

Learning Project Set 2 - The Area You Live In

Age Range: 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. Your child they can access this with the same login. 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. Arithmetic practise on Maths Frame. 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 you 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. 	<ul style="list-style-type: none"> 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)	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. 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. 	<ul style="list-style-type: none"> 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 one of the local locations below and create a persuasive leaflet about this place. Places they could write about are: Green's Windmill, Nottingham Castle, City of Caves. Research Robin Hood and Sherwood Forest. Write a set of questions for an interview with Robin Hood. Challenge your child by asking them to answer the questions in role as that person. HS2 (The high speed railway line) should continue to be built. Do you agree/disagree? Your child can research this and 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 city.

- **An Architectural Masterpiece-** Give your child the task of designing a new building/structure to inspire the residents of Nottingham. 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 Nottingham, 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 Mary's Church, Guru Nanak Satsang Gurdwara Sikh Temple, Kingdom Hall of Jehovah's Witnesses, Sultania Mosque and Shirdi Baba Temple are all places of worship in and around Nottingham. Can your child order them on a timeline based on the year they were built? How do the places of worship differ? What similarities do they have?
- **Robin Hood: A timeline-** Your child can create a timeline detailing the history of Robin Hood. Remind them to include dates and details of significant events.

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.

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