

Year 5 Spring 1 Topic Tasks

<p><b>Science – Space</b></p>	<p><b>Spherical Earth</b> Can children produce a fact file proving that the Earth is not flat?  <b>Resource:</b> <a href="https://www.bbc.co.uk/bitesize/clips/zd3fb9q">https://www.bbc.co.uk/bitesize/clips/zd3fb9q</a></p>	<p><b>Planets</b> Can you create top trump fact cards about the planets in the solar system?  <b>Resource:</b> <a href="https://www.bing.com/search?q=solar+system&amp;filters=ufn%3a%22Solar+System%22+sid%3a%22b8977622-bd7d-7e88-2c6e-42cc64cf315b%22&amp;form=EDGEAR&amp;qs=MB&amp;cid=42f69a2ea0ef479284db103c57e2c9d7&amp;cc=GB&amp;setlang=en-US&amp;DAFO=1">https://www.bing.com/search?q=solar+system&amp;filters=ufn%3a%22Solar+System%22+sid%3a%22b8977622-bd7d-7e88-2c6e-42cc64cf315b%22&amp;form=EDGEAR&amp;qs=MB&amp;cid=42f69a2ea0ef479284db103c57e2c9d7&amp;cc=GB&amp;setlang=en-US&amp;DAFO=1</a></p>	<p><b>Night &amp; Day</b> Can you record the different positions of the sun throughout the day? Plot your own chart, labelling the times and position of the sun.  <b>Resources:</b> Example of sun’s positions</p>	<p><b>Moon Phases</b> Can you label the key phases of the moon, draw an image of what it looks like and provide labels for the view you see of it?  <b>Resources:</b> Phases of the moon Phases of the moon support sheet</p>
<p><b>Humanities – 50’s, 60’s, 70’s onwards</b></p>	<p><b>Key Dates</b> Can children order the key dates, giving reasons why chosen dates are important. <b>Resource:</b> Timeline sheet activity.</p>	<p><b>Life in 1950 compared to now</b> Can you identify key differences between lifestyles in the 1950s compared to now? What conveniences do we enjoy that may have been invented then? <b>Resource:</b> Comparisons table activity.</p>	<p><b>Teenagers!</b> Can you explore how the term ‘teenagers’ was invented? What dangers did they present? Do you feel sorry for teenagers? Create a warning poster, exploring the habits of 1950’s teenagers. <b>Resource:</b> 1950’s style teenager poster.</p>	<p><b>Lunar Landing</b> Watch footage of the lunar landing and launch of Apollo 11. Can you imagine what it would be like? Create a timeline ordering the key events in chronological order. <b>Resource:</b> Ordering events sheet Comic strip template</p>
<p><b>Art &amp; DT – Recycled Sculptures</b></p>	<p><b>Recycled Sculptures</b> Explore different uses for recycled products. How have items been re-used?  <b>Resource:</b> <i>Begin collecting recycled packaging</i></p>	<p><b>Design Ideas</b> Look at various sculptures and inspirational work. Can you identify how the sculpture has been made? What do you like about it and why?  <b>Resource :</b> <a href="https://www.michelle-reader.co.uk/index.html">https://www.michelle-reader.co.uk/index.html</a></p>	<p><b>Planning and Designing</b> Consider your own sculpture. What would you like to explore? Consider animals from the climate work before Christmas or other aspects of modern art.  <b>Resource:</b> <i>Planning Sheet</i></p>	<p><b>Making and Evaluating</b> Assemble your sculpture, using cardboard as a base or a three dimensional piece. Can you explain what you used and why?</p>
<p><b>French – Colours &amp; Animals</b></p>	<p><b>Colours</b> Complete ‘Les Couleurs’ activity, identifying different colours and labelling correctly. <b>Resource:</b> Les Couleurs sheet <b>LINGUASCOPE LOGIN</b> PLEASE CONTACT THE CLASS TEACHER FOR THE LOGIN.</p>	<p><b>Colours</b> Draw a picture of their choice, colouring and labelling appropriate French labels where possible. <b>Resource:</b> <a href="https://www.linguascope.com/secure/students/elementary/html5/bin/main.php?language=french&amp;activity=colours">https://www.linguascope.com/secure/students/elementary/html5/bin/main.php?language=french&amp;activity=colours</a></p>	<p><b>Animals</b> Children to understand masculine and feminine, developing pronunciation. Can they say what animals they do and don’t have at home? <b>Resource:</b> Sentence Building Grid Les Animaux LA sheet</p>	<p><b>Revision</b> Can children develop their recall of different colours and names of animals? Are they able to recognise singular and plural? <b>Resource:</b> <a href="https://www.linguascope.com/secure/students/elementary/html5/bin/main.php?language=french&amp;activity=animals">https://www.linguascope.com/secure/students/elementary/html5/bin/main.php?language=french&amp;activity=animals</a></p>