

Dear Y5 families,

**Reminder: A reminder for those students in the production to spend time practising your parts.**

In our **Sharing the Planet** unit we have been exploring biodiversity through the concepts of connection, causation and responsibility. The **Biodiversity - My Conceptual Understandings** task gives them a chance to show their understanding of how those concepts fit inside their learning.

Soon, we will be revisiting our **Who We Are** unit, which will focus on personal change, and there is a simple task below, **3-2-1**, which is a simple way to get the children thinking about change in their own lives.

In maths we have been exploring data collection and analysis. The task below, **Data - What's It All About?**, is open ended so that the children can respond in more than one way.

We have separated the activities into two sections: 'must do' and 'could do'. It is **not necessary** that students complete all of the activities.

Thank you,  
The Year 5 Team

### Must Do's

Maths	Reading				
<p><b>Data - What's It All About?</b></p> <p><b>Choose one of the maths activities below:</b></p> <p>1. Some students did a survey and they recorded their results like this:</p> <table border="1" data-bbox="92 1227 651 1444"><tbody><tr><td data-bbox="92 1227 268 1339">Green</td><td data-bbox="268 1227 651 1339"></td></tr><tr><td data-bbox="92 1339 268 1444">Blue</td><td data-bbox="268 1339 651 1444"></td></tr></tbody></table> <p>What might their survey have been about? Give more than one possibility. What might the graph they drew look like? Be creative (Use pictures, etc).</p> <p>2. A graph showed that among a class of children the most popular footwear was track shoes. The next most popular was boots. The next was sandals and the least popular was thongs. What might the graph look like?</p>	Green		Blue		<p>Sharing ideas and opinions is an important part of being a reader.</p> <p>Create a book review for one of your favourite books, or a book you have read since you started year 5. We would like to share these reviews with your classmates, so think of how you would like to present your work. Ideas of ways to present your book review include creating a poster, a bookmark or a wevideo.</p> <p><u>Your book review should include:</u></p> <ul style="list-style-type: none"><li>• The title of the book</li><li>• The author's name</li><li>• The genre type (such as; comedy, action, fantasy)</li><li>• A brief summary of the plot</li><li>• Your rating out of 5</li></ul> <p><u>Your book review could include:</u></p> <ul style="list-style-type: none"><li>• A description of some of the main characters, explaining what you like or dislike about them</li><li>• A quote you like from the book</li><li>• A comparison of how the setting is similar or different to places you have visited</li></ul>
Green					
Blue					
<p style="text-align: center;"><b>Biodiversity - My Conceptual Understandings</b></p> <p>We have learned about biodiversity by inquiring through the concepts of <b>Connection, Causation</b> and <b>Responsibility</b>.</p>					

Show your understanding of these concepts by writing a simple sentence that gives a simple example of the concepts in relation to biodiversity. You can do this on some note paper so that it can be stuck into Inquiry Books later on.

**E.g.**

There is a **connection** between whales and plant plankton because the whale's poo fertilizes the photo zone.

The deer in the Yellowstone National Park **caused** some trees to die and others to not grow fully.

We all have a **responsibility** to care for the natural world and we can take small actions that will add up to big change!

**Extra Challenge?**

Why not try writing a sentence to show your understanding of the related concepts of **biodiversity** and **interdependence**.

**Super Extra Challenge**

Use each of your sentences as a *topic sentence* for a paragraph. Remember, a topic sentence expresses the main idea of the paragraph.

## Could Do's

### Thinking about Change!

Very soon we are going to start thinking about change and how change affects all of us.

So, to get us started, here is a little challenge for you.

#### 3-2-1

Can you think of **three things** that have changed in your life?

Can you think of **two things** that you want to change in your life?

Can you think of **one thing** that you never want to change in your life?

Write your 3-2-1 on a piece of notepaper that you can stick into your Inquiry Book once we are back at school.

Here is Mr Parry's 3-2-1 as an example!

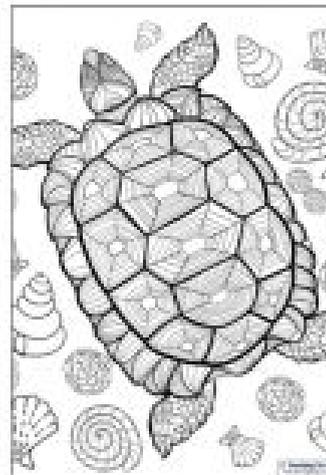
#### 3

I used to live in Liverpool, now I live in Hong Kong.  
I was a Year 2 teacher and now I am a Year 5 teacher.

My daughter, Emily, moved away to go to University in England.

### Biodiversity/Art/Well Being

Find or design some mindfulness patterns or pictures to complete. Can they be related to our unit on Biodiversity.



**2**

I want to learn to play bass guitar (I can't right now, so that would be a change).

I'd like to change my fitness level, get some more exercise!

**1**

I never want to change from being a teacher. It is a fabulous job!

**Sharing the Planet:**

Please feel free to continue working on your personal inquiries.