

# Home Learning Year 5 Sport



Week Beginning 29<sup>th</sup> June 2020

## Daily Physical Activities

Daily movement is great for children's physical and mental health:

Joe Wicks is hosting a daily fitness session to get the blood pumping:	<a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a>
Cosmic Kids are hosting a daily yoga session to help build strength and balance. These fun sessions follow story and are also great for mental health.	<a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>

## Reading:

Online eBooks which link to our phonics programme (shown above) will allow children to apply their phonics skills. These can be found at:

<https://home.oxfordowl.co.uk>

Ask your child to read a chapter or two from their current reading book to you. Your child may wish to ask you questions about what was read!

Ask your child to watch [The Ridge](#) and draw an emotions graph of how Danny MacAskill is feeling throughout his journey.

Ask your child to watch [Proud to be a Sportsperson](#). Task your child to write down at least 5 facts that you have found out.

Ask your child to watch [The Dreadful Menace - BBC Winter Olympics trailer](#) (scroll down). Make a mind map of the powerful words used. You could create a separate mind map for each type of word used. For example, adjectives, nouns, verbs and adverbs.

Author study - Ask your child to create a short fact file on their favourite author. They could visit the author's website and perhaps even write a letter to the author too? Lots of them respond!

## Spellings

Practise spelling rule 48 on [Spelling Frame](#). What is a homophone? Ask your child to list known homophones.

Ask your child to choose 5 homophones and use them correctly in a sentence/paragraph about a sport or sports person of their choice.

Ask your child to create their own sporting crossword with clues for across and down words. This could include the names of athletes, sports or sporting equipment.

Can your child unscramble these [sporting words](#)?

Can they create their own sport related version of this game? They could create one for the names of athletes, sports or sporting equipment.

## Writing

Instructions – get your child to write a set of instructions for a friend to teach them how to play a sport.

A day in the life off... get your child to write an account of what it might be like to be an Olympic athlete, a footballer or any other famous sports person for the day.

Interviews – ask your child to choose a sporting legend that they would like to interview. Get them to think of interesting questions and then either get them to research the answers online or get them to pose their questions to someone at home who would pretend to be the famous sports star in question. Think about using open-ended questions rather than closed- questions, which can only be answered with “Yes” or “No,” or they have a limited set of possible answers

Diary Entry – ask your child to write a diary entry imagining they are an Olympic athlete and they are going to perform tomorrow. Think about how they might be feeling? Ask your child to write down how they are feeling (emotionally and physically) before they start. Read the [diary entry](#) of Sochi Olympics Athlete Florence Bell (scroll down to Monday February 17th 2014) to get a few ideas.

Winning Speech – watch the [Mens 200m Final](#) (scroll down to find it). Ask your child to think about how they would feel if they were Usain Bolt and they had just won the 200m race. Now, if they were Yohan Blake, how would they feel? After all their hard training, they came second to a fellow athlete, who they might be friends with? How might they feel? Task your child with writing a speech, imagining they are Usain Bolt and they have won the 200m. What would you say? Who would you talk about? Would you thank anybody? Coach? Parents? Why?

## Mathematics

Have a go at this [Half Time](#) problem on the Nrich website. Can you find all of the possibilities?

[Olympic Cards](#) – play a sports themed top trumps game with your family.

[Olympic Turns](#) - This task looks at the different turns involved in different Olympic sports as a way of exploring the mathematics of turns and angles.

Ask your child to create a tally chart and ask friends and family what sports they like to play the most. They can choose more than one! Then create a bar chart representing the data collected.

When taking part in the virtual sports day activities next week, allow your child to play a key role in measuring the jumps and timing any races in the challenges.

What is the difference between 2 jumps?

What is the difference between the time it took your child to complete the obstacle course and the time it took the grown up to complete the race?

Sport	Frequency	Total
Football		
Tennis		
Rugby		
Swimming		
Cricket		
Other		

## Science

Forces – ask your child to look at pushes and pulls in regards to sport. Think about which sports requires pushes or pulls for them to happen. Investigate the amount of force needed for different sports. For example, exerting different amounts on a football and seeing what happens.

I wonder... ask your child to think about the following question: is it better to shoot the ball with your left foot? Bale, Messi, Maradone... Some of the world's most famous footballers have been-left footed. Design an investigation to test whether most goals are scored with a left foot. You could extend this and think about the accuracy of throwing with your left or right hand, for example in basketball.

[Stupendous Steppers](#) – read the information with your child and carry out an investigation about reaction times. The complete resource can be downloaded here: <https://www.stem.org.uk/resources/elibrary/resource/34277/stupendous-steppers-ages-5-7-suitable-home-learning>. There are lots of investigations linked to sports activities and find out how, through practice, the body may perform better. Children test out different kinds of movement, their reaction times and find out how active they are.

## History

History of the Olympic rings – ask your child if they know anything about the Olympic rings. Then use these posters to find out all about [The History Of The Olympic Rings](#). Ask your child to create their own information page(s) based on what they have found out.

Ancient Olympics – get your child to think about the modern and the ancient Olympic Games. Use the BBC Bitesize - [How did the Olympic Games begin?](#) - page to find out about the ancient Olympic games and think about what it might have been like to take part. Ask your child to design a persuasive poster advertising the Ancient Olympic Games.

Timeline – look at the life of an athlete or sporting legend and create a timeline of the sporting stars life. Remember to include their journey to becoming a successful sports person, for example their childhood.

## Art

Look at the artwork of [Keith Haring](#) showing football. Recreate some of his paintings yourself using his techniques to show movement. Or you could have a go at using his online [colouring book](#) for kids to create your own sports inspired picture.



Here is a link to a piece of art titled [Winning the Tour de France](#). Ask your child to look at it and think about how the movement of the cyclists has been depicted. Ask your child to complete a similar piece of art work showing the movement of people in sport.



## PSHE:

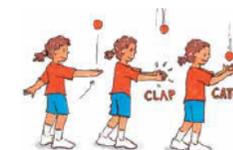
Healthy Living – ask your child to think about what you need to do to keep healthy. Get them to list what they do to keep healthy and what they could change to be healthier. Look at the BBC Bitesize [Why is a healthy lifestyle important?](#) and [What is a balanced diet?](#) To find out what you need to eat to keep healthy and what other things you need to do. Ask your child to think about what athletes might eat and do to keep healthy and get them to create a training schedule for an athlete, including what they need to eat and drinking, what exercise they need to do and how much sleep they need.

## PE and sport:

Take a look at the events for virtual sports week. There are 5 challenges. Can you complete them all?

Here are some extra challenges if you complete the 5 for virtual sports week:

- Shoe Challenge - wearing shoes/trainers with laces, balance on your right leg. Can you untie your left lace, take the shoe/trainer off - then put it back on again and tie it back up whilst still balancing on your right leg? How long does it take you to do this (without falling over!)? Practice before you start timing. Now try balancing on your left leg and removing your right shoe - which is easier? Harder - can you do it with your eyes closed?
- Core Relay Challenge - this activity needs you to work with a partner. You both need to lie on the floor - head to head. Using legs only, you must pick up a ball and try and pass it to the person behind you. How many times can you pass the ball back and forwards in 1 minute? Try using different sized balls - is it easier with a larger or a small ball?
- Alternative Box Step - create a grid/cross (as per the diagram) using a skipping rope, or a row of socks to give you your lines. Imagine the numbers are written in the squares. Starting at number 1, jump two-footed into box 2, then box 3 and finally into box 4. Jump back to box 1 and keep going. Make sure you jump across the lines with each jump. How many times can you complete the grid (1 to 4) in 30 seconds?
- Throw and Clap - using a ball (or a pair of rolled up socks), throw the ball up in the air. How many claps can you do before catching it again? Start off with small throws and, as you practice and feel more confident, start to throw higher. You must catch the ball/socks for the number of claps to count.



- Around the World - using a CLEAN pair of rolled up socks - how many times can you go 'Around the World' (pass the socks around your knees and then your waist = one time) in 45 seconds? Make it harder and go further around the world (include your ankles, then knees and waist).

## Forest Skills:



### Take It Outside: Summer

#### Worry Dolls

##### Introduction

Have you ever had a worry you've found hard to share or talk about? In the villages of Guatemala in South America, children tell their worries to a small doll then tuck it under their pillow at night to take their worries away. Be carefree this summer and make a worry doll to help take your worries away.

##### You will need:

- a natural collection (leaves, sticks, daisies, etc.)
- pipe cleaners
- scraps of fabric
- coloured wool or thread



##### Key Questions

- How are you feeling today? What makes you happy?
- Who do you share your worries with?
- How do you help someone who is feeling sad? Do you have someone you can go to who will listen?

##### What to do:

1. Collect two small sticks (one longer than the other) or use a pipe cleaner. Your worry doll should be small enough to keep safe in your pocket.
2. Tie the sticks together to make a cross, wrapping string or wool around to secure them. Alternatively, you could twist the pipe cleaners together.
3. To make a face, peel of a piece of the bark on the top of a stick, or add a bead to the pipe cleaner. Draw on features with a pen.
4. Now 'dress' your worry doll. Wrap the coloured wool around the arms, body and legs. You could decorate further with the material scraps or with leaves.

##### Ways to Support

Peer or adult support for fine motor skills of tying together. Alternatively, you could use pipe cleaners and simply twist them together.

##### Ways to Extend

Make a whole set of worry dolls to share with other classes. Lead an assembly on how you made the worry dolls and demonstrate how to use them.

##### Curriculum Links

PSHCE: Building relationships of trust; sharing a worry or concern; health and well-being.

## Nature Photo Frames

##### You will need:

- four large sticks or twigs
- grass
- a selection of stones
- a selection of leaves
- a selection of flower heads and stems
- petals



##### The Activity:

1. Go on a nature treasure hunt around your garden or near to your home. Allow your child to be creative and search out lots of different items, collecting as many items and colours as possible.
2. Decide with your child what material they would like their photo frame to be made out of. It could be made from sticks, flower stems, wooden planks or even lots of small stones. It could even be a mixture of different items, depending on what you find.
3. Create your photo frame making a square shape.
4. Using your collected items, create a picture inside your photo frame. Your child could create a portrait of themselves or a picture of something that makes them happy e.g. a pattern, a place, another person or an animal.



Stage	Aim	Link
Daily learning stage	In this stage, children can be a little more independent and engage with daily learning activities using the BBC bitesize website. This is broken down into year groups and learning for each day.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
Formal Daily stage	<p>In this stage, children can independently engage with online lessons with The National Academy. Each day there is a Mathematics, English and Foundation subject lesson for each year group. This section has a teacher delivering direct teaching followed by independent practice. This stage requires children to follow the learning each day with lessons building upon prior learning. Children will need to complete the learning in order as it is sequential and builds daily.</p> <p>This has been created and funded by central government.</p>	<a href="https://www.thenational.academy/online-classroom/schedule">https://www.thenational.academy/online-classroom/schedule</a>

**BBC iPlayer** and the Red Button are hosting Bitesize Daily programmes each weekday for learners aged five to 14. Expert teachers have worked with us to create these fun-packed programmes full of learning and inspiration. Each programme will include a combination of core subjects like English, Maths and Science, as well as other subjects such as History, Geography, Music and French.

#### Watch Bitesize Daily on iPlayer

Watch Bitesize Daily on Red Button: 09:00 - Bitesize Daily, Primary

#### **Sharing learning with teachers and gaining feedback**

No matter what learning families choose to do at home, all completed learning can be shared with their child's teacher using Class Dojo. Teachers will comment on your child's learning. Each week, teachers will also send them a message about their learning and give improvement tips or reminders.