|  |
| --- |
| Learning Project week 2 |
| Year 6 |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| ● Working on Times Table Rock stars.● Get a piece of paper and show everythingyou know about fractions. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want to be.● Practise knowledge of common multiples e.g. what are the common multiple of 6 and 8 up to 50 ● Research how many people live in your local area,city, county etc. What is the differencebetween each amount? Which is the biggestand why?● Direct your child to practise matchingfractions on this game. Get them to work onthe mixed numbers.● get your child to look at the relationship between fractions, decimals and percentages. | ● Your child can continue to read a chapterfrom their home reading book or a book thatthey have borrowed from the library.● Ask your child to write a shortreview detailing their likes and dislikes aboutthe novel so far. Encourage them to justifytheir opinion with examples from the text (book review).● Encourage your child to record any wordsthat have captured their interest from thechapter that they have read. They can writeantonyms for these words.● Challenge your child to read to anothermember of the family. This doesn’t have tobe a book so they can be as imaginative asthey wish.● Your child can visit authorfy. Join thewebsite so that they can access videos,author masterclasses and other activitiesover the week or can they find out information about their favourite author e.g. how did they become and author, what books have they written etc  |
| **Weekly Spelling Tasks (Aim to do 1 per day)**  | **Weekly Writing Tasks (Aim to do 1 per day)** |
| ● Practise the Year 5 & 6 for CommonException words. These can be found on the school website.● Practice spelling the vocabulary words on your knowledge organiser. ● Choose 5 Common Exception words.Write synonyms, antonyms, themeaning and an example of how to usethe word in a sentence. Can the wordbe modified?● Your child can create a vocabulary bankabout the area they live in. ● Get your child to proofread their writing fromthe day. They can use a dictionary to checkthe spelling of any words that they foundchallenging. This will also enable them tocheck that the meaning of the word issuitable for the sentence. | ● Get your child to choose a locallocation and create a persuasive leaflet about this place. Places they could write about are: The the miners welfare Park, the transport museum, the local swimming maths or somewhere they like to go/is memorable to them.● Encourage your child to think of a local hero, celebrity or historical figure from around Coventry or Warwickshire. 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. People they could choose from are:William Shakespeare, George Eliot, Frank Whittle or Lady Godiva.● Story Task: Your child can now invent anew character for their very own story. Theymust think about the setting they createdlast week and how their character would fitin to this. They must also consider theaudience 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.● Promoting Your Local Area- Tell your child that a visitor from another country is coming tostay in the city for a week. They really need to impress them by showing them the mostinteresting places in their local area. Where would they take them each day? Plan theitinerary for each day detailing the transport that will be taken to each location, how long willbe spent there, what will be eaten and any activities that may take place. You can write this a time-line or diary.● Where in the World? - Show your child how to use Google Earth or Google Maps to look atthe geographical features of Coventry (oe Bedworth/Nuneaton), Aberystwyth and Perth (Australia). How are these places the same? How are these places different? What impacts the similarities anddifferences? After, they can then choose three different places and do the same thing. Dothey notice any patterns?● Understanding Others and Appreciating Differences:Research different places of worship that can be found in their local area. Can they find their nearest Church? Mosque? Synagogue? Temple? Gurdwara? What can they find out aboutthem? Draw pictures and label them with any information they find out.● Lady Godiva: She is infamous in Coventry - can your child create a time-line ofher life and add detail about each one● Look at Nuneaton and Bedworth or Coventry – can you find out about their past e.g. are they recorded in the Doomsday book, were they industrial, what did they produce? Can you do a now and then comparison poster, written paragraph or drawing. Can you find out the answer to the following questions;• What is the name of this place? • Where is this place and which other places are near it? • Is it a village, town, suburb or part of a city? • What types of buildings can we find and what are they used for? • What different types of land-use can we find? • Are there any green spaces and what are they used for? • Who lives here and what do they do? • How do people use this landscape in different ways? • Are there any local ‘landmarks’? • What types of transport links can we find? • What evidence is there of connections to other places? • What was this place like in the past? • How and why is it changing? • How is it similar or different to other localities that are being studied? |
| **Don’t forget to look at our website which holds many on-line websites that are packed with many activities.** |