

Year 5 Home Learning
Natural Resources: Earth, wind and Water

Each week complete a minimum of one task from different areas of the curriculum and record in your home learning book. How you research your findings is entirely up to you. You can use computers, books, observation, questioning or experimenting; draw, paint, write or build. The only requests are that the work be carefully and attractively presented and that you do not copy out screens from books or the internet. You must also practise your spellings and multiplications, read (remember to record it in your book). There **may** also be a small amount of maths or literacy to complete. We will normally share homework each Friday.

<p>1 Dojos You have completed your home learning and made some effort. I would like to see more consideration over the content and /or presentation of your learning.</p>	<p>2 Dojos This is good home learning; you've clearly put some thought into it and put a sensible amount of time into your learning.</p>	<p>3 Dojos Very impressive learning! You must have put lots of thought and effort into this learning and it's clear that you enjoyed doing this.</p>
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<p>Maths</p>	<p>LI: to be able to make reasonable estimations. When you go shopping, estimate how much the total cost of the bill will be. How accurate was your estimate? Write the details in your homework book Find the difference between the estimate and the actual cost.</p>	<p>LI: to be able to apply reasoning skills to writing mathematical problems. Write 5 addition and subtraction problems for your friends to solve. You must know the answers.</p>	<p>LI: to apply known number facts. If I know that $6 \times 8 = 48$, what else do I know? Surprise me with as many facts as you can.</p>
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<p>English</p>	<p>LI To write a newspaper report covering the arrival of <i>Kasper, Prince of Cats</i> at the Savoy Hotel. Remember to use paragraphs, quotes, journalistic language and creative vocabulary to bring your newspaper report to life!</p>	<p>LI: to be able to apply spellings (including topic words). Spelling shed</p>	<p>LI: TO use expanded noun phrases <i>Imagine you are describing Kasper, the Prince of Cats, to someone who has never met him. Write three descriptive sentences about Kasper using expanded noun phrases. Use adjectives, prepositions, and additional details to bring Kasper to life!</i> Example: <i>"Kasper, the sleek, elegant cat with a glossy black coat, sat proudly on the hotel bed."</i> Challenge: Can you include a simile or metaphor in one of your sentences to make your description even more vivid?</p>
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<p>Geography</p>	<p>Research & Present: Choose a country affected by climate change (e.g., Australia, Bangladesh, or the Arctic region). Create a mini-poster or digital slideshow explaining how climate change impacts that area, including changes to the weather,</p>	<p>Write a Climate Change Diary Entry: Imagine you are living 50 years in the future in a world impacted by climate change. Write a diary entry describing your day, the changes you see in nature, and how people are adapting to these changes.</p>	<p>Create a Climate Change Action Plan: Make a list of five actions you and your family can take to help reduce climate change effects (e.g., recycling, saving energy). For each action, write a sentence explaining how it helps protect the planet.</p>
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	animals, or people's lives.		
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D&T	<p>Eco-Gadget Bike Design</p> <p>Design an Eco-Gadget Bike that helps people travel in an environmentally friendly way! Use the following design criteria to guide your ideas:</p> <ol style="list-style-type: none"> 1. Eco-Friendly Materials: List the materials you would use to make the bike sustainable. 2. Special Features: Add at least 2 eco-gadgets (e.g., solar-powered lights, recycling basket, energy-generating pedals). 3. Safety Features: Include at least 2 safety elements, like lights, a bell, or reflectors. 4. Evaluation: Write a short paragraph explaining why your Eco-Gadget Bike is beneficial for the environment and how it meets the design criteria. <p>Be creative and draw a labeled diagram of your Eco-Gadget Bike!</p>
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PSHE		<p>LI: to explore how conflicts can be solved. What do you think is happening in the picture?</p> <p>How could they have behaved differently?</p> <p>How can the conflict be resolved? Write your finding in your book.</p>
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