


# Year 5 Curriculum Summer Week 5

## To do throughout the week...

<b>Wellbeing</b>	<b>Question:</b> Are the best things in life free? What great things you can get for free, and what things you can give for free, like your time and your attention. What is the best free gift? <b>Activity:</b> Share a joke with someone in your house.
<b>Daily Exercise</b>	Keep active! Make sure you do something active each day. Maybe do the exercises <a href="#">here</a> .
	<b>The Great 8</b> are fun challenges suitable for the whole family. See below.

Here are the curriculum activities for the week. You can do in any order you choose. Try to do these this week as next week's activity will follow on in each subject.

<b>Science</b>	<b>Do we grow taller as we get older?</b> <ul style="list-style-type: none"> <li>Predict whether you think all children of the same age are the same height. Write this in your book.</li> <li>Measure the height of people of different ages in your household and record their age and height (in cm or m) in a table. Collect as many different results as possible from the rest of the class or your wider family.</li> <li>Write an explanation of what you found.</li> </ul>	You will need measuring tape, pencil, paper, ruler
<b>History</b>	<b>Changes from the Stone Age to the Iron Age</b> <ul style="list-style-type: none"> <li>Click on <a href="#">Skara Brae</a> and on <a href="#">Maiden Castle</a>, read and write some facts about these two settlements.</li> <li>Create posters, fact sheets or visitor guides about Skara Brae and Maiden Castle. Show how life could have been like in these settlements.</li> </ul>	
<b>Geography</b>	<b>What are fossil fuels?</b> <ul style="list-style-type: none"> <li>Watch this <a href="#">Video</a> on fossil fuels, will these fuels last forever?</li> <li>Find and record the energy sources used in your household and what they are used for.</li> <li>Design an information leaflet to explain the impact that some of these energy sources will have on the environment.</li> </ul>	
<b>PE</b>	<b>Distance Running</b> <ul style="list-style-type: none"> <li>Record resting pulse rate(see below) and then complete each cardio activity for 10 seconds:</li> <li>Jog /High knees/ Hop/ Skip/ Star Jumps/ Tuck jumps/ Walk/ Jog/ Sprint</li> <li>Choose 3 of your favourite songs – jog continuously on the spot for the first track, relax for the second and jog again for the third</li> <li>Record your <b>Pulse Rate</b> after the third song</li> </ul>	*Support Technique and Record Sheet
<b>Languages</b>	<b>Les pays</b> <ul style="list-style-type: none"> <li><b>Draw</b> and <b>colour</b> the UK flag. <b>Describe</b> it following the example.</li> <li><b>Practise</b> the new grammar point: <i>I am going to + country</i></li> <li><b>Fill</b> the gaps and <b>write</b> down sentences.</li> </ul>	
<b>Design Technology</b>	<b>Colour and texture in art and food!</b> <ul style="list-style-type: none"> <li>Recreate a part of a famous painting using only food.</li> <li>Think about what foods you can use to create the colours and textures you need. See sheet below for ideas. You can use old magazines to rip out colours to create a picture if you can't use food.</li> <li>Take a photo if you can and then eat your picture!</li> </ul>	<u>You will need:</u> Fruit, veg and other food items *Support
<b>Music</b>	<b>Create an ostinato Rhythm Pattern (repeated pattern)</b> Watch the <a href="#">clip</a> and do the following: <ul style="list-style-type: none"> <li>Clap/ stomp the different pulse patterns to the music: 1) Stamp, clap, clap, clap, clap, clap. 2) stomp, clap, stomp, clap, stomp, clap, 3) Stomp, clap, clap, stomp clap, clap.</li> <li>The first step is to make a simple rhythm using hands, body, instrument and make your own instrument..</li> <li>Use a recording device (a phone, digital mic or a computer) to capture your sounds. <a href="#">Example</a> (second clip) and write it down using word or rhythm notations.</li> </ul>	You will need: Hands, feet, voice Paper / pen Recording device Support: Rhythm examples



Here are some fun challenges suitable for the whole family.

## Week 5

1. To talk about	<b>Can you stop yourself from thinking?</b>
2. To do	<b>How many times can you throw and catch a ball in a minute?</b> Try and beat your record each day - Use a partner or do it on your own
3. To investigate	<b>Why are some shadows darker than others?</b>
4. To find out more about	<b>A dinosaur or an extinct animal</b>
5. To design	<b>Something to make you move faster</b>
6. To learn	<b>Three or more ancient gods or goddesses</b> e.g. Greek, Roman, Egyptian, Aztec
7. To draw	<b>Something from your kitchen</b> e.g. a bottle, a bowl of fruit or your favourite mug
8. To create	<b>A junk model of somewhere you have visited using household materials</b>

## Year 5 & 6 Athletics

### Measuring Pulse Rates



#### To find your pulse in your wrist:

- hold out one of your hands, with your palm facing upwards
- press the first (index) finger and middle finger of your other hand on the inside of your wrist, at the base of your thumb – don't use your thumb as it has its own pulse
- press your skin lightly until you can feel your pulse – if you can't find it, try pressing a little harder or move your fingers around

#### To find your pulse in your neck:

- press your first finger and middle finger to the side of your neck, just under your jaw and beside your windpipe – don't use your thumb
- press your skin lightly to feel your pulse – if you can't find it, try pressing a bit harder or move your fingers around

#### Checking your pulse

When you find your pulse, either:

- count the number of beats you feel for 60 seconds
- count the number for 30 seconds and multiply by 2

**This gives you your heart rate – the number of times your heart beats per minute (bpm)**

# French - les pays

Activity 1: draw and colour the UK flag; describe it using the examples.

## Mon drapeau

mon drapeau	<i>my flag</i>
est	<i>is</i>
rouge	<i>red</i>
bleu	<i>blue</i>
jaune	<i>yellow</i>
vert	<i>green</i>
noir	<i>black</i>
blanc	<i>white</i>
orange	<i>orange</i>
et	<i>and</i>
a	<i>(it) has</i>
un blason	<i>a shield</i>
un cercle	<i>a circle</i>
une croix	<i>a cross</i>
trois bandes	<i>3 stripes</i>
une étoile	<i>a star</i>
deux étoiles	<i>2 stars</i>



Mon drapeau est rouge, bleu et blanc. Mon drapeau a deux étoiles.



Mon drapeau est bleu et blanc. Mon drapeau a trois bandes.



Mon drapeau est rouge, vert, jaune, noir et blanc.



Mon drapeau est rouge, jaune et vert. Mon drapeau a trois bandes et un blason.



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### Le drapeau du Royaume-Uni

Mon drapeau est \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Activity 2: D'habitude, où vas-tu en vacances? Usually, where do you go on holiday?

I learn / J'apprends

**Je vais + ...**

<b>En</b>	<b>Au</b>	<b>Aux</b>
<u>Espagne</u>	Portugal	<u>Etats-Unis</u>
France	Canada	Pays-Bas
<u>Italie</u>	<u>Pays de Galles</u>	
<u>Ecosse</u>	<u>Danemark</u>	
<u>Angleterre</u>		
<u>Allemagne</u>		
<u>Irlande (du nord)</u>		

**Eg:** Je vais en France – Je vais au Portugal – Je vais aux Etats-Unis.

### "en", "au" or "aux" !?

Most of the countries we have seen today use "en", but some use "au" or "aux".

Why do you think this is?

Think about the countries that used "en". Is there a pattern you can use to help you decide which to use?

## Fill the gaps

# Grammaire

For example: Je vais ( I am going)

Je vais en Francee.

FÉMININ

Je vais au Portugal.

MASCULIN

Je vais aux États-Unis.

PLURIEL

## Je vais...

\_\_\_\_\_ Grèce.



\_\_\_\_\_ Italie.



\_\_\_\_\_ Portugal.



\_\_\_\_\_ Espagne.



\_\_\_\_\_ États-Unis.



\_\_\_\_\_ Pays de Galles.



**en, au or aux ?**

**Add the missing words.**

1- Je vais **à** Paris, \_\_\_\_\_ France.

2- Je vais \_\_\_\_\_ Canada pendant les vacances.

3- Je vais **à** Berlin \_\_\_\_\_ Allemagne ?

4- Je vais **à** Los Angeles, \_\_\_\_\_ Etats-Unis.

5- Je vais **à** Barcelone \_\_\_\_\_ Espagne.

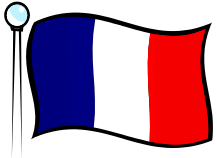
Activity 3: Où vas-tu? Where do you go on holiday?

En général (usually), je vais .... (I go to)

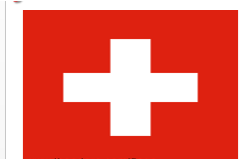
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*Write a sentence next to the flag.*

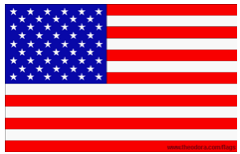
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Je vais **en** France.



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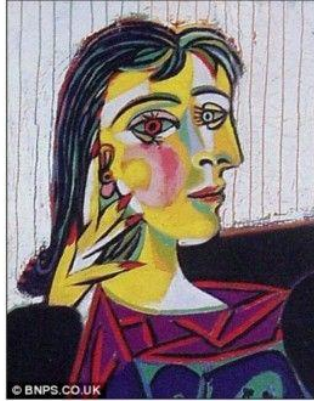
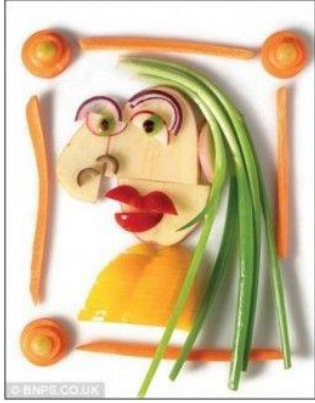


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# Art - Colour and texture: art and food.



Can you recreate a famous work of art using only food? Think carefully about how you can use the colours and textures of the food to create the effects you need. How will you chop, grate or cut the food? Make sure you seek permission from an adult in your home if you plan to use and cut food. Alternatively create your own portrait, landscape or abstract artwork.

Pablo Picasso

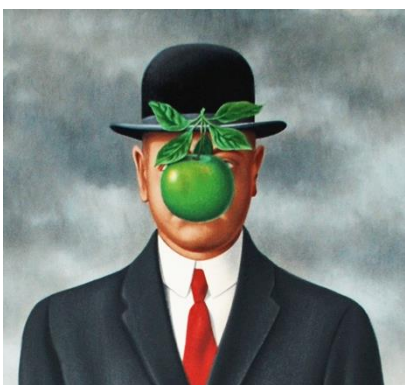
Ideas and inspiration: [Google arts and culture](https://www.google.com/cultural/institute/)



Leonardo Da Vinci



Renee Magritte



Vincent Van Gogh

Kandinsky



Wasily