

Wider Curriculum Home Learning Matrix

Year 5 Summer Term 5: **Life on Earth**

	Create	Investigate	Explain	Perform
Science and Computing	Find out what the following key words mean: omnivore, carnivore, herbivore, consumer, predator, producer, decomposer, scavenger, vertebrate, invertebrate. A food chain shows how each living thing gets food. For example, Grass-Rabbit-Fox. The rabbit eats the grass and the fox eats the rabbit. The following link will give you examples of different food chains. https://www.bbc.co.uk/bitesize/topics/zbnbn9g Create your own food chain information poster about plants and animals that live in the tropical rainforest. Make sure that you use the key words. On your Purple Mash account, I have set a '2Do' to test your knowledge with this food chain quiz.	Find out some names of different animals and plants that live in the tropical rainforests around the world. Are the plants producers or decomposers? Are the animals omnivores, herbivores or carnivores? Are they a consumer, predator, scavenger, vertebrate, invertebrate? Choose any animal in the world (for example, from the Artic, Antarctic, a desert or tropical forest region of the world) and research it in detail in the form of a project. Is your animal you have chosen endangered? If so, why and what is being done about this? Design a front cover, contents page and a glossary of terms. Look carefully at information books in our class book corner or any you may have at home to give you ideas about how an	Ensure that your food chain poster clearly shows each process of the food chain.	Discuss with your family what you have learnt about food chains and explain the meaning of the key words. Do they know what these words mean? Can they give example of animals and plants that are examples of these?

		information text should be organised. If you have access to BBC iPlayer, watch some of David Attenborough's programmes such as 'The Blue Planet', 'Blue Planet II', 'Frozen Planet' and 'Extinction: The Facts' to give you some ideas about what animal you would like to study in depth. There is also lots information about animals and endangered animals on YouTube. Try and take some brief notes when you are watching these programmes to keep a record of interesting facts and information.		
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Time and Place	Create a cartoon strip to show how arches, stacks and stumps are formed. These are some of the coastal features that you may find at the seaside. Find out where in Great Britain you can see these. For example, The Needles on the Isle of Wight are stacks and Durdle Door in Dorset is an arch.	Find out some information about any river in Great Britain and turn what you have found out into an information leaflet. What is the river called? Where does the river start and finish? What part of Great Britain does it travel through? Does it have an estuary or a delta when it flows into the sea at the end of its journey? What wild life could you find living in and around the river?	Design a poster advertising why people should visit a particular seaside place or town. What can you see and do there? What are the main attractions? How can	Talk with your family your about trips to the seaside that you have done with your friends and family. What coastal features do you think you might have seen and where?
Design and the Arts	Georges Seurat and Paul Signac developed Pointillism in 1886. It is a technique of painting using small dots. I would like you to draw or paint a picture of something in nature, for example a country landscape, flower, plant, trees etc... using Pointillism. Look up some of these painters and their work online for inspiration.	Look at some of the artwork created during the first half of the 20th century. What other painting techniques were developed?	Why do you think artists wanted to paint in different ways? Why do you think they wanted change?	Is there a particular painting technique or style that you really like? Talk to a member of your family about your reasons for this. Present and create a piece of artwork in the style of your favourite 20th century artist.

Religion and Values	Using the internet find some images of prayer mats. What themes and patterns can you spot?	Create your own prayer mat based on the designs that you have found.	Can you explain what common themes you have spotted in the designs? For example, flowers, pictures of a Mosque. Why are there no images of Allah?	See if you can hear on YouTube the call to the prayer from a mosque (a special place where Muslim go to worship) Do you have any friends who are Muslims? If so, ask them whether they have a prayer mat and what their prayer mat looks like.

Sport Exercise and Health	Create a ball game to play with your family. Your game could be based on ball games that we play during our PE lessons with Mr. Luckhurst such as basketball, netball, benchball and football. Make up your own rules. Remember to include a lot of running as it is important that your game will keep us fit!	Think of the different ways a ball can travel from one person to another. For example, a throw, a bounce, a kick, a dribble etc...	Design a diagram with captions to explain your ball game.	Play your ball game! How can it be improved? Tell Mr Luckhurst about your ball game. He might let you try it out and play it in your PE lesson!