



# St Chad's Patchway C of E Primary School

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

## Year 5/6 Home learning – Monday 20th April – Friday 24th 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. Please continue to send photos via clasdojo.

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 clasdojo 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 section of the class text (see videos on class dojo) from a different character's point of view	Writing: Use the Hamilton Trust week 2 resources
Spelling: Unit 9: Words ending in – ant, -ance and -- ancy	Spelling: Unit 9: Words ending in – ant, -ance and -- ancy	Year 5 & 6 statutory words	Spelling: Unit 9: Words ending in – ant, -ance and -- ancy	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 on the last page.				

## Learning Project Week 4 – The Environment

<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.             <ul style="list-style-type: none"> <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> </ul> </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 daily lesson resources <a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></li> <li>• Use Hamilton trust daily lesson 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 9: Words ending in –ant, -ance and --ancy).</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> <li>• Write a chapter of a book from a different character’s point of view.</li> </ul>

**The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc**

**Endangered Species**

The tiger, Amur leopard, orangutan, sea turtle and the Sumatran elephant are some of the most endangered animals on the planet. Ask your child to choose an animal from one region and describe how it has evolved to suit its habitat. Now ask them to consider how their chosen animal may need to adapt due to the current environment and human threats it faces. Create an informative leaflet about the threat the animal faces and what humans can do to minimise these threats.

**Protecting our Oceans**

Marine life faces a number of threats including plastic pollution, tourism, habitat destruction, ocean warming and overfishing. How can we make a difference now? Discuss this question with your child and ask them to sketch an image representing the impact society is having on today's oceans using a drawing material of their choice. Afterwards, they may wish to sketch an image of an ideal ocean environment. Encourage them to use websites and books to find out what makes the best environment for marine life to flourish (you may wish to direct them to the Great Barrier Reef and its significance).

**Do People Intentionally Damage an Area**

Ask your child to imagine that a new park, housing development, restaurant or other structure is being built on green land near their home. How might this be positive for the environment? How might this be negative for the environment? Create a poster that explains the pros and cons of this new development. Consider wildlife, air and noise pollution and jobs.

**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.