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| **Year 5 Learning Project week 2**  **Enquiry Question - Why should gunpowder, treason and plot never be forgotten?** | |
| Weekly Maths Tasks (Aim to do 1 per day) | Weekly Reading Tasks (Aim to do 1 per day) |
| * Complete Maths Shed activities * Can you complete the challenge using your multiplication and division skills?   <https://www.topmarks.co.uk/times-tables/coconut-multiples>  ● Play on Hit the Button - focus on x tables. Can you beat your score daily?  <https://www.topmarks.co.uk/maths-games/hit-the-button>   * New Bitesize lessons from the BBC   <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>   * Can you spot the mistakes they have made with the multiplication and division calculations?   <https://www.topmarks.co.uk/Flash.aspx?f=WhatsWronggrid> | Your child should share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.  ● Listen to the story The Stella One  <https://www.freechildrenstories.com/the-stellar-one-1>  ● Watch Newsround and find out what is happening in the world. What did you find out? Is there anything you need help understanding?  ● Read a new story and write a from a different characters point of view. How do you think they would feel? Would they tell the same story? |
| Weekly Spelling / Phonic Tasks (Aim to do 1 per day) | Weekly Writing Tasks (Aim to do 1 per day) |
| * Play Spelling frame spelling challenges <https://spellingframe.co.uk/> * Complete spelling shed activities * Spell common exception words * How many Year 5/6 HFW can you read in 3 minutes? Can you beat your score daily? * How many words can you write with the prefix ‘pre’ and the suffix ‘er’ | * New Bitesize lessons from the BBC   <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>   * Create a poster explaining the definitions of all the technical vocabulary you have learnt so far in Y5.   verb, noun, adjective, prefix, suffix, modal verb, comma, noun phrases, relative clauses, fronted adverbials and parenthesis |
| Weekly PE Challenge | Weekly ‘Around the World’ challenge |
| * How many times can you catch a ball in 2 minutes? Can you beat your score daily? * Create calm and serenity by joining in Cosmic Yoga for children <https://www.cosmickids.com/category/watch/> | * Take a virtual tour of Mount Rushmore. Can you create 5 facts you have learnt from watching their 360 degree tour? <https://www.nps.gov/moru/learn/photosmultimedia/virtual-tour.htm> |



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| **Year 5 Learning Project week 2**  **Enquiry Question -** **Why should gunpowder, treason and plot never be forgotten?** |
| **Was Oliver Cromwell right to stop the monarchy?**  Create a fact file to explain who Oliver Cromwell was and why he was so important.  Sketch a picture of Oliver Cromwell.  Create an illustrated timeline about Oliver Cromwell’s life.  Design your own vocabulary definitions, complete with illustrations for the following words:  Civil war, parliament, Puritan, Saviour and usurper.  Create a pamphlet either praising or criticising Oliver Cromwell.  [Image result for oliver cromwell](https://www.bing.com/images/search?view=detailV2&ccid=rLFkQu5F&id=2AA33BCB3C6307F5F9A61C5969FC1F395C802828&thid=OIP.rLFkQu5FogAc3SaIq-V-_wHaGL&mediaurl=https%3a%2f%2fwww.thefamouspeople.com%2fprofiles%2fimages%2foliver-cromwell-6.jpg&exph=750&expw=900&q=oliver+cromwell&simid=608035070923443612&selectedIndex=60&adlt=strict) |



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| **Year 5 Science Project week 2**  **Levers** |
| Levers were one of the earliest machines. Their beauty is their simplicity, but children are amazed at how they actually *work*, and how fiddling with the placement of the fulcrum changes the force needed to move an object.  fulcrum = the point against which a lever is placed to get a purchase, or on which it turns or is supported.  [dsc_0512](https://fieldnotesfromfatherhood.com/2016/11/25/easy-science-experiments-for-kids-forces-and-motion/dsc_0512/)  You’ll need:   * A chair. * A strong ruler, a flat length of wood, a wooden spatula, spoon or something similar. * An eraser, a block of wood, or something to act as the fulcrum.   Place your ruler (or whatever you are using) under one leg of the chair. Ask your child to lift it. Chances are, they will not be able to.  Now show them your fulcrum, and see if they can work out a way to use it. Older children will probably already know. Placing the fulcrum under your lever, ask them to try lifting the chair again. It should be easy.  Show how a large, weak movement at the long end of the lever produces a strong force at the short end. Encourage them to play around with the positioning of the fulcrum to see how it changes how much force is required to lift the chair.  Can you draw a picture of your findings and explain what is happening in both pictures?  Do not forget to explain what a fulcrum is and how it works. |