ investigate how many ways they can make ¼, ½ , ⅓ etc Use a fraction wall. Find patterns. Can your child explain the patterns they find to you?  **Thurs:** Practise adding and subtracting fractions. Try the ‘**Add and subtract fractions sheet’** (see pdf on Seesaw) **Fri:** Encourage your child to research and compare temperatures and​ rainfall in the Amazon Rainforest and the UK month on month. Can they display their findings in a bar chart or table? Can they compare the yearly totals |
| **Weekly Task (P.E. challenge)** |
| **P.E. activities:**​ Have a go at ​[this](https://family.gonoodle.com/activities/roar)​ forest themed GoNoodle! Finished? Ask your child to try making up their own rainforest-themed dance routine to the same song - they could pretend to be a different animal for each dance move! |