

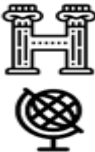



# Year 5 Home Learning Menu - Summer 1

Subject	Review 	New 
<b>Humanities</b> 	<p>Make a double-page spread to summarise your learning last half-term about trade across the world. Try and include information about:</p> <ul style="list-style-type: none"> <li>-the links between a place's natural resources and its imports and exports</li> <li>-the stages of a supply chain</li> <li>-the supply chain for chocolate</li> <li>-fair trade</li> <li>-links to the UNCRC and the Sustainable Development Goals</li> </ul> <p>You may choose to include diagrams, maps, sketches or a glossary. You might even want to write a quiz to accompany it.</p>	<p>This half term, you are exploring the history of Ancient Benin.</p> <p>Make notes on this video which shows you how the trading civilisation of Benin created their famous bronzes: <a href="https://www.youtube.com/watch?v=nxZgnpro5Og">https://www.youtube.com/watch?v=nxZgnpro5Og</a></p> <p>Write a true or false quiz based on your knowledge of this period of history. Include facts from what you learn in class, what you read, and what you learn from this video clip.</p> <p>Don't forget to put the answers on the back!</p>
<b>Reading</b>	<p><b>Oracy task: Time to Talk</b></p> <p>Last half term, you read <i>The Village that Vanished</i> and <i>Kensuke's Kingdom</i>. They are two very different texts. </p> <p>As a reader, you always have a right to your opinion about texts you read. Discuss which of these stories you preferred and why with someone at home.</p> <p><i>I preferred...because...</i></p> <p><i>I could imagine... more clearly in...</i></p> <p><i>I admired/ liked/ connected with the character...</i></p> <p><i>My favourite part of... was when... but I didn't like the part when...</i></p> <p><i>I thought that the author...</i></p> <p><i>The vocabulary in... made me...</i></p> <p><i>I cared more about the character... than the character... because...</i></p>	<p>In reading lessons, we will explore a much-loved text <i>The Iron Man</i> by Ted Hughes. This famous story has been illustrated by different people over the years. Take a look at some examples on the other side of this page. Which do you like most and why?</p> <p>Now, get creative! Draw or paint your <b>own</b> depiction of a scene from <i>The Iron Man</i> in any style you choose. Alternatively, create a model of the Iron Man using materials of your choice.</p> <p>We would love to display some of your illustrations and models in class.</p>
<b>Science</b>	<p>Our focus last half term was on life cycles. Research the life cycle of your favourite animal/ an animal that fascinates you and choose a way to represent it in a clear and engaging way. You could:</p> <ul style="list-style-type: none"> <li>-create a poster to represent the stages visually and narrate the steps</li> <li>-perform the life cycle with actions and explanations</li> <li>-use puppets or models to act out each stage (live or video)</li> <li>-create a digital presentation to share with your team (images, text and transitions)</li> </ul> <p>Please also feel free to think of your own unique way to represent the knowledge!</p>	<p>Our focus this half term is on changing materials. In particular, we will explore and investigate reversible and irreversible changes. One focus of our enquiry will be on whether we can separate mixtures of insoluble solids from liquids, as well as whether we can recover a soluble substance from a solution. Explore these enquiry questions and make notes on what you find.</p> <p><i>Can you recover uncooked rice from a pan of cold water? How?</i></p> <p><i>Can you turn cooked rice/pasta/noodles back into their original state?</i></p> <p><i>What is happening to sugar/salt when it is added to water when making soups or hot drinks?</i></p> <p><i>Has the salt disappeared forever? Is there a way to recover it?</i></p> <p><i>Can you un-burn toast?</i></p> <p>With help and permission from an adult at home, can you investigate the reversible/ irreversible changes that take place in your kitchen.</p>

