



## Learning Project WEEK 2 - The Area You Live In Year 5 & 6

### 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 English task (writing or spelling)

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.

### Daily PE Task

**The Body Coach - live PE lesson at 9am every weekday**

<https://www.youtube.com/user/thebodycoach1/videos>

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 show everything you know about multiplication and division. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want to be.</li> <li>• Practise knowledge of <a href="#">multiples</a> by placing them into this Carroll diagram.</li> <li>• <a href="#">Arithmetic practise</a> on Maths Frame.</li> <li>• Research how many people live in your area, borough, city etc. What is the difference between each amount? Which is the biggest and why?</li> <li>• Look at the different house types on you street (e.g. terraced, flats, maisonette). Create a bar chart or pie chart showing this information.</li> <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>€ Your child can continue to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>€ 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.</li> <li>€ Encourage your child to record any words that have captured their interest from the chapter that they have read. Can they find a synonym and an antonym for each word. Use <a href="#">Word Hippo</a> to help.</li> <li>€ 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.</li> <li>€ Your child can visit <a href="#">authorfy</a>. Join the website so that they can access videos, author masterclasses and other activities over the next few weeks.</li> </ul>

Weekly Spelling Tasks (aim to do 1 per day)	Weekly Writing Tasks (aim to do 1 per day)
<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 the area they live in. 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. This time, this must be the events for another family member.</li> <li>• 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 Cutty Sark, The Royal Observatory, National Maritime Museum or another place that interests them.</li> <li>• 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. Some suggestions for people they could choose from are Olaudah Equiano and Peter the Great.</li> <li>• <b>Crossrail Project: the Elizabeth Line should continue to be built.</b> Do you agree/disagree? Your child can write an argument about this statement.</li> <li>• <b>Story Task:</b> 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.</li> </ul>

### Learning Project - choose one 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 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 Deptford, 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**

Find out more about your family's place of worship. This could be in the form of an interview with an older family member or friend. What has changed since they first attended? What has stayed the same? What are their feelings about the place? What role does it play in their life and in the wider life of the community? This may be combined with online research to add extra information about the history of the building.

- **Deptford: a timeline**

Ask your child to research Deptford over the years. How has it changed? Produce a timeline to show these changes. Remind them to include dates and details of significant events. Are there any significant people that should be added to the timeline? They may also wish to mark key global events or historical periods (e.g. Tudor, Victorian) and add illustrations.

- **Graffiti Art**

London is famous for graffiti art, 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 whatever materials they have available.