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| images[5]**Learning Project WEEK : Viewpoints** | |
| **Year group: Y5/6** | |
| **Suggested Weekly**    **Maths Activities** | **Suggested Weekly**    **Reading Activities** |
| **TT Rockstars**   * Each child has been allocated times tables to practise based on their targets, please do contact your child’s class teacher if you are not able to access these.   [TT Rockstars](https://ttrockstars.com/) | * Ask your child to read a chapter from their reading book. |
| **Stop the clock star jumps**   * Use a stop watch to time yourself doing 15 star jumps. Have 5 attempts and record the times. What was the fastest time? What was the different between the fastest and slowest time?   Can you order the times from slowest to fastest ? | * Following this, ask your child to create a set of multiple-choice questions about what they have read. |
| **Four Triangles Puzzle**  If you cut a square diagonally from corner to corner you get four right-angled isosceles triangles like below.    How many different shapes can you make by fitting the four triangles back together?  You may only fit long sides to long sides and short sides to short sides.  The whole length of the side must be joined. Draw the triangles out to record your ideas. | * Direct your child to <https://www.lovereading4kids.co.uk/>   Ask them to explore the Book of the Month and previous books of the month. How many have they read?  You can sign up to this website for free and it is great! It is a resource that has been previously recommended in the school newsletter by Mrs Bray, so some of you may already be familiar with this. |
| **Suggested Weekly**    **Spelling Activities** | **Suggested Weekly**    **Writing Activities** |
| Choose 10 words from the Year 5/ 6 Common Exception words:   * Letter Tiles   Use the letter tiles to spell out your spelling  words. After you have arranged the  letters, check to see that you have  spelled it correctly. Cover up each  word and try to spell it from memory. | * It’s a frustrating time for many of us because we can’t do some of things we would like to BUT we need to be grateful for things we can experience. Write a letter to your class teacher explaining one thing you are grateful for. This is not a formal letter, so it can be quite ‘chatty’ in style but does need to be in sentences and started and finished like a letter. Make sure you explain why you are grateful. We would love to read your thoughts. |
| * 1-2-3   Classify your words according to the  number of syllables it has.  One syllable two syllable three syllable e.g.  cat brother elastic | * Now a little challenge for those you live with. Write a small note (about the size of a post-it note) or make a small card to someone thanking them for what they do for you or how they have helped you recently. Remember this is just a note, so it is different from a letter and will be informal in style and language. It would be lovely to see what you have written, if it’s not too personal. |
| * Guess What!   Play charades with your words.  Each person chooses a word to act out.  The person guessing the word must not  only guess the word, but must also spell it  correctly. You can score one point for  guessing the word and one point for  spelling it correctly. | * You all know how much Mrs Bray loves alliteration – so I don’t want you to forget how to use it. Use this link <https://www.bbc.co.uk/bitesize/articles/zf3492p> to remind you what it is and follow the activities. After this, write 4 sentences that use alliteration to describe the characters that you created last week. Use alliteration to describe their appearance, their personality, how they behave; how they walk or move; what people like or dislike about them. Can you use ISPACED openers as well? |
| **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 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 miniature scale of the landmarks that give these viewpoints. Encourage them to evaluate their creations.  **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.    **Debate**  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.  **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? | |