



## The Bawburgh School

### Hummingbird's Home Learning – Summer Term week 3

*Above and beyond for all*

Hello everyone and welcome to week 3 of the summer term!

I hope you have enjoyed the first two recordings of Cosmic that I have shared with you on the home learning page. I will continue to add recordings throughout the week. Please have a good at the activities which match each chapter, once you have had a listen to each recording.

Thank you to all of you who have shared work with me this week. Merryn completed some excellent geography work, I especially liked your Lego war memorial which was very accurate! I big congratulations to Amy who has achieved her silver AR award and Samuel who has achieved his gold! Keep up with your reading as I am still expecting a test completed each week, depending on the length of your book. I know Kacey has been busy building herself a wonderful reading den and has been enjoying her new David Walliams book. I really enjoy hearing about all the things you have been up!

Well done to our top spellers and Mathstronauts this week! Can anyone beat Kacey or Solly next week?

Top Spellers

#	Pupil	Groups	Score
1.	 Kacey		2,322,980
2.	 William		1,509,792
3.	 Amie		932,830
4.	 Noah		551,034
5.	 Merryn		358,916

Top Mathstronauts

#	Pupil	Groups	Score
1.	 Solly		10,125,163
2.	 Harry		4,274,403
3.	 William		1,605,460
4.	 Maggie		1,023,703
5.	 Kacey		789,403

Year 5 Summer Term Week 3: <https://whiterosemaths.com/homelearning/year-5/>

Year 6 Summer Term Week 3: <https://whiterosemaths.com/homelearning/year-6/>

**I do have access to the worksheets** which accompany the video for each day, and you can find these in the maths folder in **Summer week 3**. Please feel free to take a look at the bitesize extra practise though!

Parents, it has been lovely to speak to so many of you this week and hear all about the lovely things you have been doing at home together. Apologises if you have not yet heard from me, I am working through the class as quickly as possible and aim to have spoken to everyone by the end of the week. If you do get a moment, please do send me a quick email update via the school office. I do really enjoy hearing what the children have been up to. Also, if you have any questions regarding any of the home learning or general queries please do not hesitate to drop me an email.

As always, the newsletter will be accessible on the school website and also via parent mail.

Stay safe  
Mrs Mauldin

Learning Project - Animals

Age Range: Y5/6

Weekly Maths Tasks	Weekly Reading Tasks
<ul style="list-style-type: none"> <li>• Daily White Rose maths activity which can be found in the Hummingbird's home learning area. Children to record this in their exercise books or on the printable worksheet. <b>Year 5 –</b> <b>Year 6 –</b></li> <li>• Working on times tables/maths facts. An activity will be assigned to each child on <a href="#">Maths shed</a>, the children each have a login.</li> <li>• Play <a href="#">Hit the Button</a> - focus on times tables, division facts and squared numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to listen to Cosmic (there were 2 chapter uploaded last week) and complete the guided reading activity for the chapter.</li> <li>• Complete one task on the reading bingo board.</li> <li>• Children to continue to independently read and choose at least one activity to complete in their reading journals.</li> <li>• To complete at least one test on Accelerated Reader per week.</li> <li>• Build yourself a reading den!</li> </ul> 
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Encourage your child to practise the Year 5/ 6 Common Exception Words (see list)</li> <li>• Then ask your child to choose 5 Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence.</li> <li>• Practise spellings on <a href="#">Spelling Shed</a>.</li> <li>• Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence.</li> <li>• Your child may wish to create a word bank about an animal of their choice which includes verbs, adverbs and expanded noun phrases. They can use this for their poetry writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to complete the daily English task which can be found in the Hummingbird's home learning area. Children to record this in their exercise books. <b>Year 5 –</b> Composing your own poetry entitled 'What do you want to be?', revising modal verbs. <b>Year 6 –</b> Writing blogs, formal/informal writing and the active/passive voice</li> </ul>
Learning Project - to be done throughout the week	
<p>The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.</p> <ul style="list-style-type: none"> <li>• <b><u>Animals and their Environment-</u></b> Your child can describe how animals such as Emperor Penguins, chimpanzees and orcas have adapted to suit their environment. They can do this by writing a short summary after carrying out some research. After this, ask them to design a new wondrous animal that has evolved to suit its environment considering the environmental changes it has had to face over recent years.</li> <li>• <b><u>Where Animals Originate From -</u></b> Ask your child to locate on a world map where different animals originate from and research why they live in these environments. Things for them to consider when researching why they originally lived in these countries are: <ul style="list-style-type: none"> <li>○ Food sources</li> <li>○ Climate</li> <li>○ Weather</li> <li>○ Terrain</li> </ul> </li> </ul>	

After doing this, ask them to think about how the animals they have selected have adapted so that they are able to live in the UK. Present your findings as a poster or in a PowerPoint presentation if they have access to a PC.

- **Life Cycles** - Ask your child to research a mammal, an insect, an amphibian, a reptile and a bird. They can then choose one and draw the life cycle of an animal and label the diagram accordingly. How does the life cycle of the chosen animal differ to a human life cycle?
- **Animal Prints**- Using a variety of media (this could be materials from around the house such as cloth, newspapers or magazines, felt, etc.), ask your child to create animal prints for a mammal, an insect, an amphibian, a reptile and a bird of their choice. After, they can create a collage of the animal prints they have made. They could always use a pencil or pen to sketch the animal prints!
- **The Life of Darwin**- Who was Charles Darwin? Ask your child to research the scientist's theory on evolution. Where are the Galapagos Islands? What species did and do still live there? What makes these animals unique and extraordinary? Write a biography about the life of Charles Darwin.