



# Home Learning Activities

Year Group: 5

Week beginning: 29.06.20

## **English**

Continue with the, 'read your way around the world,' reading challenge which has been sent out via parent pay.

Complete the English daily sessions for Year 5 on The Oak National Academy.

<https://www.thenational.academy/online-classroom/schedule/#schedule>

These resources may help you:

<https://home.oxfordowl.co.uk/books/free-ebooks/>

## **English Super Challenge –**

Have a go at the dictionary challenge. If you don't have a dictionary at home you could use an online one, like this <https://dictionary.cambridge.org/dictionary/english/>

## **Mathematics**

Complete the Maths daily sessions for Year 5 on The Oak National Academy. If you would like to also access the White Rose resources which complement the BBC Bitesize resources, please email [class4@masham.n-yorks.sch.uk](mailto:class4@masham.n-yorks.sch.uk) and we will send these out to you.

<https://www.thenational.academy/online-classroom/schedule/#schedule>

## **Maths Super Challenge –**

Have a go at the 'would you rather' maths challenge.

## **Science**

Complete lesson 4 for Year 5 on The Oak National Academy.

<https://www.thenational.academy/online-classroom/year-3/foundation#subjects>

## **Science Super Challenge –**

Use what you have learnt about the different types of rocks to create an illustrated poster which identifies their main features.



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## **RE**

What is a special place for Muslims?

Follow these links to find out more about Mosques:

<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7>

<https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg>

<http://www.3dmekanlar.com/en/blue-mosque.html>

Enquiry -Speak and listen: Focus in turn on: the outside of the mosque, notice the minaret and the dome. Study the most important part of a mosque –the hall where people pray. Study the lack of furniture. Why is this? Where do worshippers sit? Note the prayer mats and the way a worshipper must face. The minbar shows the direction for prayer. Study the clock, what times are daily prayers and how many prayer times in one day? How might Muslims pray if they cannot get to the Mosque at that time? Note the separate prayer hall for women, why is this? Who is the Imam? What does an Imam do? Does the mosque have special windows? Notice any Islamic art, geometric patterns etc.

Create an illustration to show the different parts of the Mosque, and add your own thoughts about why they are important or significant.

## **Project**

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-** Flags are a national symbol for all countries. Cultures use different symbols and colours on their flags which are meaningful to them and represent their history and people. Ask your child to pick 5 countries and investigate their flags. What symbols and colours have they used? Why are these significant to this country? Can your child create a flag for the UK which they feel represents our culture, history and people?
- **Tastes of the World-** Children all around the world eat a variety of food and many of the foods we eat today are inspired by other countries. Can your child research and make a dish from another country which they have not tried before? They could find a recipe, source the ingredients via an online shop and follow the recipe to create a dish for the whole family.



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- 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.
- From Birmingham to Johannesburg- Direct your child to think about what it would be like to live in another country. Do they think their life would be the same or completely different? Use the [following clip](#) to compare living in Birmingham to Johannesburg. Ask your child to show the similarities and differences between their life and Nwabisa's life in South Africa. They may wish to show this in a Venn diagram, table or a poster.
- Exploring the World- Throughout history many people have explored new places. You can find out about some of them [here](#). Ask your child to pick an explorer from the list or one of their choice. They could map out the places that the explorer visited or they could create a piece of art inspired by the places they visited using digital images as support. They may wish to write a diary entry from the explorer's point of view to share what they have seen and experienced.