

Year 5 – Topic – Week beginning -14.09.2020

Topic work

Complete one of these tasks each day. They can be completed in any order.



Good luck Year 5!

RE - Jewish faith Who, What, Were, When?

We would like you to look at who founded Judaism and where it was first formed.

Task:

Using the links below, research what Judaism is. Once you have the basics create a fact file, a poster or a PowerPoint about what you have learnt about the Jewish religion paying particular attention to the founder and where in the world it first started. Try and include maps and images from your search to explain you finding clearly. Let your creativity run wild!

Helpful Links

<https://www.theschoolrun.com/homework-help/judaism>

<http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm#founder>

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7>

Computing - Internet Safety.

As we are starting to use more online resources it is important to make sure that we are safe and we know how to be safe online. You may have lots of knowledge about this or not but let's see what we can learn.

Task: Using some of the links below, create a one-sided leaflet or brochure that explains to a younger child how to be safe on line. You can use the tips in the video/ links below or your own knowledge. Try and include colour and pictures as well as clear language to get your point across.

Helpful links

https://www.youtube.com/watch?v=X9Htg8V3eik&feature=emb_logo

<https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-staying-safe-online>

<https://www.childnet.com/young-people/primary>

French –As-tu un animal

The first unit we learn in French this year is about animals so this task will familiarise you with the different animal names in French. It will include some activities to play and an unformal test to take at the end, if you feel confident enough.

Open up the following link:

<https://www.french-games.net/frenchttopics>

Under **Categories** choose **Animals**.

This week we are going to focus on **Animal - Pets** so click on this option.

Next, click on **Full Tutorial, All Activities**.

Carefully read the introduction before pressing **Start the Tutorial**.

There are **four activities** that you will need to complete before you have a choice of games to play.

Once you have **completed at least one game**, you can then click on **Do Test**. Start by taking the **multiple-choice test**. If you feel confident try taking the **written test**.

Good luck!

PE - Why do we have to warm up?

Warming up before PE or any activity is really important but why?

A warm-up should be the first thing you do when getting ready for a run or playing a pick-up game of football or rugby. By taking a few minutes to simply warm up prior to exercise, you will be able to perform better and reduce the likelihood of injury.

Here is an example :

<https://www.youtube.com/watch?v=9y0LARZHv0E>

Task: Using the below links or your own research create a short warm up activity that should not last more than 5- 10 minutes. Once you have planned it and practiced, why not illustrate it on a page to share with the rest of us. Who knows maybe we will use it when we return to school.

Useful links

<https://www.childrens.com/health-wellness/the-importance-of-warming-up-and-cooling-down#:~:text=According%20to%20Adams%2C%20warming%20up,Decrease%20the%20risk%20of%20injury>

<https://www.verywellfamily.com/best-warm-up-exercises-for-kids-1257044>

https://www.youtube.com/watch?v=H1zuAsoGpl4&feature=emb_logo

https://www.youtube.com/watch?v=vcYnq1q85hc&feature=emb_logo

PSHE – Children’s Rights

This task is very important because it will shape the way we learn together in the school. Begin with watching the following video and focus on the concept of rights and responsibilities.

<https://www.youtube.com/watch?v=Q03Z1cxwNK8>

Now think up between three and five basic rights that you personally believe people should have in their classroom. Now think, do they fall into one of the areas in the attached sheet.

We would like you to create a poster illustrating the rights that you feel are important in our classroom. Remember to write your rights clearly and illustrate them carefully and colourfully.



PSHE -Children's Rights

- The right to be treated fairly (for example, for everyone to have the same number of opportunities to use the computer)
- The right to respect for you and your things (for example, for people to listen to the person who is speaking, to use the name the person asks you to use, or is happy with, for people to be polite)
- The right to learn (for example, to work without being interrupted, to have the things you need to work, to be able to ask the teacher for help)
- The right to enjoy coming to school and enjoy learning - to feel safe and be safe (if children have previously completed an anti-bullying charter, it will be relevant to remind them of this here)
- The right for everyone to be included. Alerted them to the fact that rules are usually made to ensure that people's rights are not infringed and to make sure that people carry out their responsibilities.

