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| **Learning Project WEEK 2 - The Area You Live In** | |
| **Age Range:** Y5/6 | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Work on the Whiterose Home Learning. This is the scheme we follow at school and recommend. <https://whiterosemaths.com/homelearning/year-6/> * Gareth Metcalf Home Learning: This is excellent and has some great problem solving and reasoning activities. <http://www.iseemaths.com/lessons56/> * Working on [Times Table Rockstars](https://play.ttrockstars.com/auth/school). * Get a piece of paper and show everything you know about multiplication and division. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want to be. * Practise knowledge of [multiples](https://www.teacherled.com/iresources/charts/carrolls/) by placing them into this Carroll diagram. * [Arithmetic practise](https://mathsframe.co.uk/en/resources/resource/486/Y6-Arithmetic-Practice) on Maths Frame. * Research how many people live in your area, city, county etc. What is the difference between each amount? Which is the biggest and why? * Look at the different house types on you street (e.g. detached, flats, semi-detached). Create a bar chart or pie chart showing this information. * Additional maths lessons and resources can be found on <https://thirdspacelearning.com/blog/home-learning/> | * Your child can continue to read a chapter from their home reading book or a book that they have borrowed from the library. * After this, ask your child to write a short review detailing their likes and dislikes about the novel so far. Encourage them to justify their opinion with examples from the text. * Encourage your child to record any words that have captured their interest from the chapter that they have read. They can write antonyms for these words. * Challenge your child to read to another member of the family. This doesn’t have to be a book so they can be as imaginative as they wish. * Your child can visit [authorfy](https://authorfy.com/). Join the website so that they can access videos, author masterclasses and other activities over the next few weeks. * Listen to some audio stories by David Walliams- he reads at 11am but you can also catch up on ones you have missed   <https://www.worldofdavidwalliams.com/elevenses-catch-up/>   * Take part in Monday and Tuesdays Reading Comprehension tasks <https://www.thenational.academy/online-classroom/year-6/english/#subjects> |
| **Weekly Spelling Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Encourage your child to practise the Year 5/ 6 Common Exception Words (see list) * Then ask your child to choose 5 Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence. * Practise spellings on Spelling Frame and complete some spelling shed tasks (the links are under the year 5 and 6 home learning pages). * Your child can create a vocabulary bank about the area they live in. They may want to use this for some of their writing tasks this week. * Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence. * Explore verbs and modal verbs. Lesson dated 21st April. <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1> | * Jane Considine offers daily writing videos: <https://www.youtube.com/channel/UCuaq74gHBALPcb1nbJ1EF2Q> * Ask your child to write a diary entry/newspaper report summarising the events from the day.This time, this must be the events for another family member. * Your child must choose one of the local locations below and create a persuasive leaflet about this place. Places they could write about are: The Bull Ring, Cadbury World, Sarehole Mill or another place that interests them. * Encourage your child to think of a local significant individual from the city or they can choose from the selection below. They can then write a set of questions to interview that person. Challenge your child by asking them to answer the questions in role as that person. People they could choose from are: George Cadbury, Joseph Chamberlain or Benjamin Zephaniah. * ***HS2 (The high speed railway line) should continue to be built.*** Do you agree/disagree? Your child can write an argument about this statement. * **Story Task:** Your child can now invent a new character for their very own story. They must think about the setting they created last week and how their character would fit in to this. They must also consider the audience they want their story to appeal to. |
| **Exercise Opportunities and Challenges (Aim for a couple a day)** | |
| [**https://www.nhs.uk/10-minute-shake-up/shake-ups**](https://www.nhs.uk/10-minute-shake-up/shake-ups)  [**https://www.youtube.com/watch?v=sHd2s\_saYsQ**](https://www.youtube.com/watch?v=sHd2s_saYsQ)**– kids bop dance along – there’s lots of videos for you to try.**  [**https://www.youtube.com/watch?v=xlg052EKMtk**](https://www.youtube.com/watch?v=xlg052EKMtk)**– frozen themed yoga**  [**https://family.gonoodle.com/**](https://family.gonoodle.com/)**strange videos with lots of crazy dance moves – try some out and see what you think!**  Mr Chadwick who works in our school with classes on a Monday has created some videos that are skills based as well as a trick shot video for you to watch and create your own.  Key Stage 2 - <https://youtu.be/uBUYZ3jNkEs>  Trick Shot Video - <https://youtu.be/pKlbdqrCatM>  **The Oxfordshire school games website is going live with competitions and challenges for you to try** [www.activeoxfordshire.org/school-games](http://www.activeoxfordshire.org/school-games) | |
| **Learning Project - to be done throughout the week** | |
| **The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.**   * **An Architectural Masterpiece-**  Give your child the task of designing a new building/structure to inspire the residents of their local town or city. They must research, plan, design and then make a model of it using materials from around the house. Ask them to create a criteria for success and then evaluate their model against this. * **Promoting Your Local Area-** Tell your child that a visitor from another country is coming to stay in the city for a week. They really need to impress them by showing them the most interesting places in their local area. Where would they take them each day? Plan the itinerary for each day detailing the transport that will be taken to each location, how long will be spent there, what will be eaten and any activities that may take place.      * **Where in the World? -** Show your child how to use Google Earth or Google Maps to look at the geographical features of Oxford, Aberystwyth and Perth (Australia). How are these places the same? How are these places different? What impacts the similarities and differences? After, they can then choose three different places and do the same thing. Do they notice any patterns? * **Places of Worship –** Explore some different places of worship in Oxfordshire. Can your child order them on a timeline based on the year they were built? Why do they think some of these places were built more recently, whilst others were built many years ago? Do they think the society they live in has had an impact on this? * **Graffiti Art -** Digbeth is the home to its own Graffiti Art Walk, but has graffiti always been seen in a positive light? How have attitudes towards graffiti changed over time? Is all graffiti good? Discuss these questions with your child and then ask them to design their own graffiti art using paper and crayons or felt tips. | |
| **The Oak National Academy and BBC Bite Size Daily:** | |
| **There are lots of good lessons available on these websites which children can take part in. These are just a few they may enjoy:**   * **French -** <https://www.bbc.co.uk/bitesize/subjects/z39d7ty> * **Spanish –** Learn the alphabet, numbers to 10 and how to say what your name is (Week 1 and week 2 lessons on a Tuesday) <https://www.thenational.academy/online-classroom/year-6/#schedule> * **Art -** Draw a man-made object e.g. a cup, paying attention to proportion. (Week 2 Fridays lesson)   <https://www.thenational.academy/online-classroom/year-6/#schedule>   * **Wellbeing** – Friday 24th April had tasks to think about transition to secondary school. <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1> * **Geography** – (Lesson on Tuesday 28th) – Exploring the world. <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1> * **Science** – (Lesson on Wednesday 29th) – Mixing, dissolving and separation. <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1> * **Music –** (Lesson Friday 1st May) – Rhythm and Percussion <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1>   **Lessons are available after the dates mentioned but will not be available before.** | |
| **Additional learning resources parents may wish to engage with** | |
| [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-learning-packs/) **-** These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.  [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **-** to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.  [**Headteacherchat**](https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools) - This is a blog that has links to various learning platforms. Lots of these are free to access.  <https://www.teachactive.org/my-account/?code=71FV0> – This is a website which prepares active maths tasks which are easy and simple for children to follow.  **Please see the links on Stockham School’s website.** | |
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