

Year 5 Activities for other subjects Week beginning 1st June

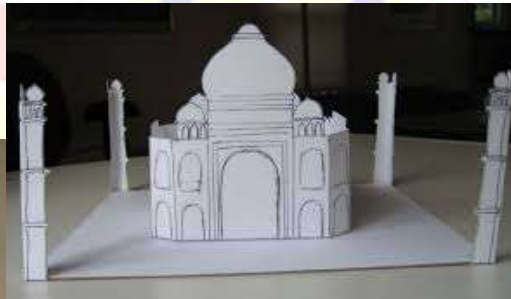
Choose as many activities from the list to do as you want. These can be completed over a number of days or longer.

Email **Miss Modha** or **Mr Currie** if you have any questions or want to send work. We would love to see your work and what you have been doing!

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Monday 1st	Design and Technology	<p>Using any materials you have at home, can you have a go at building a mini version of a famous <u>international</u> landmark? Last time, you focused on building a UK landmark. This time, you will be looking at a landmark from somewhere else in the world.</p> <p>Remember, it must be a landmark that has been <u>built</u>.</p> <p>Possible ideas include: the Eiffel Tower, the Taj Mahal, the Statue of Liberty, the Colosseum.</p>	<p>Information on different landmarks: https://www.kids-world-travel-guide.com/top-10-famous-landmarks.html</p>
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OR you could have a go at building your own landmark if you completed Task B from Monday of last week.

Tuesday 2nd

Design and Technology

Continue building your landmark from yesterday.

Wednesday
3rd

Science-
Animals
including
Humans

Can you have a go at matching each human life cycle stage to its correct description? Write them into your book.

Childhood	This is between ages 1 to 4. At this stage, it is usually possible to walk, run, jump.
Infancy	This stage refers to the 'teenage' years. Many physical changes occur at this stage.
Adulthood	This is the last stage of the human life cycle. A person during this stage may be dependent on someone else to help take care of them.
Old age	This takes place during age 4 to 8. At this stage, children are usually keen to learn more about the world. They are also interested in building friendships. They continue to grow.
Adolescence	This begins at age 19. At this stage, people are usually much more independent.
Toddler	This is the period between birth and age one. The baby grows very fast. Teeth start to come in at around 6 months.

Once you have done this, put the life cycle stages in order.

Thursday
4th

Music

Have a go at making a musical shaker.
A simple musical shaker can be made using a plastic bottle filled with some lentils, rice or pasta.
For more creative ideas, have a look at the website on the right.



Once you have made your shaker, can you try to make your own song/rhythm/beat?



How to make a shaker:
<https://www.youtube.com/watch?v=fZjywurvgEE>

Friday 5th

Computing

Part 1

Create a PowerPoint (on a computer/laptop) on how to stay safe on the Internet.

Start by listing the different ways you can stay safe on the Internet e.g. not sharing personal information, not meeting up with people you have met on the Internet etc.

Then, type up your reasons onto a slide (or more than 1).

NOTE: If you have not got access to PowerPoint, you could make your presentation on paper.

Part 2

Present your presentation to someone (or more than one person) at home.

Think back to all the things we have learnt about in school about Oracy.

For your presentation, think about your body language, the tone of your voice (Internet safety is very serious and so your tone would need to be serious), the volume of your voice and your facial expressions.

If you know another language, you may wish to use this.

If possible, ask your audience to give you some feedback.

Possible sentence starters:

- Internet safety is extremely important because...
- There are many ways in which children can stay safe on the Internet...
- I'd like to start by stating...
- A key way to stay safe on the Internet is...

To agree

Most will agree that...

In agreement with..., I think that...

That's an interesting point, I also believe that...

To challenge

Whilst I understand your point, I think that...

I disagree with you because...

You mentioned X but what about...?

To build on an idea

Building on that idea, I think that...

I agree and would like to add...

Linking to what X has said, I think that...

To instigate

I would like to start by saying...

I think we should consider...

Let's also think about...

To begin with, we should discuss...

To ask for detail

Can you provide an example?

Why do you think...?

What evidence justifies your argument?

To ask for clarity

Can you explain more about...?

Could you elaborate on...?

Can you clarify what you meant by...?