Home Learning Year 5

Term 1 2016

This term there will be three compulsory tasks which should be completed in the Home Learning Book and returned by Wednesday of the following week.

- Task 1 – set on Friday 9th September,
- Task 2 – set on Friday 23rd September,
- Task 3 – set on Friday 7th October

For the other weeks of this term, children will be encouraged to complete one of the activities suggested below. These tasks are more 'open-ended' and the children can choose how best to present their learning – they could do it in their Home Learning book but they may choose to do it on a larger scale or to use ICT, for example. As with their learning in school, expectations of presentation and content are high.

We looked at riddles in our first week. Why not try to create more of your own – perhaps thinking about objects that are as important to us as fire, swords, keys were to the Anglo-Saxons. What would you riddle about …. a TV? A bike? A games console? a car?

What did the Anglo-Saxons eat (or not eat)? Create an Anglo-Saxon menu and maybe try out some of the recipes.
http://www.primaryhomeworkhelp.co.uk/saxons/food.htm
http://anglosaxondiscovery.ashmolean.org/Life/food/eating_drinking_info.html
http://cookit.e2bn.org/historycookbook/index-28-saxons-vikings.html

Take an old Barbie or Action man doll and design and make an authentic Anglo Saxon costume – you will have to research first!

Why not try your own kitchen experiments – think of a good question to start off e.g. "Does the……. affect the amount of……. that can dissolve? And test it out (asking permission first!) use photos, pictures, graphs etc to show your results.

When we design and make objects, we consider what materials to use based on their properties e.g. china is good for a teapot because it is strong, hard and is a thermal insulator. However, a chocolate teapot would be no use at all because the melting point of chocolate is lower than that of boiling water. A steel lightbulb would be a silly idea for steel is opaque. Tissue wellies are absorbent and weak – no good for those muddy puddles!

Can you come up with a list of 10 ridiculous inventions and explain, using the scientific vocabulary we've looked at in school, why they wouldn't work. Annotate and illustrate.