



Home Learning Project: Under the sea

Week 8

Age Range: Year 5/6

Weekly Reading Tasks

Monday- Encourage your child to read for enjoyment whilst listening to [these sea noises](#). There are more choices on Google Books or [Oxford Owl](#)).

Tuesday- Ask your child to create a true or false quiz based on the book they read yesterday. Can they test it out (remotely) on a friend who has also read the book?

Wednesday- Ask your child to listen to and read along with [The Mermaid's Lament](#). Find the glossary in the Teach section and see if your child can identify some of the terms used in the poem, for example rhyme and personification.

Thursday- Click on this [Oxford Owl link](#) for a reading comprehension activity about sea adventures. Challenge your child to read the text in under 3 minutes and complete the comprehension questions.

Friday- Your child can read the [First News](#). Can they find the following: good news, bad news, reference to a famous politician, a story about a popstar and the name of a city or country. This could be completed with a free, local newspaper.

Weekly Spelling Tasks

Monday- Your child can create a vocabulary bank about life under the sea which includes verbs, adverbs, expanded noun phrases and relative clauses.

Tuesday- Some words end with a ['shus' sound](#). How many more words can your child think of which end with **-tious** or **-cious**? Write the meanings.

Wednesday- Pick 5 Common Exception words from the [Year 5/6 spelling list](#). Challenge your child to pick one spelling at a time and write it as many times as they can in one minute. Can they beat their score?

Thursday- Task your child with creating a glossary for these sea-related words: **estuary, algae, plankton, tsunami & urchin**. Can they draw illustrations to represent each of these words too?

Friday- Get your child to proofread their writing from the day/week. Encourage them to use a dictionary to check the spelling of any words that they found challenging. Can they improve any of their word choices?

Weekly Writing Tasks

Monday- Visit the Literacy Shed for this wonderful resource on [The Lighthouse](#). Or your child can create a diary entry based on a day in the life of a deep sea diver.

Tuesday- Can they compose their own poem of what a person wishes they could do if they were a sea creature? Why not perform it to the family?

Wednesday- Ask your child to choose [one sea creature of interest](#). They can write a description about it in detail. Think about: its appearance, movement and actions. Remind them to include ambitious vocabulary and complex sentences.

Weekly Maths Tasks

Monday- Write down the names and ages of each member in your household in years. Get your child to convert the ages into months, days, hours etc.

Tuesday- Choose a film to watch as a family daily. Add up the total running time and record it in hours and minutes - get your child to convert this into just minutes.

Wednesday- Get your child to make a timetable of their typical day at school. How many hours do they spend on each subject? Can they convert this into minutes spent on each subject? Can they convert this into seconds?

Thursday- Can your child write an information report about their sea creature from yesterday? This should include: subheadings, key information, pictures and interesting facts. If you have access to a PC, your child could type this up once they have edited their final version.

Friday- Write an under the sea adventure story. Your child should include: dialogue, ambitious vocabulary and a range of openers and conjunctions.

Thursday- Click [here](#) to find a timetable of your local bus route (type in the bus number under find a timetable). Give your child different scenarios and they have to work out which bus they need to catch. An example could be – ‘Which bus would I have to catch to get to Birmingham for 14:25?’

Friday (theme)- Ask your child to look at this [image](#). Can they create a bar chart or pie chart showing the different living things found in the ocean?

Learning project

The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

- **Let us pray-** TenTen Resources offer [Daily Prayer Opportunities](#) and [Sunday Liturgy Resources](#) for families to use at home.
- **Working Together to Save Our Oceans -**[The BBC programme Blue Planet 2](#) sparked an outcry about the health of our oceans and the huge threat caused by plastics, but lots of people around the world are working hard to help solve this problem. Direct your child to read about [Madison Edwards](#), a 12 year old environmental activist. Encourage them to do their bit to help preserve our oceans by asking them to keep a ‘plastic diary’ recording how much single-use plastic the family uses. Ask them to write down one thing that the family will do to use less plastic.
- **Speeding Through The Seas- [Sailfish are the fastest fish in the ocean.](#)** Challenge your child to be just as speedy and complete the following 5 activities as fast as possible: Star jumps, tuck jumps, press-ups, squats and lunges. Ask them to record how many repetitions of each activity they can perform in 1 minute. Can they beat their personal best? Challenge them to record their heart rate (beats per minute) after each activity. **Recommendation at least 2 hours of exercise a week.**
- **Pirates: Daring Figures of History or Brutal Sea-Thieves?-** Many books have been written and movies made about pirates. But who were the real pirates of the past? Direct your child to explore [these facts](#) about real pirates from history. They could create a fact file or information report about what they have learned, including key dates and figures. Alternatively, they could create a ‘wanted’ poster for a pirate, including facts about his/her deeds and adventures.
- **Bioluminescence: Lighting up Our Oceans -** Many sea creatures possess a fascinating light-producing ability called [bioluminescence](#). Some fish dangle a lighted lure in front of their mouths to attract prey, while some squid shoot out bioluminescent liquid, instead of ink, to confuse their predators. Direct your child to find out about [bioluminescence](#) and how some sea creatures [rely on this for their survival](#). They could then choose a sea creature which uses bioluminescence (like the anglerfish) and create a poster fact sheet about it, including what bioluminescence is and how their chosen sea creature uses it.
- **Artwork to Light up Your Life-** Following on from what your child learned about bioluminescence, direct them to create a bioluminescent sea creature inspired piece of artwork. Based on the resources you have available at home, they could choose to express this as a [drawing](#) or as a [model](#). Encourage them to use bright colours and to be as realistic as possible.