









Home Learning Grid

Week beginning 11th May 2020





Guidance: We recommend children complete three activities a week, however every home situation is different and you may wish to complete more or less. If a task needs an additional resource, this will be uploaded to the year group page for you to download. If you want to challenge yourself further, include the shooting star challenge - remember the sky is the limit!

We have added an extra four activities at the bottom of the grid for children to choose between.

Science	Geography	D&T / PE	PSHE / RE
<p>In science, year 5 will be looking at 'Living Things and Their Habitats'. This unit includes researching lifecycles. Click here to read about the lifecycles of a frog and a butterfly. Watch these videos about a frog and butterfly lifecycle. Draw the lifecycle of both of these animals, including labels of what is happening in each section.</p>	<p>Research the following information about the Amazon Rainforest: Where is it located? What is its climate / biome? What wildlife uses the Amazon Rainforest as its habitat?</p>	<p>In D&T, we will be looking at different ways of cooking. Research the following ways of cooking and their characteristics: Baking, frying, boiling, broiling, roasting and steaming. How are they similar to each other or different? Can you classify these methods into groups?</p>	<p>In RE, we will be looking at ultimate questions, gathering information from the three religions that we have studied this year: Christianity, Judaism and Islam. Answer 1 of the 3 following ultimate questions as a balanced argument. Why do good people suffer? Why is there war? How did the Earth begin?</p>
<p> Can you include the word metamorphosis?</p>	<p> Why is it located along the Equator?</p>	<p> Choose a food and think of all of the different ways you can cook it. How many ways can you cook an egg?</p>	<p> Can you include facts from religions to help with your argument?</p>
<p>Create a biography about wildlife behaviourist Jane Goodall. Use the following links to discover about her life: Biography, Making a difference, BBC icon, More information.</p>	<p>Learn the countries of South America by looking closely at a map. Click here for a song to help you remember them. Once you feel confident, test your skills by clicking here to test how many countries of South America you can list in 5 minutes.</p>	<p>Under the supervision of an adult, spend one evening cooking your family dinner. Take photos of your cooking and try to use at least three different cooking methods from the task above. Stick these photos into your Home Learning book and label the methods being used.</p>	<p>To conclude our knowledge of Judaism and Islam from this year, create a fact file on one of those religions, including all of the information that you have learnt. You can include their celebrations, notable people, places of worship etc.</p>
<p> What other evidence can be found online of primates (except from humans) using tools?</p>	<p> In 15 minutes, how many countries of the world can you list? Try this with your family or alone by clicking here.</p>	<p> Can you evaluate your meal afterwards, stating which method was the most challenging and why?</p>	<p> Click here to include more information. What did you not already know?</p>

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<p>As Spring has sprung in Hertfordshire, use the checklist (additional resource) to see what you can find in an outside area. This could be in your garden or during your daily outdoor exercise.</p>	<p>Create an advertisement to travel to a South American landmark. Click here to choose a landmark and then research it further. You can display this in any way that you would like.</p>	<p>Before Easter, year 5 really enjoyed spending time in PE learning dances to Ghostbusters and Waka Waka. Follow the links above to practise the dance and then teach it to at least one other member of your family.</p>	<p>We understand that this can be quite a worrying time for both children and adults. For PSHE, use a double page in your home learning books. On one page, write the title 'Things That Worry Me' and on the other page, write 'Things That Make Me Happy'. Underneath the titles, write or draw any of your concerns. It is really important to share this with a parent or member of your family.</p>
<p> If we are thinking about lifecycles and metamorphosis, what else could you be looking for?</p>	<p> Is your landmark a human or physical feature of South America?</p>	<p> Record yourself and evaluate your own dance. How was your tempo? Did you perform in unison?</p>	<p> Could you label what you can control and what you can't control on your double-page spread?</p>
<p>VE Day – 8.5.20: Watch a video, recapping VE Day, by clicking here. Write a newspaper article, as if it was 8th May 1945, rejoicing at the end of the war. Click here for a BBC newspaper article, published on this specific date. Use this to magpie ideas.</p>	<p>On one of your walks (remembering to abide by the rule of one outing per day) take photos of physical features that you can find in your local area. Click here for examples of physical features. Of course, these are on a larger scale to what you may find. Use a page in your Home Learning Book to stick and label your photos or create a document on the computer if you are unable to print.</p>	<p>Art: In summer, year 5 are looking at Pop Art. Spend some time researching what Pop Art is and create your own piece of Pop Art. Artists to research could be: Andy Warhol or Roy Lichtenstein.</p>	<p>Write a letter to a key worker, thanking them for what they are currently doing for our amazing country. This may be somebody that you know, or even a letter to the staff in a particular organisation.</p>
<p>Can you include captioned photos in your newspaper article? Are you able to draw these to look like they have been taken by a 1940s camera?</p>	<p>Are you also able to find human features of your local area and label the differences between the two?</p>	<p>Which mediums do Pop Art artists use? Are you able to use the same mediums?</p>	<p>Remember that you are not able to post the letter or give it to them by hand. Could you take a photo of your letter and email it to them?</p>

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<p>View the document titled: Science Resource: Lesson Lifecycles. Once you have read this information, write a script (Science Resource: Worksheet Lifecycle), explaining the lifecycles of different wildlife. Use the sheet provided to plan your script, choosing the appropriate challenge. Feel free to use any more information that you can find online.</p>	<p>Use this link, as well as the deforestation factsheet supplied on the Year 5 page, to learn about deforestation. Once you have researched, devise an advertising campaign that lets people in the UK know that their purchases (including some makes of ice cream, margarines, mayonnaise, and lipstick) will change the rainforest environment. Elements of the campaign:</p> <ul style="list-style-type: none">• Think of a catchphrase• Pick a celebrity spokesperson• Decide where will you advertise and why?• Storyboard a TV advert	<p>In PE, Year 5 would have now started their swimming lessons.</p> <p>Create a poster about the safety of swimming. This can be either in a swimming pool or at the beach. Think about what information would be important, using the internet to gather information.</p>	<p>Write down your peaks and pits from your recent time at home. Your peaks should be things that brought you joy, made you feel happy, made you smile, made you feel energized or excited. Things you enjoyed and would enjoy doing again. Your pits should be things that drained your energy, made you upset or angry, made you sad, made you frustrated or gave you a headache. Things you wish you didn't have to repeat again. You could either do a double page spread in your Home Learning books or email these as a letter to your teacher (year5@bovingdonacademy.org.uk).</p>
<p>Can you film your TV show and send it in? Your teachers would love to see this!</p>	<p>Sketch an advertising flyer that will complement your campaign.</p>	<p>If you decide to create a poster about swimming at the beach, are you able to include: the meaning for each flag colour; what hazards to watch out for; and the responsibilities of a lifeguard?</p>	<p>Can you include any reasoning for why the things are peaks or pits? How did it make you feel? What would you have changed?</p>