



### Guidance for Parents

This is your child's home learning activities for the week. We realise that children work at different speeds in years 5 and 6, so we are offering children the opportunity to self-select their daily learning tasks. This will help to support their independence as they transition to secondary school.

We recommend that every day your child chooses:

- One maths task
- One reading task
- One spelling task
- One writing task
- PE activity

Additionally your child can choose one of the suggested learning projects to develop throughout the week. Some children may want to go into greater depth as they are spreading this learning project over five days. Please encourage them to share this with their class teacher, whether it be through photographs or our weekly phone calls.

If you require any support with any of the tasks, please get in touch with your class teacher via Google Classroom.

Class teachers will also ask children to complete activities from their CGP books in a separate message on the Google Classroom stream.

Learning Project WEEK 1 - My Family	
<b>Age Range: Y5/6</b>	
<b>Daily PE Task</b>	
<b>The Body Coach – live PE lesson at 9am every weekday</b>	
<a href="https://www.youtube.com/user/thebodycoach1/videos">https://www.youtube.com/user/thebodycoach1/videos</a>	
These videos can be accessed at any time	
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Working on <a href="#">Times Table Rockstars</a>. If your child works on <a href="#">Numbots</a> in school they can access this with the same login.</li> <li>• Get a piece of paper and ask your child to show everything you know about addition and subtraction. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.</li> <li>• Play on <a href="#">Hit the Button</a> - focus on times tables, division facts and squared numbers.</li> <li>• Daily <a href="#">arithmetic</a> for different areas of maths. Your child should aim to work on</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>• Following this, ask your child to summarise the events from the chapter. They could bullet point what happened, create a comic strip or present the information in their own creative way.</li> <li>• Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions.</li> </ul>

<p>level 4, 5 and 6 activities.</p> <ul style="list-style-type: none"> <li>● Get your child to work on their <a href="#">reasoning and problem solving</a> by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on one of the topic areas listed to gain access to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Challenge your child to read something around the house that isn't a book. They can then complete their reading diary following this.</li> <li>● Your child can log on to <a href="#">Bug Club/Oxford Owl</a> and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.</li> </ul>
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<b>Weekly Spelling Tasks (Aim to do 1 per day)</b>	<b>Weekly Writing Tasks (Aim to do 1 per day)</b>
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<ul style="list-style-type: none"> <li>● Encourage your child to practise the Year 5/ 6 Common Exception Words (see list)</li> <li>● 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.</li> <li>● Practise spellings on <a href="#">Spelling Frame</a>.</li> <li>● Your child can create a vocabulary bank about their family. They may want to use this for some of their writing tasks this week.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask your child to write a diary entry/newspaper report summarising the events from the day. They can write this from their own perspective.</li> <li>● Your child can think about a member of their family who is a hero/heroine to them. They can then create an information report about their chosen hero/heroine. Why not encourage them to interview that person and include some direct quotes from the interview?</li> <li>● What makes your family different to other families? What makes them the same? Ask your child to write a poem about their family, they may even want to perform it too. .</li> <li>● <b>Children should only be allowed to watch TV for one hour a day.</b> Do you agree/disagree? Write a discussion about this statement.</li> <li>● <b>Story task:</b> Ask your child to design a setting for a story genre of their choice. They can think about any settings that they have encountered in stories before. They must then write a short description including expanded noun phrases.</li> </ul>
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<b>Learning Project - to be done throughout the week</b>
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<p><b>The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on the different makeup of families, what traditions your family has, stories linked to your family etc.</b></p> <ul style="list-style-type: none"> <li>● <b>Music from the Past</b> - Your child can research music from the decade their parents, grandparents or other older family members were born. What were the most popular bands or singers during this time? Ask them to perform a song from this decade and create their very own dance routine. Encourage them to explain how they need to improve their performance in order to achieve their personal best.</li> <li>● <b>Portraits and Photography</b>- Direct your child to take portrait photographs of their family members considering light and textures. Following this, they can then use the photographs to draw portraits in pen considering light and tone.</li> <li>● <b>Classification</b>- Ask your child to design a classification key based on the simple physical features of their family. They can then test out the keys on each member of their family. Only use 'yes' or 'no' questions.</li> </ul>
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- **Nature vs Nurture-** Speak to your child about their appearance, their personality and their dreams for the future. How much of this do they believe is determined by their genes? How much of this is determined by their family/upbringing? Ask them to decide which traits are due to nature and which traits are due to nurture e.g. hobbies and interests or sense of humour. Try this out on other family members.
- **Mapping Skills -** Identify the countries or cities within the UK where their family members originate from or live. Children can then plot these on a map and then create a bar chart to show the number of family members who live/lived in each city/country.

#### **Additional learning resources parents may wish to engage with**

[Classroom Secrets 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](#) - 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.