



# Y5 Learning Log

TOPIC: **Extreme Earth**

## Every week you must also:

- Reading your reading book at least 4 times.
- Practice your times tables.
- Complete your English and Maths homework weekly.
- Practice your spellings given to you.
- Talk to your Mum, Dad or Carer about your homework.

## Learning Log Expectations:

- Present my work to a high standard, so I am proud when people look at it
- I can write, draw or stick things into my learning log
- I can design and make things to show my learning
- I can use my computer to present my learning.
- I will gather information from more than one source
- I will use my own words to present the information in a creative way
- I will include a large title for my work.

**Show me your learning by choosing at least two tasks from below or create your own tasks to show your learning.**

✓ <u>Describe</u> the eruption of Krakatoa <b>OR</b> ★ <u>Devise</u> a time line for the eruption of Krakatoa.	✓ <u>Draw and label</u> a diagram of the inside of the Earth – be colourful <b>OR</b> ★ <u>Assemble</u> the inside of the Earth using different media.	✓ <u>Outline</u> what to do in an Earthquake. <b>OR</b> ★ <u>Design</u> an experiment to test a buildings strength against an earthquake.
Task completed 😊	Task completed 😊	Task completed 😊
✓ <u>Build</u> a 3D model of a Volcano <b>OR</b> ★ <u>Combine</u> a Volcano and an earthquake into a 3D model	✓ <u>Research</u> how we detect earthquakes. <b>OR</b> ★ <u>Debate</u> why Earthquakes can not be detected.	✓ <u>Name</u> the five latest major natural disasters. <b>OR</b> ★ <u>Produce</u> a newspaper report on a major earthquake in history
Task completed 😊	Task completed 😊	Task completed 😊
✓ <u>Paint</u> a picture of a Hurricane. <b>OR</b> ★ <u>Imagine</u> what it would be like in a hurricane. <u>Create</u> a diary entry of your experience.	✓ Sequence the story of a book you have recently read using a storyboard. <b>OR</b> ★ Summarise a book you have recently read.	✓ <u>Design</u> a way to protect our coastal cities from tsunamis. <b>OR</b> ★ <u>Critique</u> how other cities have tried to protect their coastal cities from tsunamis.
Task completed 😊	Task completed 😊	Task completed 😊
✓ <u>Describe</u> a dormant volcano. <b>OR</b> ★ <u>Investigate</u> where dormant, active and extinct volcanoes are located.	✓ <u>Design</u> a poster for how to save water in the UK. <b>OR</b> ★ <u>Compare</u> droughts in different countries.	✓ <u>Draw</u> a picture for solving a bullying online situation. <b>OR</b> ★ <u>Discuss</u> how to solve how a problem where a child was experiencing bullying online.
Task completed 😊	Task completed 😊	Task completed 😊

Parent/ Carer comment:

## Self and Teacher Assessment (Expectations)

(Pupils 'tick' where you think you are. Teachers please 'star'.

	Good	Great	Outstanding
<b>Presentation</b>	You have presented your work well. You may have used some ICT in your work. You need to take a little more care with your illustrations and/or handwriting.	You have used some interesting ways to present your work including sticking extra sheets in and using ICT. Your illustrations and / or handwriting are of a high standard.	You have used some very creative ways to present your work including sticking extra sheets in and using ICT. Your illustrations and handwriting are outstanding.
	Pupil <input type="checkbox"/> Teacher <input type="checkbox"/>	Pupil <input type="checkbox"/> Teacher <input type="checkbox"/>	Pupil <input type="checkbox"/> Teacher <input type="checkbox"/>
<b>Effort</b>	You have made a good effort with the tasks you have completed.	You have made a great effort with many of the tasks you have completed.	You have made an outstanding effort with all tasks you have completed.
	Pupil <input type="checkbox"/> Teacher <input type="checkbox"/>	Pupil <input type="checkbox"/> Teacher <input type="checkbox"/>	Pupil <input type="checkbox"/> Teacher <input type="checkbox"/>

Teacher comment:

**Parents** - Remember your child can choose any medium to produce their work; using photos, colouring, mind maps, cutting & sticking, tables, drawing, labels, creative writing, maps, ink stamps, adding flaps, moving items with split pins, pop up cards, textiles, coloured pens and shapes.