



St Chad's Patchway C of E Primary School

“Learning to love, loving to learn.”

Year 5/6 Home learning – Monday 22nd June – Friday 26th 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 send dojo messages to Mrs Player so she can check them while Mrs Harvey is teaching at school.

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 Whiterose maths resources will now be sent via Classdojo				
Monday	Tuesday	Wednesday	Thursday	Friday
Health and Fitness: https://family.gonoodle.com/	Health and Fitness: BBC Supermovers website	Health and Fitness: https://family.gonoodle.com/	Health and Fitness: BBC Supermovers website.	Health and Fitness: https://family.gonoodle.com/
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: Revision of Unit 5 – Words ending in –ibly and –ably	Spelling: Revision of Unit 5 – Words ending in –ibly and –ably	Year 5 & 6 statutory words	Spelling: Revision of Unit 5 – Words ending in –ibly and –ably	Year 5 & 6 statutory words
Maths: Times tables using TT Rockstars	Maths: Corbett Maths 5 a day	Maths: Times tables using TT Rockstars	Maths: Corbett Maths 5 a day	Maths: Times tables using TT Rockstars

Then daily activity from Hamilton Trust or White Rose	Then daily activity from Hamilton Trust or White Rose	Then daily activity from Hamilton Trust or White Rose	Then daily activity from Hamilton Trust or White Rose	Then daily activity from Hamilton Trust or White Rose
Afternoon: Use some of the weekly project activities on the last page.				

<u>Learning Project – Transport</u>	
Weekly Reading Activities (at least 1 per day)	<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.
Weekly Maths Activities (at least 1 per day)	<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 • Practice using percentages • Practise properties of 2d and 3d shapes (including different quadrilaterals and triangles)
Weekly Spelling Activities (at least 1 per day)	<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 5 – Words ending in -ibly and -ably)
Weekly Writing Activities (at least 1 per day)	<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 literacy shed 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 transport. Learning may focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.

Is it a bird? Is it a plane?

Direct your child to choose a major city from each continent and look at the population's primary mode of public transport, e.g. rickshaws and Skytrain in Bangkok, Asia, the Tube in London, Europe etc. Ask them to create a fact-sheet showing each city's most popular mode of transport and decide which is their favourite, providing reasons for their opinions

Creativity in the Underground

Many of the London Underground tube stations have their own unique, [tiled designs](#). Direct your child to think of their own London Underground tube station name and create a tile design to accompany it. They could simply draw the design using crayons, felt tips or paint. Alternatively, they may choose to represent the design in the form of a collage, cutting out their own tiles of paper, newspaper, magazines, cardboard, or whatever you have access to at home

From Horse-Drawn Cart to Jumbo Jet

Direct your child to select 10 modes of transport from throughout history [using this link](#). Ask them to research the modes of transport and present them on a timeline, writing a description for each one, explaining what it was and who would have used it - bonus points for including the inventors!

Faster than a Speeding Bullet...Train

The Shanghai Maglev, also known as Shanghai Transrapid, is currently the fastest train in the world, running between Shanghai and Beijing in China. Challenge your child to be just as speedy and complete the following 5 activities as fast as possible: Star jumps, tuck jumps, press-ups, squats and lunges. Ask them to record how many repetitions of each activity they can perform in 1 minute. Can they beat their personal best? Challenge them to record their heart rate (beats per minute) after each activity

Make and Do – Make it Go!

Support your child to try this [hover balloon activity](#). You will need the following equipment: CD, bottle top with push/pull closure, like those on some sports drinks or water bottles, blu-tack or glue and a balloon. Alternatively, they could have a go at creating [a baking powder powered boat](#). You will need the following equipment: empty water bottle, baking powder, kitchen roll or tissue, scissors, straw, vinegar, sellotape. If you don't have access to this equipment, your child can watch and read about the experiments and can discuss with you their favourite, providing reasons for their opinions.

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.