

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.

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.

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.

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.

Maths	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.	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.	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.
English	LI: to apply features of a newspaper report to your own writing. English In the News! Is there a current news story that you are particularly interested in? Produce a piece of work telling me all about it.	LI: to be able to apply spellings (including topic words). English Words, words, words Design a word-search based on Natural Resources: Earth, Wind and Water,	LI: to apply features of a report to own writing. Talk to people at home about some of the funny things that have happened in your family. Did something unexpected once happen that made everyone laugh? Is your story about a parent, brother, sister, Auntie, Uncle or pet...? Pick one of your stories and write about it - perhaps as a comic strip.
Enough for Everyone Geography	LI: to investigate where different goods and sources come from. Think about how, over the week, different goods and services get to you. Key words: electricity, petrol, food, healthcare, water, diesel, letters, shopping, oil, parcels, leisure, gas, messages, information	 LI: to investigate how materials can be reused or recycled according to their properties. Over the course of a week, look at all of the items your household needs to get rid of. Categorise it into groups: recycle, reuse, rubbish. Also think about what it could be reused or what it could be recycled into.	LI: to explore the usage of different goods and sources (electricity). Electricity power lines come into your house through an electricity meter. The energy company uses these meters to measure how much electricity has been used. The meter measure electricity in units called kilowatt hours (kWh). Remember electricity kills - never play with electricity! At home, with an adult , take readings from the meter for a week and write the numbers in a table. The number of units used each day will be that day's reading minus the reading from the day before. Find out how much kWh of electricity costs (ask an adult to check the electricity bill, or look online at www.ukpower.co.uk/energy/tariffs-per-unitkwh).
Art	LI: to create a picture of your favourite scene What is your favourite scene of? It could be the view from a window or your favourite picnic spot. Use whatever materials you like to recreate the scene. You could paint, draw, collage or anything else that you would like to use.		
PSHE		LI: to explore how conflicts can be solved. What do you think is happening in the picture? How could they have behaved differently? How can the conflict be resolved? Write your finding in your book.	

LI: to investigate where different goods and sources come from.

Example:	Day 1	Day 2	Day 3
<ul style="list-style-type: none"> • Text message sent to tell grandparents you have arrived at your campsite. • Water collected from campsite tap. • Electricity from solar charged lantern. • Walked to shop for milk, eggs and bread. • News broadcast from wind-up radio. 			
Day 4	Day 5	Day 6	Day 7

LI: to explore the usage of different goods and sources (electricity).

Can you work out the cost per day and for the whole week?

Day	Reading (kWh)	Number of units used (today's reading - yesterday's reading)	Cost per unit	Cost of electricity used (units x cost)

Were there any big differences during the week? Yes / No

Can you explain why?

