

## Learning Project WEEK 7 – Celebrations-online

**Age Range: Y5/6**

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>● Get your child to play on <a href="#">Times Table Rockstars</a>.</li> <li>● If your child works on <a href="#">Numbots</a> in school they can access this with the same login.</li> <li>● Daily <a href="#">arithmetic</a> for different areas of maths – addition, subtraction, multiplication and division.</li> <li>● Ask your child to work on level 5 and 6 activities</li> <li>● For practise of all of your arithmetic skills try these <a href="#">activities</a></li> <li>● Practise your understanding of <i>factors</i> and <i>multiples</i> by playing this <a href="#">game</a>.</li> <li>● Develop your understanding of <i>equivalent fractions</i> by playing this <a href="#">game</a></li> <li>● Play this <a href="#">game</a> by NRICH to develop your understanding of fractions, decimals and percentages.</li> <li>● <a href="#">Percentages</a></li> <li>● List with your child different festivals that happen around the world. Research the percentage of people across the world or within a country that celebrate this festival. Can your child create a graph showing this information?</li> <li>● <a href="#">Daily Fluency Activities</a> can also be accessed from this site ( Week 2)</li> <li>● <a href="#">Daily Maths Lesson</a></li> <li>● The above site also has daily Maths lessons which can be accessed online.</li> <li>● These are available for Y5 and for Y6</li> </ul>	<ul style="list-style-type: none"> <li>● Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>● Your child can now design an alternative book cover for their chapter book.</li> <li>● Why not ask your child to create a true or false quiz about a book that they have recently read. They can then test out the quiz on somebody else who has read the book.</li> <li>● Authors love receiving mail from their readers. Your child can write a letter to their favourite author. Encourage them to visit their website first so that they can learn a little more about their chosen author. Why not send the letter and wait for a reply?</li> <li>● Your child can log on to <a href="#">Bug Club/Oxford Owl</a> and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>● Practise spellings on <a href="#">Spelling Frame</a>.</li> <li>● Your child can create their very own word search. The theme of this should be 'Celebrations'.</li> <li>● When proofreading their story, your child should be thinking about which words could be improved. They may want to use a thesaurus or on-line version to make sure their word choices paint a picture for the reader.</li> <li>● Recap all the words that you have been learning over the past six weeks. Have you forgotten some? Do you need to revisit them and find new ways to practise them? You could make some post it notes, or speed spell them.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask you your child to write a diary entry/newspaper report summarising the 75 anniversary of VE day or other recent event.</li> <li>● Get your child to create a newspaper report of the day they were born- include weather on the day, stories in the news, etc. Can they find any famous people who were born on that day?</li> <li>● Celebrate a local person- ask your child to write a list of local people worth celebrating. Afterwards, get them to write an information report about the contribution the top three have made to their community.</li> <li>● Ask your child to select a celebration from their culture and generate a multiple choice quiz about this event.</li> <li>● <b><i>Birthdays should not be celebrated.</i></b> Does</li> </ul>

- your child agree or disagree with the statement above? Ask them to justify their opinion using facts.
- **Story Task:** As your child has now completed their draft version of their story, ask them to use this time to proofread their writing for any spelling or grammar errors. Following this, ask them to make sure the tense is consistent throughout and that the word choices they have made to convey meaning to the reader.

### Learning Project - to be done throughout the week

**This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus on different types of celebrations that take place and who may celebrate them. It could look at how people celebrate different events differently in other parts of the world.**

**Planning a Celebration-** it's time to plan a celebration event of their choice. This could be a birthday party, an Eid celebration, an Easter hunt or anything else they wish to plan. Tell them they have £150 to spend and 25 guests will be attending. What will the money be spent on? Ask them to plan the celebration considering the location of the event, how they will decorate the venue, what their guests will eat and drink and how they will entertain their guests. Get them to detail the timings of the event and any timings for preparation.

**Time to Design-** Can they imagine their perfect celebration outfit? What would it look like? What would it be made from? How comfortable would it need to be? Ask them to design a costume for a celebration of their choice. Think about the patterns they would like to incorporate on their design and the cultural traditions.

**Birthdays around the World-** Birthdays are celebrated differently in different countries. Write an information report detailing how birthdays are celebrated in the following countries: China, England, Spain, Italy and Mexico. Ask your child which country would they like to celebrate their birthday based on their findings? Why?

**What's the same and what is different? -** Select a holiday/festival of their choice and research how different countries around the world celebrate this event. They could compare whether it is celebrated at the same time, the outfits people wear, the food eaten etc. Make a video, poster or report of the things they have discovered.

**British Celebrations-** In Great Britain, Valentine's Day, St Patrick's Day and VE Day are just some of the celebrations that take place. In Cornwall there are many May Day celebrations such as Helston Floral Day. Ask your child to choose one celebration day and research how the celebration came to be. Using the information they have found, plot the events on a timeline and include dates, details and pictures/sketches. Now create a poster advertising the celebration day. This could be done on a computer programme of your choice or on paper. Consider how the celebrations have had to change with the lock down restrictions.

**Science. Light** is often used for celebrations. Do you understand how light travels? Look at the experiments for year 5/6 light on explorify

<https://explorify.wellcome.ac.uk/en/activities/whats-going-on/back-to-front>  
<https://explorify.wellcome.ac.uk/en/activities/whats-going-on/find-your-focus>

### **Mindfulness – Balance a pebble/shell**

Taking part in some focused mindfulness time is a great way to cope with any difficult feelings or emotions. You can start with short amounts of time and build up as you develop the ability to be

still, calm and quiet. Try to do this every day for a week and see the difference it makes to how you feel!

For this activity you need something that you will be able to balance on top of your stomach in a lying down position. You could use a pebble, a shell or another object that is special to you.

Try to find a quiet space where you can lie down for a few minutes without any interruptions. Lie down on your back, with your legs straight and then place the item you chose onto your stomach. Relax your arms down by your sides. Close your eyes and concentrate on your breathing. Can you feel your chest moving up and down? See if you can make your breathing slower and deeper, so that your stomach starts to rise and fall too. Keep focusing on your breathing and the movement of your stomach. See if you can feel the object on your stomach moving up and down as you inhale and exhale. Aim to keep going for about 10 minutes. Next time, if you want to increase your focus, try using a lighter object instead, for example a feather or a cotton ball.

### **Additional learning resources parents may wish to engage with**

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

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