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| Learning Project Week 1: My Family | |
| Class: Obama  Please complete at least 3 of the tasks below during the week:  We love to see what you are doing on our private Facebook Page or Twitter Feed: [www.facebook.com/groups/heatherprimaryschoolcolaville](http://www.facebook.com/groups/heatherprimaryschoolcolaville)  [@HeatherPrimary](https://twitter.com/HeatherPrimary?lang=en) | |
| Weekly Maths Tasks | Weekly Reading Tasks |
| * Working on Times Table Rockstars . * Work on [My Maths](https://www.mymaths.co.uk/) – each day * 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.  ● Practise telling the time using an analogue clock | * 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.   * If you would like a copy of No Stone Unturned to finish at home – let Mrs Michalowski know * Listen to the daily David Walliams story or one of the free stories on audible. * The following 4 books are nominated for a local book award – Mrs Michalowski is going to read them whilst school is closed– join her in a virtual book club – we could compare our thoughts on the school Twitter Feed , WEDUC or Facebook page * Swimming Against the Storm: Jess Butterworth * Runaway Robot: Frank Cottrell-Boyce   + Wildspark: Vashti Hardy   + D-Day Dog: Tom Palmer |
| Weekly Spelling Tasks | Weekly Writing Tasks |
| 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 Shed](https://www.spellingshed.com/en-gb)  ● 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. | * 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.  ● Find out the address of one of your friends/members of your family that you are not going to see for a while – write them a letter telling them what you are up to. |

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| Learning Project – ongoing throughout the week : My Family  Choose from the selection below. |
| The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.  **Music from the Past –** Research music from the decade your parents, grandparents or other older family members were born. What were the most popular bands or singers during this time? Perform a song from this decade and create a very own dance routine. Ask for feedback as to how you can improve your routine. Set up your own family X -factor competition! – Looking forward to the photos 😉  ● **Portraits and Photography-** 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 (Family Guess Who)** - 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 family, who are you like most in appearance, personality and dreams for the future. How much of this do you 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.   * **Design a personal coat of arms shield for the family:**   - Find out what a coat of arm shield means. Ask them to begin to think about their design. What could they draw? What does it mean to them? Ask them to think about the colours and shapes. Maybe if they have some cardboard around the house they could make a shield to give to a family member. |
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