



St Chad's Patchway C of E Primary School

“Learning to love, loving to learn.”

Year 5/6 Home learning – Monday 1st June – Friday 5th June

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 clasdojo and page 2 of this document for weblinks and spelling lists Whiterose maths resources will now be sent via Clasdojo				
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 Clasdojo 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 Clasdojo and complete the activity	Writing: Use the Hamilton Trust resources
Spelling: Revision of Unit 2 – Words ending in -ible	Spelling: Revision of Unit 2 – Words ending in -ible	Year 5 & 6 statutory words	Spelling: Revision of Unit 2 – Words ending in -ible	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 – Around the World

<p>Weekly Reading Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> • 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.
<p>Weekly Maths Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> • 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 – these will now be sent via Classdojo 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/ • Practise finding equivalent fractions, adding fractions and converting between mixed numbers and improper fractions
<p>Weekly Spelling Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> • Practise the Year 5/6 for Common Exception (statutory) words. • Practise spelling patterns on Spelling Frame https://spellingframe.co.uk/ • Practise weekly spelling patterns (Revision of Unit 2 – Words ending in –ible)
<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"> • 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 Classdojo and complete the suggested activity for each recording.

The project this week aims to provide opportunities for your child to learn more about countries and cities around the world. Learning may focus on different cultures and traditions, famous landmarks, food and clothing.

Flags of the World

Flags are a national symbol for all countries. Cultures use different symbols and colours on their flags which are meaningful to them and represent their history and people. Ask your child to pick 5 countries and investigate their flags. What symbols and colours have they used? Why are these significant to this country? Can your child create a flag for the UK which they feel represents our culture, history and people?

Tastes of the World

Children all around the world eat a variety of food and many of the foods we eat today are inspired by other countries. Can your child research and make a dish from another country which they have not tried before? They could find a recipe, source the ingredients via an online shop and follow the recipe to create a dish for the whole family.

International Games

As part of the London 2012 Olympics a variety of countries were asked to name a traditional game which represented their culture and traditions. These [can be seen here](#). Ask your child to research these games and take inspiration from them to design their own game. Encourage your child to think about how the game is played, how you win and what equipment is needed. Where possible, they should test their game and make any changes needed. Ask them to present their game through writing and pictures. These could be handwritten or digital.

From Birmingham to Johannesburg

Direct your child to think about what it would be like to live in another country. Do they think their life would be the same or completely different? [Use the following clip](#) to compare living in Birmingham to Johannesburg. Ask your child to show the similarities and differences between their life and Nwabisa's life in South Africa. They may wish to show this in a Venn diagram, table or a poster.

Exploring the World

Throughout history many people have explored new places. You can find out about some of them [here](#). Ask your child to pick an explorer from the list or one of their choice. They could map out the places that the explorer visited or they could create a piece of art inspired by the places they visited using digital images as support. They may wish to write a diary entry from the explorer's point of view to share what they have seen and experienced.

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.