



St Chad's Patchway C of E Primary School

“Learning to love, loving to learn.”

Year 5/6 Home learning – Monday 6th July – Friday 10th July

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 contact Mrs Player via dojo as Mrs Harvey is now teaching a bubble and so is less available.

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 Whitrose maths resources will now be sent via Clasdojo				
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 7 – Words ending in –ence	Spelling: Revision of Unit 7 – Words ending in –ence	Year 5 & 6 statutory words	Spelling: Revision of 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

Learning Project – Food

<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 • Practice using percentages • Practise properties of 2d and 3d shapes (including different quadrilaterals and triangles)
<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 7 – Words ending in –ence)
<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 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 Classdojo and complete the suggested activity for each recording.

The project this week aims to provide opportunities for your child to learn more food. Learning may focus on where different foods originate from, what makes a healthy meal, opportunities to cook etc.

<p>Which foods contain the most sugar?</p> <p>Direct your child to choose a selection of food items from the food cupboard, fridge and freezer. They will then identify the nutritional label and record the amount of sugar that each food contains. Once they have gathered the information, ask them to record the sugar contents on a pie chart and evaluate the data. How will their findings change what they eat?</p>	<p>Plough to Plate</p> <p>Ask your child to choose a food from any of the 6 main food groups. They will then locate the country/countries of origin on a world map and work out how far the food item travels to get to their plate. Following this, ask them to sketch a diagram detailing the journey the food has taken and add captions and timeframes. What could we do to reduce how many miles our food travels?</p>	<p>Come Dine with Me</p> <p>Your child is responsible for creating a three course meal for four family members. They need to create the recipes for a starter, main meal and dessert. Ask them to think about what ingredients they will need to make your recipe and write a shopping list of items. They will then research how much the ingredients will cost using a supermarket website of their choice. Where is the most cost effective place to buy the ingredients? They could then test out a recipe by making it for dinner that evening. Family members may even wish to score each course!</p>
<p>A Balanced Diet</p> <p>Ask your child to think about the food a toddler might eat compared to an adult athlete. They will then choose five different types of people (e.g. a child, teenager, athlete, teacher etc.) and draw a plate of food that will ensure they are eating a healthy, balanced diet. Underneath each plate, they must justify why they have chosen these foods. Get them to think about the calorie intake each of these individuals might need. Can some people have more of one type of food group? If yes, why can they?</p>	<p>Creative Creations</p> <p>Cadburys are launching a new chocolate bar. Your child will create a criteria for Cadbury chocolate packaging by researching current Cadbury products. Once they have a criteria, they will use this to design their own packaging (they may want to do this on a computer if they have access to one). Finally, ask them to gather some feedback from the family about the design. They will use the feedback to adapt and refine the design. After creating the chocolate bar, your child can then compose a jingle that could be used in an advert. This could be created by using household items such as pots and pans or by using these virtual instruments</p>	

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.