Year 5 Homework Challenges!

*Half-way progress check (books to school): **Monday 6th October***
*Hand in date: **Thursday 25th October***

Here is a table of home learning challenges based on our theme. This is a valuable opportunity for the children to direct their own learning, develop ideas and record creatively around a given topic. You do this by selecting homework tasks from the grid below. *However **they must do** tasks **A, B** and **C** and will need parental help with them.*

The target up to the end of the autumn half-term is to earn a minimum of 9 points (Silver). You can achieve more than this: 15 points (Silver Award plus either sticker or House points), or 20 points (Gold).

The focus is QUALITY WORK, not just completing tasks quickly (you have 5 weeks). All work MUST fit in your learning log. If you're not sure what I mean with any of the challenges, please ask me.

Don't forget to be creative and enjoy what you're doing, but think carefully about your presentation – all tasks must be done in your neatest handwriting and be of the same high standard as your school work.

A
Practise the times tables up to 12 x 12 and the related division facts.
These were necessary knowledge by the end of Year 4, so if they are not Key Instant Recall Facts yet, they need to be practised on a daily basis – even if it's just 10 minutes.
There will be a weekly test and the completed tests will be sent home so you know which ones to work on.
Please encourage your child to use their account on Times Tables Rockstars which school has provided:
https://ttrockstars.com/login.
3 points

B
Reading regularly and questioning– at least 3 times a week
• Make a list of any new or tricky words you find – don't just move past them, ask and find out, like we do in class.
• There are questions your parents can ask you about your reading in the middle of your Reading Records, but you must justify (prove) your answers, i.e. "It says it here on page…!" like we do in class. Write down any comprehension (understanding) questions that either you or your parents have asked about your reading, e.g. *Why does [character] do that?* Then write down your answer underneath it and say which page or pages in your book you used to find the answer.
3 points

C
Learning and applying tricky spellings
Every half-term there will be at least 10 'tricky' statutory spellings which the children need to learn how to spell and apply in their writing – I've tried to make as many as possible relate to our theme, e.g. ancient, or have a pattern. Practise them both as separate words (look, say, cover, write, check) and in written sentences.
dictionary, ancient, forty, harass, embarrass, bargain, occur, government, knowledge, temperature
3 points

D Rank the ancient Greek gods. It is up to you to decide what will be the ranking criteria. Is it from most ruthless to least? Or it could be most intelligent, or beautiful, or artistic, or powerful, or self-centred, etc.? It is up to you how you present this. *2 points*	**E** Draw a map of Alexander the Great's empire at its largest. Then label all the ancient countries and all the modern-day countries. How you do this so the difference between the ancient and modern is clear is up to you. *2 points*	**F** There were many great ancient Greek philosophers, or thinkers. How do you think and learn? Find at least 6 activities that show whether you prefer visual, audio or kinaesthetic (moving) learning. You may be a mixture, but which one do you think suits you the most? *2 points*
G Divide a page into quarters. In one of the quarters, do a simple drawing in normal pencil of something to do with the ancient Greeks. In one of the other quarters, do exactly the same picture but this time in coloured pencils. Repeat, but this time with felt tips. Repeat using something else. Explain which one you prefer. *2 points*	**H** Find the house prices for 3 houses around Otley, then 3 houses in Greece. See how many you can find that are in the millions! Put the 6 house prices in number order, then rewrite them, rounding them to the nearest million, then the nearest hundred thousand. *2 points*	**I** Design some Greek outfits thinking about: • what they were worn for, e.g. war or lounging around; • what the weather was like; • what materials were available; • why they would look like that. *2 points*