



Glendale Community Middle School

W.C 22.06.2020: Learning Project – Around the World

Welcome to this week's activities! As always, please work in a way that suits you, and choose activities that work for your child. Please continue to encourage your child to:

- Read for 15-20 minutes per day.
- Practise times tables, get your child to play on [Times Table Rockstars](#) if possible.
- Complete the BBC Bitesize daily English lessons.
- Work through the BBC Bitesize maths lessons for the week, accompanying worksheets can be found on this week's Home Learning page school website.
- Share their work with us and keep in touch via Seesaw, we're really enjoying seeing what everyone is up to!

All other activities are intended to enhance children's learning and to provide alternatives, if needed.

Weekly Reading Tasks	Weekly Spelling Tasks	Weekly Writing Tasks
Monday- Encourage your child to read the world news section of a newspaper. Discuss with them what they have found out.	Monday- Challenge your child to complete an alphabetical list of cities from around the world. Where possible, include capital cities.	Monday- Visit the Literacy Shed for this wonderful resource on The Blackhat or your child write a description about their ideal world.
Tuesday- Visit Worldbookonline and login using Username: wbsupport and Password: distancelearn. Select eBooks and your child can read ' Where in the World can I Climb a Tower? '. Ask them to design their own tower, thinking about where in the world it should be, its features and purpose.	Tuesday- Ask your child to record the meaning, an example sentence using the word, associations, synonyms (word with the same/similar meaning), antonyms (word that has the opposite meaning) and a dictionary definition of the following words: appreciate, guarantee and occupy .	Tuesday- Your child can pick a city of choice and create a travel leaflet all about it. Make sure that they include information on: weather, travel time, key tourist spots, accomodation and the local cuisine.
Wednesday- Click here for a reading activity about The Lost World . Challenge your child to read the text in 3 minutes and complete the questions.	Wednesday- Can your child complete this prefix challenge from Talk for Writing? Ask your child to choose 5 words and apply them into different sentences.	Wednesday- Listen to Zahra . Discuss what the story is about and how we know Zara is from a different country. Ask your child to rewrite the story of Zahra.
Thursday- Ask your child to read an age-appropriate story from another culture. This could be from their own collection, Google Books or Oxford Owl .	Thursday- Ask your child to mind map words they associate with Birmingham and words they associate with Johannesburg (see here). This will support a later task.	Thursday- Use the story of Zahra to ask your child to create an advert to support WaterAid . What persuasive language could they use? How could they make their advert eye-catching?
Friday- Ask your child to summarise a book they've read this week in 100 words. Alternatively, they could summarise the main events in the form of a cartoon strip.	Friday- Pick 5 Common Exception words from the Year 5/6 spelling list . Task your child with choosing 4 words that have something in common and an odd one out.	Friday- Ask your child to create a poster which will assist younger children to learn about where the continents, particular countries and oceans of the world are. It must provide key facts and an imaginative layout/design to get children to learn where key places are around the world.



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Weekly Maths Tasks - Position and Direction	Geography	History
<p>Monday- Get your child to test their times table knowledge by finding the products and factors in this game. Can they work through all of the levels?</p>	<p>For Geography, you can choose to complete activities from the Learning Project listed below or use BBC Bitesize. The Learning Project ideas will change every week and there's lots to choose from.</p> <p>Have fun! Miss Milburn</p> <p>BBC Bitesize weekly geography lessons take place on Tuesdays. You can access them online all week or via the red button on your TV remote on a Tuesday.</p> <p>Here's the link: https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1</p>	<p>Hello everyone! Hope you are all staying safe and plodding on with home schooling! Enjoy this week's topic The Kingdom of Benin - it looks really interesting!</p> <p>Take care, Miss Hall</p> <p>History lessons for Year 5 & 6 will now follow the weekly lesson schedule from BBC Bitesize as these follow the national curriculum and planning from our own setting.</p> <p>Access it here on Monday or via the red button on your TV remote: https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1</p>
<p>Tuesday- Play multiplication war with your child with a deck of cards. Flip two cards over and multiply. Whoever has the highest product keeps the cards. Ask your child what the inverse division fact would be. Use 3 cards as a challenge.</p>		
<p>Wednesday- Encourage your child to practise their column multiplication and short division with these missing digit games. Can your child make their own versions?</p>		
<p>Thursday (theme)- Choose three or four countries and record the temperature over the course of a week for each of the countries in a table. Your child can draw a line graph showing each country's temperature each day across the week.</p>		
<p>Friday (other)- Give your child the digits 3, 7, 8, 0, 6 and ask them to make as many whole numbers as they can. How can they be sure they have found all the potential numbers? After, give them five different digits and ask them to repeat. Do they find the same amount of potential numbers? If so, why could this be?</p>		

Learning Project - to be done throughout the week

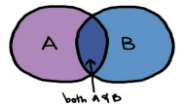
The project this week aims to provide opportunities for your child to learn more about countries and cities around the world. Learning may focus on different cultures and traditions, famous landmarks, food and clothing.

- **Flags of the World-** Flags are a national symbol for all countries. Cultures use different symbols and colours on their flags which are meaningful to them and represent their history and people. Ask your child to pick 5 countries and investigate their flags. What symbols and colours have they used? Why are these significant to this country? Can your child create a flag for the UK which they feel represents our culture, history and people? Share at [#TheLearningProjects](#).



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- **Tastes of the World-** Children all around the world eat a variety of food and many of the foods we eat today are inspired by other countries. Can your child research and make a dish from another country which they have not tried before? They could find a recipe, source the ingredients via an online shop and follow the recipe to create a dish for the whole family.
- **International Games-** As part of the London 2012 Olympics a variety of countries were asked to name a traditional game which represented their culture and traditions. These can be [seen here](#). Ask your child to research these games and take inspiration from them to design their own game. Encourage your child to think about how the game is played, how you win and what equipment is needed. Where possible, they should test their game and make any changes needed. Ask them to present their game through writing and pictures. These could be handwritten or digital.
- **From Birmingham to Johannesburg-** Direct your child to think about what it would be like to live in another country. Do they think their life would be the same or completely different? Use the [following clip](#) to compare living in Wooler to Johannesburg. Ask your child to show the similarities and differences between their life and Nwabisa's life in South Africa. They may wish to show this in a Venn diagram, table or a poster.



Exploring the World- Throughout history many people have explored new places. You can find out about some of them [here](#). Ask your child to pick an explorer from the list or one of their choice. They could map out the places that the explorer visited or they could create a piece of art inspired by the places they visited using digital images as support. They may wish to write a diary entry from the explorer's point of view to share what they have seen and experienced.

Adapted from #TheLearningProjects by Robin Hood MAT in collaboration with STEM Learning

