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| **Welcome parents/carers to Week 8.** **Remember, keep your children happy, healthy and smiling! Home-learn, not home-school!** |
|  **LEOs Years 5 &6 Learning Project – Under the sea WEEK 8 18/5/20- 22/5/20** **This project aims to provide opportunities for your child to learn more about the strange and wonderful creatures and plants, which occupy our oceans, and the impact of humans on this environment. 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**: The ​[BBC programme Blue Planet](https://safeyoutube.net/w/EKB6) ​[2](https://safeyoutube.net/w/EKB6) ​ sparked an outcry about the health of our oceans and the huge threat caused by​ plastics. Many people around the world are working hard to help solve this problem. Direct your child to read about ‘Trash Girl’ <https://www.tes.com/news/trash-girl-hero-we-need-earth-day-sponsored-article> a 12 year old​ environmental activist.
* **Tues**: Encourage your child to read for enjoyment whilst listening to ​[these sea noises](https://safeyoutube.net/w/cPB6)​[.](https://safeyoutube.net/w/cPB6) There are more choices on ​[Google Books](https://books.google.co.uk/)​or ​[Oxford Owl](https://home.oxfordowl.co.uk/)​[)](https://home.oxfordowl.co.uk/).
* **Wed**: Click on this ​[Oxford Owl link](https://cdn.oxfordowl.co.uk/2020/03/13/08/49/07/41ba3a3d-d6de-47c6-98c2-e0a85cc13b04/BondSATsSkills_Comprehension9-10_Unit9.pdf)​ for a reading comprehension activity about sea adventures. Challenge your child to read the text in under 3 minutes and complete the comprehension questions.
* **Thurs**: Ask your child to listen to and read along with ​[The Mermaid’s Lament](https://childrens.poetryarchive.org/poem/mermaids-lament/)​[.](https://childrens.poetryarchive.org/poem/mermaids-lament/) Find the glossary in the Teach section and see if your child can identify some of the terms used in the poem, for example rhyme and personification.
* **Fri:** Many sea creatures possess a fascinating light-producing ability called ​ [bioluminescenc](https://ocean.si.edu/ocean-life/fish/bioluminescence)​[e](https://ocean.si.edu/ocean-life/fish/bioluminescence) Read about this with your child. Discuss unfamiliar words. ​ Ask your child to read about [find out about bioluminescenc](https://safeyoutube.net/w/vLB6)​[e](https://safeyoutube.net/w/vLB6) ​ and how [some sea creatures rely on thi](https://safeyoutube.net/w/4LB6)​[s](https://safeyoutube.net/w/4LB6)  ​ for their survival.
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| **Weekly Writing Tasks (Aim to do 1 per day)** |
| * **Mon:** Try a pretend SATs reading comprehension based on ‘How not to go to school.’ (pdf link on Seesaw)
* **Tues**: Make up an imaginary friend. Describe him/her/it in detail. How does your imaginary friend influence you? Be creative! Draw a picture of your imaginary friend.
* **Wed**: Visit the Literacy Shed and watch ​[The Lighthouse](https://www.literacyshedplus.com/en-gb/resource/the-lighthouse-ks2-activity-pack)​​Think about the Lighthouse keeper. Create a mind-map of his emotions from the start of the film clip to the end. Use an (online) thesaurus. Now write the story from the perspective of either the Lighthouse keeper, a villager or the captain of the ship. Use ambitious vocabulary and a range of openers and conjunctions. Try and create a mood of suspense in your story.
* **Thurs**: Listen to the ​[The Mermaid’s Lament](https://childrens.poetryarchive.org/poem/mermaids-lament/)​[.](https://childrens.poetryarchive.org/poem/mermaids-lament/) Ask your child to choose an underwater sea creature and write a poem eg. an octopus. What could they do if they had 8 legs and could squirt ink?! Perform it to the family.
* **Fri**: Write a fact file/make a poster about the Giant squid or an Angler-fish, which use bioluminescence for survival. See web-links in the reading task for Friday.
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| **Weekly Spelling Tasks (Aim to do 1 per day)** |
| * **Mon:** Pick 5 Common Exception words from ​[Year 5/6 spelling list](https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf)​ Challenge your child to pick one spelling at a time and write it as many times as they can in one minute. Can they beat their score?
* **Tues**: Ask your child to create a vocabulary bank about life under the sea, which includes verbs, adverbs, expanded noun phrases and relative clauses.
* **Wed:** Practise **Spelling rule 61** on [Spelling Frame](https://spellingframe.co.uk/)Write sentences using these words which are sea-themed.
* **Thurs**: Get your child to proofread their writing from yesterday. Encourage them to use a ​[dictionary](https://www.oxfordlearnersdictionaries.com/)​to check the spelling of any words that they found challenging. Can they improve any of their word choices?
* **Fri**: Task your child with creating a glossary for these sea-related words: **estuary, algae, plankton, tsunami** ​& **urchin**​. Can they draw illustrations to represent each of these words too?
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| **Weekly MathsTasks (Aim to do 1 per day) Yr6 Focus: Percentages**  |
|  *Ask your child to work on* [*Times Table Rockstars*](https://play.ttrockstars.com/auth/school)*. or* [*Numbots*](https://numbots.com) *daily*. These daily Maths tasks are on Seesaw.**YEAR 5 TASKS****Mon** Ask your child to show everything they know about percentages on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Can they show links between fractions and decimals? What do they know? Read about percentages <https://www.mathsisfun.com/percentage.html> then try some worksheets.**Tues**: Try ‘Percentages – core sheet’ (see pdf on Seesaw)**Wed**: Try some fraction, decimal and percentage games. <https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals> After, try the ‘percentages homework sheet’ (pdf on Seesaw)**Thurs**: Try ‘mixed percentages sheet – amounts’ (see pdf on Seesaw)**Fri**: Get your child to work on their [reasoning and problem solving](https://primarysite-prod-sorted.s3.amazonaws.com/springcroft-primary-school/UploadedDocument/915522a464444cfa96a70bc9bdaee45d/ultimate-ks2-maths-sats-organiser-y6-daily-mini-videos-puzzles-for-y5.pdf) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on **014 Percentages** to gain access to the questions. **YEAR 6 TASKS** **Mon**: Ask your child to show everything they know about percentages on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Can they show links between fractions and decimals? What do they know? Read about percentages <https://www.mathsisfun.com/percentage.html> then try some worksheets.**Tues:** Try ‘Mixed percentages’ sheet(pdf on Seesaw)**Wed:**. Try some problem-solving. <https://mathsframe.co.uk/en/resources/downloadworksheet?wsid=93&f=percentage_word_problems.pdf>**Thurs:** Get your child to work on their [reasoning and problem solving](https://primarysite-prod-sorted.s3.amazonaws.com/springcroft-primary-school/UploadedDocument/915522a464444cfa96a70bc9bdaee45d/ultimate-ks2-maths-sats-organiser-y6-daily-mini-videos-puzzles-for-y5.pdf) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on **014 Percentages** to gain access to the questions. **Fri:** Try some fraction and percentage problems. Watch the video clip – see if you can pause it and do the Maths! <https://classroomsecrets.co.uk/free-year-6-percentages-consolidation-steps-1-2-and-3/> |
| **2 Week Task (2nd week Science + P.E. challenge)** |
| **Science activity:** Try and make your own luminescence (you’ll need highlighters and a UV light/torch.)<https://www.youtube.com/watch?v=yM6UU6QTt4M>**P.E. activities:** Sailfish​ are the ​[fastest fish in the ocean](https://www.nationalgeographic.com/animals/fish/group/sailfish/)​. Challenge your child to be just as speedy and complete the following 5 activities as fast as possible: Star jumps, tuck jumps, press-ups, squats and lunges. Ask them to record how many repetitions of each activity they can perform in 1 minute. Can they beat their personal best? Challenge them to record their heart rate (beats per minute) after each activity. |