



# St Chad's Patchway C of E Primary School

*“Learning to love, loving to learn.”*

## Year 5/6 Home learning – Monday 30<sup>th</sup> March – Friday 3<sup>rd</sup> April

Dear Parents/Carers,

Hope you are all keeping well and staying safe.

Every week, we will produce a document like this to help you with home learning. As you will see, there is an example timetable that you may choose to use. A routine is always useful but things will work differently for each of you depending on your set up at home and your own child/ren. We do not expect this to be followed rigidly, however you may wish to, which is of course absolutely fine. Equally, you may have seen other activities that you would like to do with your child/ren that are not part of the timetable, which is also fine. All of these activities do not require printing to take place and work can be completed within the exercise book provided.

We would advise, where possible, that the children at least read daily, carry out a daily maths activity, practise spellings/phonics and do an element of physical activity. We would love to hear about what you have been doing via dojo.

Teachers and TAs will call every family at least once a week to check in with you all and see how you are getting on. Teachers will ask to speak to the children too; we ask for you to be present when this is taking place.

Teachers will continue to be available via dojo between 8.30am and 3.30pm Monday to Friday should you have any further questions, updates or would like to share work with them.

Please remember that we are thinking of you all.

Stay safe,

The staff at St Chad's

Please see class story on classdojo and page 2 of this document for weblinks and spelling lists				
Monday	Tuesday	Wednesday	Thursday	Friday
Health and Fitness: Joe Wicks 9am Workout	Health and Fitness: BBC Supermovers website	Health and Fitness: Joe Wicks 9am Workout	Health and Fitness: BBC Supermovers website.	Health and Fitness: Joe Wicks 9am Workout
Read 100 book club book or, if finished, read a book from home or a free e- book	Listen to a story	Read 100 book club book or, if finished, read a book from home or a free e- book	Reading: Share a magazine and discuss how the articles are structured e.g. sub- headings, pictures etc.	Read 100 book club book or, if finished, read a book from home or a free e- book
Writing: Use your learning mats pack to write a re-count of your weekend	Writing: Use a video from The Literacy Shed to write a diary entry.	Writing: Use the Hamilton Trust week 2 resources	Writing: Use your learning mats pack to write a setting description for where you live	Writing: Use the Hamilton Trust week 2 resources
Spelling: Unit 7: Words ending in – ence	Spelling: Unit 7: Words ending in – ence	Year 5 & 6 statutory words	Spelling: Unit 7: Words ending in – ence	Year 5 & 6 statutory words
Maths: Times tables using TT Rockstars  Then daily activity from Hamilton Trust or White Rose	Maths: Corbett Maths 5 a day  Then daily activity from Hamilton Trust or White Rose	Maths: Times tables using TT Rockstars  Then daily activity from Hamilton Trust or White Rose	Maths: Corbett Maths 5 a day  Then daily activity from Hamilton Trust or White Rose	Maths: Times tables using TT Rockstars  Then daily activity from Hamilton Trust or White Rose
Afternoon: Use some of the weekly project activities towards the bottom of the next page.				

## Learning Project Week 2 – My Local Area

<p>Weekly Reading Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> <li>• Read and discuss a chapter of a 100 book club book, or an e-book from oxford owl.</li> <li>• Ask an adult or listen to you read and discuss what you have read.</li> <li>- Predicting: What might happen next based on clues in the text?</li> <li>- What are characters feeling and what are their motives based on clues in the text?</li> <li>- Find quotes in the text to answer questions</li> <li>- Is the author giving a message or their views about a theme? What are the clues?</li> <li>- Explain how words and phrases capture the reader's imagination</li> <li>- Explain what new words might mean based on clues in the text</li> <li>- Check meaning of new words using a dictionary</li> <li>• Use non-fiction books and websites to make notes to answer a question. Make a poster or powerpoint to show learning.</li> <li>• Look at a range of text types (e.g. newspaper articles, stories, non-fiction books, poetry, websites, leaflets etc.). Identify the features (e.g. different fonts, headings, diagrams) and why they are useful to the reader.</li> <li>• Have a go at answering questions on a reading comprehension.</li> </ul>
<p>Weekly Maths Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> <li>• Sign in to TT Rockstars <a href="https://trockstars.com/">https://trockstars.com/</a></li> <li>• Revise converting between analogue, 12 and 24 hour clocks.</li> <li>• Practice reading timetables (e.g. bus timetable) and answer questions.</li> <li>• Use White Rose Maths Resources <a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></li> <li>• Use Hamilton trust resources <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a></li> <li>• Use Corbett maths 5 a day to practice key skills <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a></li> <li>•</li> </ul>
<p>Weekly Spelling Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> <li>• Practise the Year 5/6 for Common Exception (statutory) words.</li> <li>• Practise spelling patterns on Spelling Frame <a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a></li> <li>• Practise weekly spelling patterns (Unit 7 this week – words ending in –ence).</li> </ul>
<p>Weekly Writing Activities (at least 1 per day)</p>	<p>Use the learning mats pack previously sent home to help you to:</p> <ul style="list-style-type: none"> <li>• Write a recount of your day. This could be used in history one day to show what happened during this period.</li> <li>• Write a setting description to describe your local area. What is in your local area? What do you like/dislike about it and why?</li> <li>• Use the Hamilton Trust Week 2 resources to focus on learning some of the different grammar requirements for Year 5/6. <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a></li> <li>• Write a letter/email/ text message to a member of their family that you have not seen recently.</li> <li>• Retell a chapter of your reading book or a story you have listened to (remember to describe character and settings in detail).</li> <li>• Write a diary entry for a character in your reading book or from a literacy shed film <a href="https://www.literacyshed.com/home.html">https://www.literacyshed.com/home.html</a></li> <li>• Write a newspaper article about a key event in your reading book, a non-fiction book or literacy shed film.</li> <li>• Turn a chapter of your book or a literacy shed film into a play script.</li> </ul>

**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 Bristol, 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**

Clifton Cathedral, Bristol Central Mosque, Park Row Synagogue, Gurdwara Guru Nanak Prakash Singh Sabha are all places of worship in Bristol. 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?

**Aerospace Bristol -**

Aerospace had and still have a significant impact on Bristol. Your child can create a timeline detailing the history of the company. Remind them to include dates and details of significant events. How does Aerospace impact the local area positively now?

**Graffiti**

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.

Additional learning resources parents may wish to engage with

The school home learning website is full of different resources and activities for the children to discover and explore. Have a look and see what takes their interest.