



W/C 1.06.2020: Learning Project - Around the World

Age Range: Y5 Maple Magicians

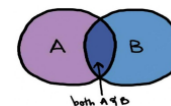
Weekly Reading Tasks	Weekly Spelling Tasks
Monday- Share a story from another culture together, e.g. Pattan's Pumpkin	Monday- Your child can learn to spell the continents of the world. (Challenge: name and spell some capital cities.)
Tuesday- Find a story set in another culture or country. With a member of your family, 'hot seat' the character, taking care to ask open questions.	Tuesday- Ask your child to record the meaning, an example sentence using the word, associations, synonyms (word with the same/similar meaning), antonyms (word that has the opposite meaning) and a dictionary definition of the following words: appreciate , guarantee and occupy .
Wednesday- Visit Ducksters and let your child choose a region to learn about. Ask them to identify major cities, rivers and information on its landscape.	Wednesday- Can your child write a definition of what a prefix is, and think of some example words?
Thursday- Click here for a reading activity about The Lost World . Challenge your child to read the text in 3 minutes and complete the questions.	Thursday- Ask your child to mind map words they associate with Norwich.
Friday- Ask your child to summarise a book they've read in 100 words. Alternatively, they could summarise the main events in the form of a cartoon strip.	Friday- Pick 10 Common Exception words from the Common Exception list and practise spelling them, focusing on joined handwriting.
Weekly Writing Tasks	Weekly Maths Tasks- Multiplication and Division
Monday- Visit the Literacy Shed for this wonderful resource on The Blackhat .	Monday- Get your child to test their times table knowledge by finding the products and factors in this game . Can they work through all of the levels?
Tuesday- Your child can pick a city of choice and create a travel leaflet all about it. Make sure that they include information on: weather, travel time, key tourist spots, accomodation and the local cuisine.	Tuesday- Play multiplication war with your child with a deck of cards. Flip two cards over and multiply. Whoever has the highest product keeps the cards. Ask your child what the inverse division fact would be. Use 3 cards as a challenge.
Wednesday- Listen to Zahra . Discuss what the story is about and how we know Zara is from a different country. Ask your child to rewrite the story of Zahra.	Wednesday- Encourage your child to practise their column multiplication and short division with these missing digit games. Can your child make their own versions?
Thursday- Use the story of Zahra to ask your child to create an advert to support WaterAid . What persuasive language could they use? How could they make their advert eye-catching?	Thursday - Look at flags from around the world either in books or on the internet . Ask your child to list any shapes they see and name the properties of the shapes they find. Ask your child how many lines of symmetry the flag has.
Friday- Ask your child to create a poster which will assist younger children to learn about where the continents, particular countries and oceans of the world are. It must provide key facts and an imaginative layout/design to get children to learn	Friday (theme)- Encourage your child to explore different currencies of money used around the world. How do these compare to pounds? E.g £1= \$1.25. Can they match each currency up to the flag or country name where it is used?

where key places are around the world.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about countries and cities around the world. Learning may focus on different cultures and traditions, famous landmarks, food and clothing.

- **Flags of the World**- Look at flags from around the world with your child. Discuss which are your child's favourites and why? Ask your child to recreate their favourite; this could be through drawing, collaging etc. Can they place the flag on a map? There are some quizzes that your child can have a go at here. Can they create their own quiz about the UK? Challenge: Can your child create a flag for the UK which they feel represents our culture, history and people?
- **International Games**- As part of the London 2012 Olympics a variety of countries were asked to name a traditional game which represented their culture and traditions. These can be [seen here](#). Ask your child to research these games and take inspiration from them to design their own game. Encourage your child to think about how the game is played, how you win and what equipment is needed. Where possible, they should test their game and make any changes needed. Ask them to present their game through writing and pictures. These could be handwritten or digital.
- **Mask Making** - Ask your child to use paper or cardboard and a range of materials around the home to design and create their own African mask. Can they find out their importance to African culture by watching this [clip](#)? Miss Brown would love to see pictures of your creations!
- **Dance Around the World** - Watch the following dances: [Diwali Stick Dance](#), [Maypole Dancing](#) and [Spanish Flamenco Dancing](#). Encourage your child to have a go at some of the moves used in these videos. Record the dances and ask your child to evaluate what they did well and what they could do even better when watching them back. **Recommendation at least 2 hours of exercise a week.**
- **Speak the Language** - Have a go at learning some simple phrases in different languages from around the world and write the phrases using the colours of the flag for that country. The [Newbury Park website](#) is a great resource for this.



Coronavirus and Wellbeing- Coping with Change

The change that Covid-19 has caused to our lives has been difficult and has provided countless challenges. For many children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.

Think

- Explaining to children what the Coronavirus is and how to stop the spread can be a challenging task. [This fact sheet](#) does this in a child-friendly way. Alternatively, there is an animated version [here](#).

Talk

- Talk to your child about their worries and anxieties, considering what they can control and what they cannot control e.g. *I can keep up with my home learning by checking which tasks I have to do today. I cannot control when this will all be over. Scientists, doctors and governments will help to manage this.*

Do

- Ask your child to make 2 lists: one listing all of the issues that are not within their control and the other listing issues that are within their control. After this, support your child with listing who is responsible for the issues out of their control and then what they can do to support the issues within their control. This activity should help your child feel more in control about the current situation.

Visit

- These [eBug resources](#) are useful to help your child learn about the coronavirus and how they can keep themselves safe.
- [This document](#) from Emerging Minds offers evidence based advice for anyone supporting children and young people with their worries.

STEM Learning Opportunities #sciencefromhome

Engineering Around the World - World's Largest Steel Structure

- The Bird's Nest is the world's largest steel structure and was built in China for the 2008 Olympic Games. It is made out of 26 miles of steel.
- Use strips of paper, card or wool to create your own bird nest style building. You might like to search for photos of the 'Birds nest' to help you with your design.

Staying Safe Online

Staying safe online is called 'digital literacy' and this means having the skills and knowledge to use the internet safely and responsibly. It is where someone can manage online content and communication, spot possible risks, and find ways to protect themselves from these risks. You can find out more by visiting [Childnet](#).

Your child could have a go at entering **The Childnet Film Competition** which invites young people aged 7-18 to create a 2 minute online safety film to inspire their peers to create a safe, supportive and fun online world around the theme '**We want an internet where we're free to...**' The entries that make into the final shortlist will be judged by a prestigious panel made up of representatives from BAFTA, the BBC, the British Board of Film Classification, the BFI, Disney and the Motion Picture Association. The young people who create winning films and storyboards will receive great filmmaking and creative prizes for their school or youth group. Whether used at school or as a home learning project, the competition is a great way of exploring important internet safety messages with young people of all ages. Find out more [here](#).



Additional learning resources parents may wish to engage with

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- IXL online. Click here for [Year 3](#) or here for [Year 4](#). There are interactive games to play and guides for parents.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Y5 Talk for Writing Home-school Booklets](#) and [Y6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

If your child requires more of a challenge, or you believe that there are some gaps in their learning then [Century Tech](#) is a fantastic resource that is currently free for home learning. The app is designed to address gaps and misconceptions, provide challenge and enables children to retain new knowledge. It uses artificial intelligence to tailor the learning to your child's needs. Sign up [here](#).

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