



Home Learning Pack  
Year: 5  
Summer 2 Week: 4

Weekly Reading Tasks	Weekly Maths Tasks
<ul style="list-style-type: none"> <li>• Ask your child to read a chapter from their reading book or library book.</li> <li>• What mood has been created by the author? This can be quite difficult to do and may need you to sit and look closely at the words that the author has used in the text.</li> <li>• Ask your child to choose a 'mood', for example, happy. What could a character say or do that would show happiness? Can they think of words and phrases that would show happiness? Ask them to create a mind map of their ideas.</li> <li>• Ask your child to read a biography of their favourite celebrity. What can they learn about this person?</li> </ul>	<ul style="list-style-type: none"> <li>• Your child can log in to Times Table Rockstars.</li> <li>• Get your child to write down everything they know about area and perimeter. This could include diagrams, calculations or written descriptions.</li> <li>• Get your child to log on to MyMaths and work through the area and perimeter lessons. They can also work through other activities on MyMaths to reinforce prior learning.</li> <li>• Get your child to log on to PurpleMash and work through the area and perimeter activities in Maths, Measures.</li> <li>• Work through the BBC bitesize lessons on area and perimeter. <a href="https://www.bbc.co.uk/bitesize/articles/zh9brj6">https://www.bbc.co.uk/bitesize/articles/zh9brj6</a> <a href="https://www.bbc.co.uk/bitesize/articles/zfhkd6f">https://www.bbc.co.uk/bitesize/articles/zfhkd6f</a></li> </ul>
Weekly Spelling Tasks	Weekly Writing Tasks
<ul style="list-style-type: none"> <li>* Encourage your child to practise some more of the spellings from the Year 5/ 6 Spelling List. This can be found in your child's Reading Record.</li> <li>* Practise our weekly spellings using Spelling Shed. The spelling lists change weekly, each Wednesday.</li> <li>* Add more words to their vocabulary bank, adding new words they discover in their reading books, when completing any other work or following conversations at home.</li> <li>* In a game of Scrabble, each letter is worth a certain number of points. Ask your child to write their spelling words and then add the total of the letters. Which of their spelling words has the highest total value?</li> </ul> <div data-bbox="197 1767 598 2098" style="text-align: center;"> </div>	<ul style="list-style-type: none"> <li>• Ask your child to write a poem about our senses. This could be an acrostic poem, a humorous poem, or one which considers the wonders of our senses and how we can enjoy the world through them.</li> <li>• <b>Children should have a minimum of 2 hours exercise each week at school.</b> Ask your child to consider both sides of this argument. Make a table with arguments for and against the statement. Using this information, write a balanced argument, considering the pros and cons and conclude with <b>their</b> decision, after carefully considering both sides of the argument.</li> <li>• Send your favourite teacher or teaching assistant a postcard! Tell them briefly what you have been doing, draw a picture to show where you have been staying during lockdown then send it to school (via email or the post!)</li> </ul>

## Learning project for this week:

The project this week aims to provide opportunities for your child to learn more about the **human body**. The human body is fascinating and has many functions. Your child will have learnt in previous years at school about the digestive system.

**Circulatory system:** what is the circulatory system and what does it do? How does it help us? Ask your child to find out all the parts of the circulatory system and make a mini fact file on each (heart, lungs, blood vessels etc). Your child could even draw and label each part, making a scientific full colour diagram.

**Blood travel:** how does the blood travel around the body? Ask your child to find out the direction of blood flow around the body, and colour this on a map of vessels. They could also act out the flow of blood around the body by placing a heart, lungs and body station in the garden. They can pick up a red item from the lungs, run to the heart and then the body, where they swap it for a blue item. They can then walk to the heart and jog to the lungs to retrieve another red item.

**What is the blood made of:** ask your child to find out about platelets, plasma, red blood cells and white blood cells. What is the job of each part of the blood? Your child can make their own 'blood' using red food colouring, water, marshmallows for white blood cells, Cheerios for red blood cells and pom poms for the platelets.

**Exercise and the heart:** ask your child to carry out an experiment to find out how exercise affects their heart beat. They can learn how to take their pulse and then carry out an activity for thirty seconds at a time to work out what happens to their heart beat each time. They could record this in a table and even draw a graph to show their findings.



**Healthy heart:** ask your child to find out what keeps the heart healthy. They could write a fact file advising other people in the community how they could protect against their heart. This could involve smoking, exercise, diet etc.

