



# Horsington Church School

## Home Learning



Week 2 – Spring													
Year Group Year 5/6													
Weekly Maths Tasks (aim to do one per day)	Weekly Reading Tasks (aim to do one per day)												
<p>A reasoning week this week. Good thinking activities for all.</p> <ul style="list-style-type: none"><li>• <a href="http://www.iseemaths.com/lessons56/">http://www.iseemaths.com/lessons56/</a> Please watch/do lessons from 23.3.20-27.3.20-5 sessions</li><li>• <a href="https://nrich.maths.org/6274/note">https://nrich.maths.org/6274/note</a> (see below)</li><li>• <a href="https://nrich.maths.org/7506&amp;part=">https://nrich.maths.org/7506&amp;part=</a> (see below)</li></ul>	<ul style="list-style-type: none"><li>• Ask your child to read a chapter of their book-daily</li><li>• Read to an adult</li><li>• Write a book review</li><li>• Choose a chapter and write it as a play script</li><li>• Investigate any unknown words they have read using dictionary</li><li>• Look for any clues in the word eg. Solar, cardio</li><li>• Write a profile of favourite/least favourite character Make a set of 'Top Trumps' based around the characters</li><li>• <a href="https://authorfy.com/10minutechallenges/a">https://authorfy.com/10minutechallenges/a</a> selection of reading challenges from authors</li></ul>												
Weekly Spelling Tasks (aim to do one per day)	Weekly Writing Tasks (aim to do one per day)												
<ul style="list-style-type: none"><li>• Investigate ie/ei words</li><li>• Is there a rule? Do all words follow this rule?</li><li>• Encourage your child to practise the Year 5/6 Common Exception Words (see list)</li><li>• Then ask your child to choose 5 Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence.</li><li>• Practise spellings on <a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a></li><li>• Your child can create a vocabulary bank about their St George and the dragon. They may want to use this for some of their writing tasks this week.</li><li>• Get your child to proof-read their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence.</li></ul>	<ul style="list-style-type: none"><li>• What is Spring and why do we get it? Explain using diagrams of the sun and planet Earth</li><li>• Create a life-cycle. Use a diagram to explain each step. Try to use correct scientific language</li><li>• Go for a walk, look around you and write up and illustrate the sign of Spring you have seen</li><li>• Investigate if all countries experience a Spring season. If not, why not?</li><li>• Collect information on what the male, female and young of species are called eg.</li></ul> <table><tr><th>ANIMAL</th><th>MALE</th><th>FEMALE</th><th>YOUNG</th></tr><tr><td>Ass</td><td>Jack</td><td>Jenny</td><td>Foal</td></tr><tr><td>Alligator</td><td>Bull</td><td>Cow</td><td>Hatchling</td></tr></table> <ul style="list-style-type: none"><li>• Create a book for a younger child using the information you have collected</li><li>• Create a life-cycle animation in 2animate</li></ul>	ANIMAL	MALE	FEMALE	YOUNG	Ass	Jack	Jenny	Foal	Alligator	Bull	Cow	Hatchling
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Ass	Jack	Jenny	Foal										
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*“That they may have life, life in all its fullness.”*



### Learning Projects

to be done through the week

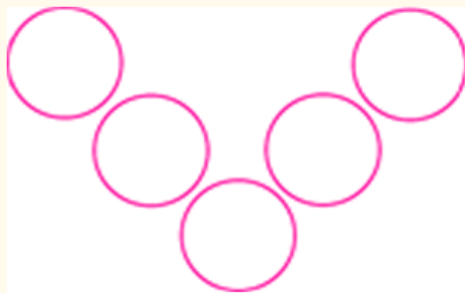
- Draw/ collage a Springtime scene.
- Create a 3d scene
- Investigate some unusual baby animals and how they are born- a baby kangaroo.
- Do mammals, reptiles, birds, insects all reproduce in the same way? Investigate methods of reproduction in the animal kingdom.  
<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z9xb39q>
- Being a parent- do all species look after their off-spring in the same way. For example, how do meerkats look after their young? Is it harder being a human parent or a meerkat mum? Ask your parents. Create a fact file on animal parenting.

### Additional Resources

<https://kidskonnnect.com/holidays-seasons/spring/>

#### Magic Vs

Place each of the numbers 1 to 5 in the V shape below so that the two arms of the V have the same total.



How many different possibilities are there?  
What do you notice about all the solutions you

I have fifteen cards numbered 1 – 15.

I put down seven of them on the table in a row.



The numbers on the first two cards add to 15.  
The numbers on the second and third cards add to 20.  
The numbers on the third and fourth cards add to 23.  
The numbers on the fourth and fifth cards add to 16.  
The numbers on the fifth and sixth cards add to 18.  
The numbers on the sixth and seventh cards add to 21.

What are my cards?

Can you find any other solutions?

How do you know you've found *all* the different solutions?

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