

Year 5 Home Learning

Autumn 2

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) and complete MyMaths.

There may also be a small amount of maths or literacy to complete. We will normally share homework each Friday.

The last sharing for this sheet will be Friday 11th January

1 Team Point

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 Team Points

This is good home learning; you've clearly put some thought into it and put a sensible amount of time into your learning.

3 Team Points

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 Monday 18th September

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 Keen to be Green or Changing Materials.



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.

Science

LI: to investigate different materials and their properties.

Objects are made of different materials. The materials used are chosen for their properties. Choose an object from around your home or school. Draw a picture of it and label the different materials it is made from. Identify the properties these materials have, and why they were chosen to make the object

Have a look at this example, then try your own.
Object: Frying pan.



Materials:
Metal to conduct heat from the hob and allow the food in the pan to heat up and cook.
Plastic to insulate against the heat, so that you can hold the pan without getting burnt.

LI: To investigate the achievements of different scientists.



Scientists use chemical reactions to create useful new materials.

Can you create a fact file about a scientist and the new material they made? You should research the

scientist and their life, such as when and where they lived and what they did. You should particularly find out about the new material, its properties and how it is useful (or not).



Ruth Benerito - wrinkle-free cotton.
John McAdam - tarmac
Spencer Silver - glue for sticky notes.
Leo Baekland - plastic called Bakelite

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 measures 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 the table given to you. The number of units used each day will be that day's reading minus the reading from the day before. Find out how much 1kWh of electricity costs (ask an adult to check the electricity bill, or look online at www.ukpower.co.uk/energy/tariffs-per-unitkwk).

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.

Making a Cereal Box Marble Run

Ever wondered what to do with those empty cereal boxes?

Follow these simple instructions to make a cereal box marble run.

You will need:

- 2 cardboard cereal boxes
- glue
- sticky tape
- scissors
- marbles



1.



Start off with your empty cereal box. Tape the lid shut and then cut off the front panel (take care, scissors are sharp!). Make sure you leave a little ledge at the bottom. This will stop the marbles rolling out everywhere when they reach the end of the run.

2.



Then take the detached front panel and cut it into three strips. Bend them at the ends and cut a notch on one side for the marble to run through.

3.



Next, take a little extra cardboard from another cereal box and fold the end of it and tape it onto the bottom. The folded end makes the marble run tilt back a little bit so the marble goes down the holes and doesn't fall out of the box.

4.



Finally, tape the strips into the box and cut a little hole at the top to drop the marble through. Then go and find some marbles!

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?

