Subject home learning tasks: 11/05/2020

Here are some foundation related tasks that you could do at home.

Task 1: Maths/DT

Outcome: To use knowledge of 2D shapes to make a kite

Task: Ask your child about what shapes they may have seen kites in. Look at some pictures of kites together and ask them to identify any shapes that they spot. Have a discussion as to what helps a kite to fly (large surface area to catch wind, a light but durable frame to help it keep its shape, building a bow into the frame, or a tail, to help keep the kite the right way up). Have your child design their kite. Encourage them on their design to show all the maths knowledge that they know (angles, names of the shapes, property of the shapes etc).

The building of the kite might be an activity that you choose to do another day, depending on your access to resources and such

Task 2: Science

Outcome: To learn about sunlight and the dangers of UV radiation

Task: Ask your child about the benefits of the sun and what good it does for people. Then ask them if they can think of any bad that the sun can do to people. Explain that things like sunburn and damage to eyes is caused by a special type of light called UV light. The sun gives off lots of different light. The ones we can see are called the “visible spectrum” these are the colours of the rainbow. However, we can’t see all the light that the sun emits, and one of these types of light is called “Ultra Violet” light, or UV.

Although we can’t see it, UV can be felt in lots of different ways. It is this light that causes tans (which is why you don’t tan from normal lightbulbs), as well as the light that damages your eyes or causes sunburns and skin cancer, as well as bleaching clothes and changing the colour of some materials (it’s one of the reasons older clothes sometimes look more faded).

Ask them if they can think of any ways humans can protect themselves from UV light. Through discussion, explain that the ozone blocks a lot of the light from getting to the surface of the earth, sun-cream helps protect our skin, hats and shaded areas help, sunglasses protect our eyes.

Your child can now do the following activities:

1. Place a piece of coloured paper out in a sunny spot for a week. Cover some parts of the paper with black card or a similar opaque material. After a week, take the piece of paper and look to see if they spot anything different.
2. Design a sun safety poster, telling people how to keep safe out on sunny days!

Task 3: History

Outcome: To learn about some famous Viking leaders

Task: Ask your child to research and learn about some Viking leaders, and present that information in a manner of their choice. It could be as a poster, a presentation on the computer, interpretive dance (I’m still hopeful a child will do this one day), TOPTRUMP cards or anything else they can think of. Here are some figures that they could look into:

* Rollo (not the chocolate)
* Erik the Red
* Olaf Tryggvason
* Leif Eriksson
* Canute (or Cnut) the Great

Task 4: ICT

Outcome: To write an extended piece using the word processing skills that they have learnt.

Task: Recap with your child what they have learnt so far in using Word (or any word processing tool you have used). Encourage them to put all those skills together to write… something. This could be the way they choose to carry out one of their other tasks. You could do some cooking together, and they write the recipe or a food review! Perhaps they wish to type out a letter to someone, then email it or print and post it. It could be a short story or a poem, or they can start an e-diary. Whatever takes them creatively, so long as they try and use as many of the skills, they have learned so far. Encourage typing with both hands! It doesn’t matter if they only use their index fingers, so long as they try using each hand. Have fun!

Task 5: Geography

Outcome: Identify natural and human geographical features

Task: During a walk if possible, or using a map/google maps, have your child identify the human and natural features of their area. Once they have done that (and later written in down if it was done during a walk), have your child look at one of the Scandinavian countries they have researched, and do the same, looking at the capital. Ask them to compare the two and write down why certain aspects are different (for example, the capital city of choice will probably have more residential areas and buildings – because there are more people there).