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| Learning Project Week 8: Under the Sea | |
| Class: Obama Year 5/6  Please complete at least 3 of the tasks below during the week:  We love to see what you are doing on our private Facebook Page or Twitter Feed: [www.facebook.com/groups/heatherprimaryschoolcolaville](http://www.facebook.com/groups/heatherprimaryschoolcolaville)  [@HeatherPrimary](https://twitter.com/HeatherPrimary?lang=en) | |
| Weekly Maths Tasks | Weekly Reading Tasks |
| **Daily**   * Participate in daily Maths lesson from government home learning website: <https://www.thenational.academy/online-classroom/schedule/#schedule> - Week commencing 22nd June 2020 * MyMaths – try to complete one task everyday   **Weekly**   * Participate in Gareth Metcalfe’s Live Lesson once a week * Choose three 10minute sessions (please use a range throughout the week) on either: * Times Tables Rock Stars. * Hit the Button * Practise telling the time – you could even design a weekly learning timetable * Try to play a Maths-related game with your family for example: * Uno * Monopoly (be the banker) * Lots of free Maths games on <http://www.iseemaths.com/> * If there is an area of Maths that you are struggling with try checking out <https://mathantics.com/> – this website has lots of free Maths tutorials and you can select them by topic. | **Daily**  Participate in daily English lesson from the government learning website: <https://www.thenational.academy/online-classroom/schedule/#schedule> - Week commencing 22nd June 2020  Read for 20 minutes every day. Let me know what you are reading. What is your favourite part and why?  **Weekly**  If possible, try to be heard read aloud by an adult 3 times per week.  Look up any new words from your reading book in a dictionary or use <https://www.dictionary.com/> to look up the meaning. Try to write 3 different sentences using this new word.  Join read theory <https://readtheory.org/> and try to do at least a 20 minute session per week. This is a great site to support reading.  Watch Newsround and discuss what is happening in the wider world. Then write up your own news story – perform it to the rest of your family. |
| Weekly Spelling Tasks (1 per day) | Weekly Writing Tasks (3 per week) |
| * Your child can create a vocabulary bank about life under the sea which includes verbs, adverbs, expanded noun phrases and relative clauses. * - Some words end with a [‘shus’ sound](https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zp7dk7h). How many more words can your child think of which end with -tious or -cious? Write the meanings. * Pick 5 Common Exception words from the [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? * 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? * Get your child to proofread their writing from the day/week. 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? * Practise your spelling on Spelling Shed. | * Visit the Literacy Shed for this wonderful resource on [The Lighthouse](https://www.literacyshedplus.com/en-gb/resource/the-lighthouse-ks2-activity-pack). Or your child can create a diary entry based on a day in the life of a deep-sea diver. * Can they compose their own poem of what a person wishes they could do if they were a sea creature? Why not perform it to the family? * Ask your child to choose [one sea creature](https://safeyoutube.net/w/qSB6) of interest. They can write a description about its features: appearance, movement and actions. Remind them to include ambitious vocabulary, varied sentences and high-level punctuations. * Can your child write an information report about their sea creature from yesterday, it must include key features: subheadings, key information, illustrations and interesting, true facts. If you have access to a PC, your child could type this up once they have edited their final version. * Get creative and write an under the sea adventure story. At this stage, you should be including lots of features: ambitious vocabulary, varied sentence openers and fabulous punctuation. |

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| Learning Project – ongoing throughout the next two weeks.  Choose from the selection below. |
| The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.  **Working Together to Save Our Oceans -**  The [BBC programme Blue Planet 2](https://safeyoutube.net/w/EKB6) sparked an outcry about the health of our oceans and the huge threat caused by plastics, but lots of people around the world are working hard to help solve this problem. Direct your child to read about [Madison Edwards](https://www.tes.com/news/how-one-schoolgirl-encouraging-others-save-our-oceans-sponsored), a 12-year-old environmental activist. Encourage them to do their bit to help preserve our oceans by asking them to keep a [‘plastic diary’](https://drive.google.com/file/d/13YoKZD3LHrDPM4Gkq0XbkQyn04l62Hk6/view) recording how much single-use plastic the family uses. Ask them to [write down](https://drive.google.com/file/d/18fBiF_g7ZWMPrqT3mvqS3XTUCeD2PSPY/view) one thing that the family will do to use less plastic.  **Speeding Through The Seas-**  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.  **Pirates: Daring Figures of History or Brutal Sea Thieves?-**  Many books have been written and movies made about pirates. But who were the real pirates of the past? Direct your child to explore [these facts](https://www.dkfindout.com/uk/history/pirates/) about real pirates from history. They could create a fact file or information report about what they have learned, including key dates and figures. Alternatively, they could create a ‘wanted’ poster for a pirate, including facts about his/her deeds and adventures.  **Bioluminescence: Lighting up Our Oceans -**  Many sea creatures possess a fascinating light-producing ability called [bioluminescence](https://ocean.si.edu/ocean-life/fish/bioluminescence). Some fish dangle a lighted lure in front of their mouths to attract prey, while some squid shoot out bioluminescent liquid, instead of ink, to confuse their predators. Direct your child to [find out about bioluminescence](https://safeyoutube.net/w/vLB6) and how [some sea creatures](https://safeyoutube.net/w/4LB6) rely on this for their survival. They could then choose a sea creature which uses bioluminescence (like the anglerfish) and create a poster fact sheet about it, including what bioluminescence is and how their chosen sea creature uses it.  **Artwork to Light up Your Life-**  Following on from what your child learned about bioluminescence, direct them to create a bioluminescent sea creature inspired piece of artwork. Based on the resources you have available at home, they could choose to express this as a [drawing](https://safeyoutube.net/w/cMB6) or as a [model](https://safeyoutube.net/w/cMB6). Encourage them to use bright colours and to be as realistic as possible.    **STEM activities- #scienceathome**  ***Autosub 6000 Ocean Floor Mission***  ● Learners will need a basic understanding of Scratch before carrying out this Unit. Guides and online tutorials are available [here](https://scratch.mit.edu/ideas) if needed  ● Use scratch to debug and improve the Autosub6000 around the ocean floor. Activity notes and instructions can be found [here.](https://www.stem.org.uk/resources/elibrary/resource/411623/autosub-6000-ocean-floor-mission) |
| Useful Websites:  [http://www.snappymaths.com](http://www.snappymaths.com/)  <https://www.firstnews.co.uk/>  <https://www.bbc.co.uk/newsround>  <https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/>  <https://kidzone.ws/plants/trees.htm>  [https://topmarks.co.uk](https://topmarks.co.uk/)  <https://www.worldofdavidwalliams.com/elevenses/>  <http://www.iseemaths.com/home-lessons/>  <https://whiterosemaths.com/homelearning/>  <https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/natures-calendar/?utm_source=notes_on_nature_bitesize_22April&utm_medium=email&utm_content=14&utm_campaign=covid-19>  <https://www.the> national.academy  <https://www.bbc.co.uk/food> |