



Learning Project WEEK 1 - My Family	
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"> Working on Times Table Rockstars. Get a piece of paper and ask your child to show everything you know about addition and subtraction. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Play on Hit the Button - focus on times tables, division facts and squared numbers. Daily arithmetic for different areas of maths. Your child should aim to work on level 4, 5 and 6 activities. Get your child to work on their reasoning and problem solving 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. Year 6 have access to SATs companion – there will tasks to complete here from time to time. 	<ul style="list-style-type: none"> Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library. Following this, ask your child to summarise the events from the chapter. They could bullet point what happened, create a comic strip or present the information in their own creative way. Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions. Challenge your child to read something around the house that isn't a book. They can then complete their reading diary following this. Your child can log on to Bug Club/Oxford Owl and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Encourage your child to practise the Year 5/6 Common Exception Words (see list) 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. Practise spellings on Spelling Frame. Your child can create a vocabulary bank about their family. They may want to use this for some of their writing tasks this week. 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. 	<ul style="list-style-type: none"> Ask your child to write a diary entry/newspaper report summarising the events from the day. They can write this from their own perspective. Your child can think about a member of their family who is a hero/heroine to them. They can then create an information report about their chosen hero/heroine. Why not encourage them to interview that person and include some direct quotes from the interview? What makes your family different to other families? What makes them the same? Ask your child to write a poem about their family, they may even want to perform it too. . Children should only be allowed to watch TV for one hour a day. Do you agree/disagree? Write a discussion about this statement. Story task: Ask your child to design a setting for a story genre of their choice. They can think about any settings that they have encountered in stories before. They must then write a short description including expanded noun phrases.



Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on the different makeup of families, what traditions your family has, stories linked to your family etc.

- **Music from the Past** - Your child can research music from the decade their parents, grandparents or other older family members were born. What were the most popular bands or singers during this time? Ask them to perform a song from this decade and create their very own dance routine. Encourage them to explain how they need to improve their performance in order to achieve their personal best.
- **Portraits and Photography**- Direct your child to take portrait photographs of their family members considering light and textures. Following this, they can then use the photographs to draw portraits in pen considering light and tone.
- **Classification**- Ask your child to design a classification key based on the simple physical features of their family. They can then test out the keys on each member of their family. Only use 'yes' or 'no' questions.
- **Nature vs Nurture**- Speak to your child about their appearance, their personality and their dreams for the future. How much of this do they believe is determined by their genes? How much of this is determined by their family/upbringing? Ask them to decide which traits are due to nature and which traits are due to nurture e.g. hobbies and interests or sense of humour. Try this out on other family members.
- **Mapping Skills** - Identify the countries or cities within the UK where their family members originate from or live. Children can then plot these on a map and then create a bar chart to show the number of family members who live/lived in each city/country.

Additional learning resources parents may wish to engage with

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Learning Project WEEK 2 - The Area You Live In

Age Range: Y5/6

Weekly Maths Tasks (Aim to do 1 per day)

- Working on [Times Table Rockstars](#).
- 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.
- Practise knowledge of [multiples](#) by placing them into this Carroll diagram.
- Research how many people live in your area, city, county etc. What is the difference between each amount? Which is the biggest and why?
- 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.
- Get your child to work on their [reasoning and problem solving](#) 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.

Weekly Reading Tasks (Aim to do 1 per day)

- Your child can continue to read a chapter from their home reading book or a book that they have borrowed from the library.
- 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.
- 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.
- 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.
- Your child can visit [authorfy](#). Join the website so that they can access videos, author masterclasses and other activities over the next few weeks.

Weekly Spelling Tasks (Aim to do 1 per day)

- Encourage your child to practise the Year 5/6 Common Exception Words (see list)
- 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.
- Practise spellings on [Spelling Frame](#).
- 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.
- 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.

Weekly Writing Tasks (Aim to do 1 per day)

- 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.
- Your child must choose a local location and create a persuasive leaflet about this place. Encourage your child to think of a local significant individual from Lincolnshire. They can then write a set of questions to interview that person.
- **HS2 (The high speed railway line) should continue to be built.** Do you agree/disagree? Your child can write an argument about this statement.
- **Story Task:** 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.

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 local area.



- **An Architectural Masterpiece-** Give your child the task of designing a new building/structure to inspire the residents of their local town or village. 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 area 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 our area, 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 –** There are lots of places of worship in Burgh and surrounding area. 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?
- **Local industry-** Can you find out about a historic Linconshire business (a personal favourite of Mr. Hurdman's is Batemans!) Your child can create a timeline detailing the history of the company. Remind them to include dates and details of significant events. How did it impact the local area positively in the past? How does it impact the local area positively now?
- **Graffiti Art -** Has graffiti 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

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Learning Project WEEK 3 - Viewpoints	
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"> Get your child to play on Times Table Rockstars. Ask your child to show everything they know about fractions on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be. Allow your child to play on Hit the Button - focus on times tables, division facts and squared numbers. Direct your child to practise matching fractions on this game. Get them to work on the mixed numbers. Daily arithmetic for different areas of maths. Ask your child to work on level 4, 5 and 6 activities and try to focus on fractions. Get your child to work on their reasoning and problem solving 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. 	<ul style="list-style-type: none"> Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library. Following this, ask your child to create a set of multiple choice questions about what they have read. Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions. Direct your child to Love Reading. Ask them to explore the Book of the Month and previous books of the month. How many have they read? Your child can log on to Bug Club/Oxford Owl and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Encourage your child to practise the Year 5/ 6 Common Exception Words (see list) 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. Practise spellings on Spelling Frame. Ask your child to create a word bank of feelings that they have felt over the week. They may be able to identify any spelling rules the adjectives contain. Encourage them to try and include an adjective with a silent letter. 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. 	<ul style="list-style-type: none"> Ask your child to write a blog post summarising the events from the day/week. Encourage them to think about how the language they use may be more informal. Your child will be composing an email or writing a formal letter to a 12 year child from a country of their choice. Ask them to describe what is happening in the world at the moment. They can then compose a reply. How does each world differ? Encourage your child to put themselves in their Mum's or another family member's shoes. Can they write a poem about how they might be feeling with what is happening in the world currently? People should be able to express their opinion on social media platforms. Do you agree/disagree? Your child can write a discussion about this statement. Story Task: They've now created a setting and character for a story genre of their choice. Talk to your child about what is going to happen in their story? Ask them to plan their story thinking about a book of the same genre. Whose viewpoint are they going to write the story from?



Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

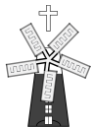
- **Viewpoints and Mood** - Ask your child to look into a room in the home and think about how it makes them feel. They can then either draw something linked to how they feel when looking in the room or draw an object from the room and then colour, shade or paint it in a colour that reflects their current mood.
- **Local Views** – The Skegness Clock Tower, Burgh Church and Burgh Windmill are just some of the well known viewpoints within our local area. Your child can choose a Burgh-le-Marsh (or Skegness etc.) viewpoint and use Google Earth or Google Maps to create an accurate scaled map of the location of the landmark. They may wish to identify local viewpoints on their map.
- **Viewpoints from Around the World** - Your child can research famous viewpoints from around the world (e.g. The Eiffel Tower). Ask them to draw what they think they would see from this viewpoint. After this, they can design and create a miniature scale of the landmarks that give these viewpoints. Encourage them to evaluate their creations.
- **A change in Viewpoints-** How did Martin Luther King and Rosa Park's actions and views shape society today? Challenge your child to compare and contrast viewpoints from then and now on people's race, culture and religion. How has this improved society's attitudes towards those who are different to ourselves?
- **Debate-** Is good more powerful than evil? Is it worse to fail at something or never attempt it in the first place? Is it more important to be liked or respected? Ask your child to choose a question to answer, write a speech and use real -life examples to justify their opinion.

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Learning Project WEEK 4 - Animals	
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"> ● Get your child to play on Times Table Rockstars. ● Ask your child to show everything they know about decimal numbers and/or percentages on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be. ● Direct your child to play on Hit the Button - focus on times tables, division facts and squared numbers. ● Encourage your children to compare decimal numbers on this game. ● Arithmetic practise on Maths Frame. ● Get your child to work on their reasoning and problem solving 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. 	<ul style="list-style-type: none"> ● Remind your child to continue to read a chapter from their home reading book or a book that they have borrowed from the library. ● When they have completed the chapter, ask them to re-write this from the viewpoint of another character. ● Explore the Highwayman Poem. Can they learn it by heart? Can they draw an alternative sketch to represent the Highwayman? ● Download 'A Pinch of Magic' from authorfy. Your child can then complete the questions on page 4. ● Your child can log on to Bug Club/Oxford Owl and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> ● Encourage your child to practise the Year 5/6 Common Exception Words (see list) ● 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. ● Practise spellings on Spelling Frame. ● Your child may wish to create a word bank about an animal of their choice which includes verbs, adverbs and expanded noun phrases. They can use this for their poetry writing. ● 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. 	<ul style="list-style-type: none"> ● Write a diary entry/newspaper report summarising the events from the day/week. ● Your child can write a formal letter to West Midlands Safari Park persuading them to close the park. They must justify their opinions with factual information. ● Choose an animal of their choice and think about how it moves, what sounds it makes and the environment that it lives in. Your child can then write a poem based around these ideas. They can repeat this activity for different animals. ● Your child now has an in-depth story plan. They can begin to write their story considering the devices needed for their genre. How will the dialogue convey their character and advance the action? ● Animal's hearts should be cut up for science experiments. Do you agree/disagree? Ask your child to write a discussion about this statement.



Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Animals and their Environment-** Your child can describe how animals such as Emperor Penguins, chimpanzees and orcas have adapted to suit their environment. They can do this by writing a short summary after carrying out some research. After this, ask them to design a new wondrous animal that has evolved to suit its environment considering the environmental changes it has had to face over recent years.
- **Where Animals Originate From -** Ask your child to locate on a world map where different animals originate from and research why they live in these environments. Things for them to consider when researching why they originally lived in these countries are:
 - Food sources
 - Climate
 - Weather
 - Terrain

After doing this, ask them to think about how the animals they have selected have adapted so that they are able to live in the UK. Present your findings as a poster or in a PowerPoint presentation if they have access to a PC.

- **Life Cycles -** Ask your child to research a mammal, an insect, an amphibian, a reptile and a bird. They can then choose one and draw the life cycle of an animal and label the diagram accordingly. How does the life cycle of the chosen animal differ to a human life cycle?
- **Animal Prints-** Using a variety of media (this could be materials from around the house such as cloth, newspapers or magazines, felt, etc.), ask your child to create animal prints for a mammal, an insect, an amphibian, a reptile and a bird of their choice. After, they can create a collage of the animal prints they have made. They could always use a pencil or pen to sketch the animal prints!
- **The Life of Darwin-** Who was Charles Darwin? Ask your child to research the scientist's theory on evolution. Where are the Galapagos Islands? What species did and do still live there? What makes these animals unique and extraordinary? Write a biography about the life of Charles Darwin.



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