Home Learning Grid

Stargazers

Here is a selection of homework challenges based on our topic in class this term. You may choose which tasks you complete and when. You must complete at least one challenge from each section but feel free to complete them all! Please complete each activity with care and to the best of your ability.

Bring each piece of work in upon completion to be displayed and claim your house points!

Bronze (1 house point)	Silver (2 house points)	Gold (3 house points)
Use a range of sources to find out about the planets in our Solar System, such as their diameter, position from the Sun, number of moons, day length, year length and type, for example gaseous or terrestrial. Record your results in a table.	Find out about a significant space scientist and write a biography or fact file about their life and work. Examples include Claudius Ptolemy, Ibn al-Haytham, Edwin Hubble, Stephen Hawking or Mae Carol Jemison.	The company SpaceX are developing a new spacecraft to carry people to Mars. Imagine that you have been asked to provide travel guidance to interplanetary travellers. Create a leaflet about Mars to convince people to visit. Find out key facts and suggest the best places to visit and what to pack. Use persuasive language to appeal to your audience of potential visitors.
The order of the 8 planets in our solar system is a key piece of information to remember. Can you come up with your own way of remembering the order? Some people use a mnemonic – this is where you use a word that begins with the same first letter as the word you are trying to remember – it helps if the words tell a story! E.g. For the colours of the visible spectrum you might say **ROY G BIV** is a colourful man. Or **R**ichard **O**f **Y**ork **G**ave **B**attle **I**n **V**ain. (**red, orange, yellow, green, blue, indigo, violet**)	Before clocks and watches were invented, people used sundials to measure the passage of time. Make a shadow clock or sundial. Use your creation to tell the time and consider how accurate it is compared to modern clocks.	Read information online or in books about forces and gravity. Then, design a simple experiment to investigate the question: **Does a heavy object fall to the ground quicker than a lighter object?** Remember to think about how you will ensure that your experiment is a **fair test**. Choose an appropriate way to **record** your findings.
Use an app to help you to locate features in the night sky. Examples include natural objects, such as the Moon, planets, constellations and nebula, or man-made objects, such as the International Space Station. Choose how to record your observations.	Keep a Moon diary over the course of a lunar month. Draw the shape of the Moon each night, finding out and recording the correct term for each lunar phase.	Our planet is one of 8 planets and many other natural satellites in our solar system. Can you make a model of the 8 main planets – try to keep to the correct proportions (they are not all the same size) and arrange them in the correct order from our star – the sun. Have fun and enjoy using your imagination! We look forward to displaying them in the classrooms.
Find out about the following types of moon: blood moon; supermoon; blue moon and harvest moon. Why have they been called this? When do they happen? How often can you see a moon like that?	Use books or the internet to find out how the Earth's rotation causes day and night. Model the action of the Sun and Earth and how they create day and night using a ball (to represent Earth) and a torch (to represent the Sun). Write a short paragraph to explain how we get day and night.	Use your creative head! Produce a piece of artwork – 2D or 3D using any medium you wish: junk modelling, clay, acrylic paint, poster paint, pastels, chalk, watercolour, colouring pencil, felt-tip pen. Name your piece of art – think carefully about this! Take a photo and post on seesaw – and bring into school for us to see and display.

This challenge grid runs up until the February half term holidays.

Values Home Learning – Trust

This term you have the opportunity to earn even more house points by doing values homework. Please make sure this work is presented to the best of your ability as it could go on display!

Bronze (1 house point)	Silver (2 house points)	Gold (3 house points)
The Trust walk: At home ask an adult or sibling/friend to be your 'Trust partner'. Place obstacles like chairs, tables, toys, etc. randomly in the garden or room you are going to use. Blindfold your Trust partner. Walk your partner safely through the obstacles to the other side. Once you have safely got to the other side, swap over and let your partner walk you safely back through the obstacles. **TIDY AWAY the obstacles you have used.** You could video the Trust walk and send it in on Seesaw or write down how it felt to complete the task.	We live our lives surrounded by logos.  Design a logo to represent TRUST. It needs to be simple so it can be reproduced, clear why it represents Trust and memorable for the public.	Can you produce a montage (a piece of work produced by combining smaller parts) of images to represent trust? Think of all the different people in your life who you trust. How can you represent all these different people and the different ways you trust them? Why not use your creative head and think of an unusual way to show this – a 'Trust' quilt – each square of material represents a different person or type of trust. Can you crochet? Knit? Sew? Produce a piece of art where each form of trust is a different medium (material) or style of art (cubism, abstract, pop, impressionist, pointillism)? Can you make a short video or animation?

ISOLATION WORK

If you are sent home from school or if you have to self-isolate please select three tasks from the Home Learning Grid above if you are well. The class teacher will then be in touch and will set work daily and give feedback on Seesaw.

REMOTE LEARNING - If a class/es close we will move to remote learning.

On the first day of remote learning please follow these steps:

1. In the morning, complete the English and Maths tasks below.
2. For afternoon tasks select from the Home Learning Grid above. Your child's work can be posted back to the teacher on Seesaw for feedback.

In addition, on the first day of remote learning the teachers will send out your child/ren's school email and password via Seesaw.

Then on the second day of remote learning there will be two remote sessions using TEAMS in the day. One in the morning and one in the afternoon. A register will be taken at both of these sessions and your child/ren need to attend if well.

Please post your child/ren's work on Seesaw each day so that the teachers can see the work your child/ren have been completing and can give feedback.

We will send more detailed information in the event of a class/es closing.

<table>
<tr><th>Maths Task</th><th>English Task</th></tr>
<tr>
<td>
Make yourself a set of memory cards for fractions, decimals and percentages. You need the question on one card and the answer on another. You need at least 20 questions (and 20 answers!) 40 cards AT LEAST.
Once you have made the cards you can play Snap or the Memory game with them. For the Memory Game you need to lay the cards face down so you can't see the questions and answers. You take it in turns to turn over two cards – if the question matches the answer you get to keep the pair. If they do not match you turn them back over and the other person takes their turn. The winner is the person who has the most cards at the end when all the cards have been matched. Watch the video to see how to play with a deck of cards:
https://www.youtube.com/watch?v=492bM_dhdR4
Here are some examples of the questions and answers you could make up for fractions decimals and percentages:

What is ¼ as a decimal? — 0.25

What is 1/5 as a percentage? — 20%

TIP: Make sure you only have the answer once – you don't want to answers to be the same e.g. ½ or 50% or 0.5
Have fun! Send in the results on Seesaw – who you played with and who won!
ENJOY!
</td>
<td>
Watch the clip from Literacy Shed, it is a film that was made by the World Wildlife Fund (WWF), which sees a chimpanzee sent into space during the space program in the 1960's as an experiment. 65 years late, the chimp has returned and he sees Earth and all its changes through the eyes of a stranger. Watch here: https://www.literacyshed.com/space-monkey.html.

Complete 1 of the following tasks:

1. Write a description of Earth from Space (pause at 2m 57 seconds)

Plan out key vocabulary that you could use, throughout your writing, and create a word bank. Create imagery and description and create writing, using expanded noun-phrases, to describe Earth as it's seen from Space.

2. Research the use of animals in space trials, write a discussion piece.

Using appropriate search engines, research animals that have been used in space trials, making notes of what you find out and then create a writing piece that discusses the different animals and the reasons why they are used.

3. Write a description of Earth, imagining that you left and then returned 65 years from now.

Plan out key vocabulary that you could use, throughout your writing, and create a word bank. Create imagery and description and create writing, using expanded noun-phrases, to describe Earth and its changes 65 years from now.
</td>
</tr>
</table>