



## Learning Project WEEK 2 - The Area You Live In

**Age Range: Y5/6**

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Working on <a href="#">Times Table Rockstars</a>.</li> <li>• If your child works on 'Numbots' in school they can access this with the same login.</li> <li>• Get a piece of paper and show everything you know about multiplication and division. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want to be.</li> <li>• Practise knowledge of <a href="#">multiples</a> by placing them into this Carroll diagram.</li> <li>• <a href="#">Arithmetic practise</a> on Maths Frame.</li> <li>• Research how many people live in your area, city, county etc. What is the difference between each amount? Which is the biggest and why?</li> <li>• Look at the different house types on your street (e.g. detached, flats, semi-detached). Create a bar chart or pie chart showing this information.</li> <li>• Get your child to work on their <a href="#">reasoning and problem solving</a> by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on one of the topic areas listed to gain access to the questions.</li> <li>• Complete quizzes on our online virtual learning platform <a href="#">Frogplay.net</a></li> </ul>	<ul style="list-style-type: none"> <li>• Your child can continue to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>• After this, ask your child to write a short review detailing their likes and dislikes about the novel so far. Encourage them to justify their opinion with examples from the text.</li> <li>• Encourage your child to record any words that have captured their interest from the chapter that they have read. They can write antonyms for these words.</li> <li>• Challenge your child to read to another member of the family. This doesn't have to be a book so they can be as imaginative as they wish.</li> <li>• Your child can log on to <a href="#">Scholastic reading pro</a> and read a book that matches their Lexile. After this, direct your child to review the text and justify their opinion with examples from the text.</li> <li>• Your child can visit <a href="#">authorfy</a>. Join the website so that they can access videos, author masterclasses and other activities over the next few weeks.</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Encourage your child to practise the Year 5/6 Common Exception Words (see list)</li> <li>• Then ask your child to choose 5 Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence.</li> <li>• Practise spellings on <a href="#">Spelling Frame</a>.</li> <li>• Your child can create a vocabulary bank about the area they live in. They may want to use this for some of their writing tasks this week.</li> <li>• Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to write a diary entry/newspaper report summarising the events from the day. This time, this must be the events for another family member.</li> <li>• Your child must choose one of the local locations below and create a persuasive leaflet about this place. Places they could write about are: The Bull Ring, Cadbury World, Sarehole Mill or another place that interests them.</li> <li>• Encourage your child to think of a local significant individual from South Yorkshire or they can choose from the selection below. They can then write a set of questions to interview that person. Challenge your child by asking them to answer the questions in role as that person.</li> <li>• <b>HS2 (The high speed railway line) should continue to be built.</b> Do you agree/disagree? Your child can write an argument about this statement.</li> <li>• <b>Story Task:</b> Your child can now invent a new character for their very own story. They must think about the setting they created last week and how their character would fit in to this. They must also consider the audience they want their story to appeal to.</li> </ul>



## Elsecar Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

- **An Architectural Masterpiece-** Give your child the task of designing a new building/structure to inspire the residents of their local town or city. They must research, plan, design and then make a model of it using materials from around the house. Ask them to create a criteria for success and then evaluate their model against this.
- **Promoting Your Local Area-** Tell your child that a visitor from another country is coming to stay in the city for a week. They really need to impress them by showing them the most interesting places in their local area. Where would they take them each day? Plan the itinerary for each day detailing the transport that will be taken to each location, how long will be spent there, what will be eaten and any activities that may take place.
- **Where in the World? -** Show your child how to use Google Earth or Google Maps to look at the geographical features of Barnsley, Aberystwyth and Perth (Australia). How are these places the same? How are these places different? What impacts the similarities and differences? After, they can then choose three different places and do the same thing. Do they notice any patterns?
- **Places of Worship –** Elsecar Holy Trinity Church, Medina Mosque - Sheffield, Sheffield Jewish Centre and Sheffield Cathedral are all places of worship in Barnsley and Sheffield. Can your child order them on a timeline based on the year they were built? Why do they think some of these places were built more recently, whilst others were built many years ago? Do they think the society they live in has had an impact on this?
- **Elsecar: A factfile-** the Earl of Fitzwilliam had a massive impact on Elsecar and the surrounding village of Wentworth. Ask them to create a factfile either on paper or on a program such as PowerPoint, Prezzi or Word. Remind them to include dates and details of significant events. How did Fitzwilliam impact the local area positively in the 1800s? How does what he achieved impact the local area positively now?
- **Graffiti Art –** Graffiti is fast becoming a popular style of artwork, but has it always been seen in a positive light? How have attitudes towards graffiti changed over time? Is all graffiti good? Discuss these questions with your child and then ask them to design their own graffiti art using paper and crayons or felt tips.

## Additional learning resources parents may wish to engage with

**Classroom Secrets Learning Packs** - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

**Twinkl** - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

**Headteacherchat** - This is a blog that has links to various learning platforms. Lots of these are free to access.

**Duolingo** – This is a fantastic language learning website and APP which is FREE! You can learn any language you like however it would be brilliant if they could learn Spanish as this is what we learn in school.

**The Body Coach** (Joe Wicks) is streaming a live PE lesson Monday-Friday at 9am on his YouTube channel, why not get the whole family to give it a go!

***Recommendation at least 2 hours of exercise a week.***

**#ElsecarLearning**