

Y5/6 Learning Project Week 4

Theme – Animals

Weekly Maths tasks (Aim to do 1 per day)

- Log on to [Times Table Rockstars](#) - your child will have an individual login to access this
 - Play on [Hit the Button](#) - focus on times tables, division facts and square numbers.
 - Use [Mathletics](#) and play some of the tasks you have been set. – your child will have an individual login to access this.
 - Use [Purple Mash](#) to practise your maths skills – your child will have an individual login to access this.
 - Ask your child to show everything they know about decimal numbers and/or percentages on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be.
 - Give your child a selection of fractions and ask them to write it as a decimal.
 - Encourage your child to [compare decimal numbers](#) on this game.
 - [Arithmetic practice](#) on Maths Frame.
- Get your child to work on their [reasoning and problem solving](#) (If this link does not work, type the following web link in manually www.primarysite-prod-sorted) 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 one of the topic areas listed to gain access to the questions.

Weekly Reading Tasks (Aim to do 1 per day)

- Use [Purple Mash](#) to practise your reading and comprehension through the use of serial mash
- Ask your child to read a chapter from their home reading book (reading challenge book) or a book that they have borrowed from the library.
- When they have completed the chapter, ask them to re-write this from the viewpoint of another character.
- Explore the [Highwayman Poem](#). Can they learn it by heart? Can they draw an alternative sketch to represent the Highwayman?
- Download 'A Pinch of Magic' from [authorfy](#). Your child can then complete the [questions](#) that are linked to the text.

Weekly Spelling Tasks (Aim to do 1 per day)

- Practise the Year 5/6 common exception words – (see below for list)
- Go to the [Top Marks](#) website and play some spelling/grammar games
- Use Readwriter and practise the words you have been set. - your child will have an individual login to access this.
- Then ask your child to choose five 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.
- Your child may wish to create a word bank about an animal of their choice, which includes verbs, adverbs and expanded noun phrases. They can use this for their poetry writing.

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Weekly Writing Tasks (Aim to do 1 per day)

- Write a diary entry/newspaper report summarising the events from the day/week.
- Your child can write a formal letter to West Midlands Safari Park persuading them to close the park. They must justify their opinions with factual information.
- Choose an animal of their choice and think about how it moves, what sounds it makes and the environment that it lives in. Your child can then write a poem based around these ideas. They can repeat this activity for different animals.
- Your child now has an in-depth story plan. They can begin to write their story considering the devices needed for their genre. How will the dialogue convey their character and advance the action?
- Animal's hearts should be cut up for science experiments. Do you agree/disagree? Ask your child to write a discussion about this statement.

Weekly R.E. (Aim to do 2/3 times a week)

- Visit [universalis](http://universalis.org), on the left hand side select Readings from Mass. On the right hand side, find the readings for Sunday's Mass.

Reflective Tasks:

- **Monday** – You need to read Sunday's Gospel.
- **Tuesday** – Explain the Gospel to someone in your house (sibling, parents or carer)
- **Thursday** – Log onto [daily reflections](http://dailyreflections.org) select one of the readings and write a reflective piece about what we can learn from this reading.
- **Friday** – Create a modern reading of the Gospel in your own words in your note book.

Learning project (To be done throughout the week)

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Animals and their Environment-** Your child can describe how animals such as Emperor Penguins, chimpanzees and orcas have adapted to suit their environment. They can do this by writing a short summary after carrying out some research. After this, ask them to design a new wondrous animal that has evolved to suit its environment considering the environmental changes it has had to face over recent years.
- **Where Animals Originate From -** Ask your child to locate on a world map where different animals originate from and research why they live in these environments. Things for them to consider when researching why they originally lived in these countries are:
 - Food sources
 - Climate
 - Weather
 - Terrain

After doing this, ask them to think about how the animals they have selected have adapted so that they are able to live in the UK. Present your findings as a poster or in a PowerPoint presentation if they have access to a PC.

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- **Life Cycles** - Ask your child to research a mammal, an insect, an amphibian, a reptile and a bird. They can then choose one and draw the life cycle of an animal and label the diagram accordingly. How does the life cycle of the chosen animal differ to a human life cycle?
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- **Animal Prints**- Using a variety of media (this could be materials from around the house such as cloth, newspapers or magazines, felt, etc.), ask your child to create animal prints for a mammal, an insect, an amphibian, a reptile and a bird of their choice. After, they can create a collage of the animal prints they have made. They could always use a pencil or pen to sketch the animal prints!
- **The Life of Darwin**- Who was Charles Darwin? Ask your child to research the scientist's theory on evolution. Where are the Galapagos Islands? What species did and do still live there? What makes these animals unique and extraordinary? Write a biography about the life of Charles Darwin.

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New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	