



## 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>• Access Mathletics using the logins provided.</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 you 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> </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 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 or of a previous event. 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, Egremont/Carlisle Castle or another place that interests them.</li> <li>• Encourage your child to think of a local significant individual from Whitehaven or Egremont. 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>Portal Story:</b> Ask your child to plan and then write their own portal story. We did this on the last week of term so they should be familiar with it. It starts with a character being in a setting and then discovering an object. The character then finds an object, disappear into a different world but then find danger so have to use the object to return. I have attached an example below of the model text that we used in class. <b>In your portal story you should try to use some of the following features:</b> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Adjectives, similes and metaphor</li> <li>• Suspense tools – ominous sight/sound, short sentences, show not tell, 'someone/something', Main characters thoughts, changing weather.</li> <li>• Sentences of three.</li> <li>• Paragraphs</li> </ul> </li> </ul>

## 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 Birmingham, 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 -** St Martin's, Central Mosque, Birmingham Central Synagogue, Birmingham Guru Nanak Gurdwara, Shri Venkateswara Hindu Temple and Peace Pagoda Birmingham are all places of worship in Birmingham. 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?
- **Cadbury's: A timeline-** the Cadbury family had and still have a significant impact on Birmingham, in particular Bournville. Your child can create a timeline detailing the history of the company. Remind them to include dates and details of significant events. How did Cadbury impact the local area positively in the 1800s? How does Cadbury impact the local area positively now?
- **Graffiti Art -** Digbeth is the home to its own Graffiti Art Walk, but 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

[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.

**#TheLearningProjects**

## The Time-slip Necklace

Every year, class 4 went to visit the Manx Museum and this year was no exception. The guide stopped at each display to tell the children about the different artefacts. It was only when they reached the Viking room that Emily became interested. A necklace caught her attention: colourful beads glistened under the spotlights; greens and blues rippled like waves in a tropical sea and strange, runic inscriptions puzzled her.

As class 4 meandered into the Celtic section, Emily waited. As soon as they had gone, she reached out and touched the necklace. She felt an ice-cold, throbbing pain and withdrew her hand as if she had been stung. A moment later and... she was standing at the edge of a settlement of rectangular, wooden buildings with sloping roofs. In the distance, huge, snow-capped mountains jutted upwards; jet-black birds circled above, calling; a swollen river rushed nearby and tall pine trees lined its edge. Emily gasped for she knew exactly where she was.

A procession wound its way up from the river towards Emily. At the front, a tall man dressed as Odin (the chief of the Viking gods), wearing a black, leather eye-patch, strode towards her. Footsteps beat, swords crashed onto shields and the procession chanted rhythmically together. Six warriors carried a huge, wooden stand on which there was a richly-decorated throne. A beautiful woman surveyed the procession from on high. She was the only person not chanting and she was staring right at Emily, pointing!

Without thinking, Emily dashed towards a door set into the largest hut. Inside, it was dim and smoky and she struggled to focus. On the walls, she saw animal furs - some with their heads still attached - and again, the strange runes that were hard to comprehend. She could hear voices shouting and the sound of running feet behind her but the way ahead was blocked! Spinning round, she found Odin standing in her path. He grinned grotesquely and reached towards her...

Something jangled against her leg; a glistening bead glowed. Emily recognised the greens and blues glimmering in the firelight. She reached down, touched the necklace and once again felt an ice-cold, throbbing pain and... there she was, back in the museum with Mrs Smith striding towards her.

"The museum has been closed for half an hour. We're all in the coach. Where have you been, young lady?"

"In Midgard," Emily stammered, but Mrs Smith did not look at all pleased with her answer!