



St Chad's Patchway C of E Primary School

“Learning to love, loving to learn.”

Year 5/6 Home learning – Monday 11th May – Friday 15th May

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: Watch The Lost Hero videos on Class Story of Classdojo and complete the activity	Writing: Use a video from The Literacy Shed to retell a story	Writing: Use the Hamilton Trust resources	Writing: Watch The Lost Hero videos on Class Story of Classdojo and complete the activity	Writing: Use the Hamilton Trust resources
Spelling: Unit 12: Words ending in shul spelt –cial or -tial	Spelling: Unit 12: Words ending in shul spelt –cial or -tial	Year 5 & 6 statutory words	Spelling: Unit 12: Words ending in shul spelt –cial or -tial	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 – The Rainforest

Weekly Reading Activities (at least 1 per day)

- Read and discuss a chapter of a 100 book club book, or an e-book from oxford owl.
- Ask an adult to listen to you read and discuss what you have read.
- Predicting: What might happen next based on clues in the text?
- What are characters feeling and what are their motives based on clues in the text?
- Find quotes in the text to answer questions
- Is the author giving a message or their views about a theme? What are the clues?
- Explain how words and phrases capture the reader's imagination
- Explain what new words might mean based on clues in the text
- Check meaning of new words using a dictionary
- Use non-fiction books and websites to make notes to answer a question. Make a poster or powerpoint to show learning.
- 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.
- Have a go at answering questions on a reading comprehension.

Weekly Maths Activities (at least 1 per day)

- Sign in to TT Rockstars <https://trockstars.com/>
- Revise converting between analogue, 12 and 24 hour clocks.
- Practice reading timetables (e.g. bus timetable) and answer questions.
- Use White Rose Maths daily lesson resources <https://whiterosemaths.com/homelearning/year-5/>
- Use Hamilton trust daily lesson resources <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>
- Use Corbett maths 5 a day to practice key skills <https://corbettmathsprimary.com/5-a-day/>

Weekly Spelling Activities (at least 1 per day)

- Practise the Year 5/6 for Common Exception (statutory) words.
- Practise spelling patterns on Spelling Frame <https://spellingframe.co.uk/>
- Practise weekly spelling patterns (Unit 12: Words ending in shul spelt –cial or -tial)

Weekly Writing Activities (at least 1 per day)

Use the learning mats pack previously sent home to help you to:

- Write a recount of your day. This could be used in history one day to show what happened during this period.
- Write a setting description to describe under the sea. What lives there? What else might you find (e.g. sunken treasure)?
- Use the Hamilton Trust resources to focus on learning some of the different grammar requirements for Year 5/6. <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>
- Write a letter/email/ text message to a member of their family that you have not seen recently.
- Retell a chapter of your reading book, a story you have listened to or a literacyshed clip (remember to describe character and settings in detail).
- Write a diary entry for a character in your reading book or from a literacy shed film <https://www.literacyshed.com/home.html>
- Write a newspaper article about a key event in your reading book, a non-fiction book or literacy shed film.
- Turn a chapter of your book, a literacy shed film or a section of The Lost Hero into a play script.
- Write a chapter of a book from a different character's point of view.
- Watch the videos of The Lost Hero on the Class Story of Clasdojo and complete the suggested activity for each recording.

The project this week aims to provide opportunities for your child to learn more about the world's rainforests. Learning may focus on the plants, animals and insects that inhabit the rainforest, food that originates there and weather patterns. It could look at plants and animals that can be found in the garden too.

Deforestation

Deforestation occurs in [rainforests](#) throughout the world. Trees are cut down on a huge scale, often to create space for grazing livestock or buildings. As part of this process, [animal habitats and the homes of native people are often destroyed](#). Direct your child to create a poster highlighting the impact of deforestation on both humans and animals. Encourage them to think of possible solutions to some of these challenges and include these solutions on their posters

Welcome to the Jungle

Henri Rousseau was a French painter from the 19th Century who created many paintings inspired by jungles and rainforests, although he never actually visited one. Direct your child to explore [facts](#) about this famous painter and encourage them to create a [jungle/rainforest piece of artwork in his style](#). They could draw, paint or create a collage, depending on the resources you have available at home.

Rumble in the Jungle

Encourage your child to increase their heart rate by challenging themselves and members of the family to mimic the actions of animals which inhabit rainforests. Actions could include: jumping over logs, ducking under branches, high knees through quicksand, running from a tiger etc. Challenge them to record their heart rate (beats per minute) after each activity. Which activity increased their heart rate most?

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.