

West Heselton Y5/6 Learning Project – The Area You Live In

(work set for the week beginning: 26/04/20 and the week beginning: 03/05/20)

Message for all of Farthing Wood...

It was really great to hear from some of you this week via the class email address about the learning you have been up to (fw@heslerton.n-yorks.sch.uk). The photos of your creative projects and pieces of written work were amazing and it has been a great pleasure to see you getting stuck in to last times learning project. This time the project takes more of a 'Geography' ideas and there are also some added extras in the Maths and English sections for you to choose from (I am particularly excited about the prospect of David Attenborough and Professor Brian Cox presenting some of the BBC Bitesize sessions).

Have fun and stay safe.

Mrs Woodward

Weekly Maths Tasks (aim for one per day)

- **All – Carry on working through the ['White Rose Maths'](#)** (Department For Education recommended site) lessons from Summer Term Week 1 and Summer Term Week 2.
Parents - How to use these lessons:
Just follow these four easy steps...
 - 1) Click on the set of lessons for your child's year group.
 - 2) If possible, print the activity sheet.
 - 3) Watch the video (either on your own or with your child) and fill in the activity sheet.
 - 4) Find a calm space where your child can work for about 20-30 minutes.
 - 5) Use the video guidance to support your child as they work through a lesson.
 - 6) Get the answers and mark the sheet with your child, discussing and altering any mistakes.
- **All – Work through (15-20 min) the appropriate year group printable packs from ['Maths Mastery'](#)** Week 1 and Week 2 (Department For Education recommended site)
Parents - How to use these lessons:
There are two maths packs for each year group, one is all of the guidance pages and the other is all of the pupil resources. These need to be provided together. The pupil packs do not make sense without the guidance. To reduce printing, the guidance packs can be shared digitally as they contain embedded video links.
- **All - Work on [Times Table Rockstars](#).** Login details are recorded in your reading logs/planners.
- **All - Research how many people live in your area, city, county etc.** What is the difference between each amount? Which is the biggest and why?
- **All - Look at the different house types on your street** (e.g. detached, flats, semi-detached). Create a bar chart or pie chart showing this information.
- **Y6 - Work on your reasoning and problem solving by practising past SATs questions from your maths folder** – keep to the set timetable.

Weekly Reading Tasks (aim for one per day)

- **All – Carry on listening to each chapter of the book [Varjak Paw by S.F. Said – read by Phil Wickins](#).** Just like our fiction guided reading sessions in class, complete the reading comprehension booklet (see below) for the chapters that you have listened to
- **All – Work through the appropriate year group printable packs from ['English Mastery'](#)** Week 1 and Week 2 (Department For Education recommended site)
Parents - How to use these lessons:
 - 1) Scroll down to the 'Primary School' section
 - 2) Click on the set of lessons for your child's year group.
 - 3) Print the workbook and follow the instructions
- **All – work on your non-fiction reading comprehension skills by logging in to [Readtheory.org](#)** and complete three texts and questions. Login details are recorded in your reading logs/planners.
- **All - Read a chapter from your home reading book and record this in your blue log/planner.** Note down any unfamiliar words from the chapter you have read. Explore the meanings of these words by using a [dictionary](#), or reading around the sentence.
- **All - You can log on to [GetEpic.com](#)** using our class code (which is written in your planner/log) and read a book for pleasure. If you use the search box you can then filter them by clicking on the 'age' box.
- **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 for one per day)	Weekly Writing Tasks (aim for one per day but these may take longer)
<ul style="list-style-type: none"> • All - practise the Year 5/6 Common Exception Words (see list in homework books). Then choose 5 Common Exception words. Follow ‘This Link’ for some interesting ideas on how to learn these • All - Create a vocabulary bank about the area you live in. They may want to use this for some of their writing tasks this week. • All - Practise spellings on Spelling Frame. • All – Practise spellings on Spelling Shed. Login details are recorded in your reading logs/planners. 	<ul style="list-style-type: none"> • All – Diary task: Write a diary entry/newspaper report summarising the events from the day. This time, this must be the events for another family member. • All –Persuasive leaflet task: Choose a local location below and create a persuasive leaflet about this place. • All – Interview task: Think of a local significant individual from our area. Write a set of questions to interview that person. Answer the questions in role as that person. • All – Argument task: <i>HS2 (The high speed railway line) should continue to be built.</i> Do you agree/disagree? Write an argument about this statement. • All - Story task: Now invent a new character for their very own story. Think about the setting you created last week and how your character would fit in to this. You must also consider the audience you want your story to appeal to.

[BBC Bitesize Daily Lessons](#) – Simply click on your year group and you are away!

[Weekly Schedule](#) – You'll find daily lessons for home learning in Maths and English for every year group, as well as regular lessons in Science, History, Geography and more.

Bitesize Daily will run from the start of the Summer term on Monday 20 April 2020. This extensive new offering will include:

Online daily lessons: resources available on BBC Bitesize are being expanded to help parents and children study at home. We will be offering daily maths and English lessons to children, as well as weekly science, geography and history lessons. These lesson guides will follow the curriculum and be split into year groups from year 1 to 10 in England and the equivalent in Scotland, Wales and Northern Ireland. The daily guides will feature a mix of videos, quizzes, activities and games to help students stay on track with their studies.

Daily programmes: 20 minute programmes to set up students and parents with a plan for each day’s study. These will include explanations of key concepts and offer expert advice on different ways to teach the subject, where to find teaching resources and how to keep kids motivated. The programmes will be available to view via iPlayer and the Red Button.

Learning Project to be completed throughout the next two weeks

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 area.

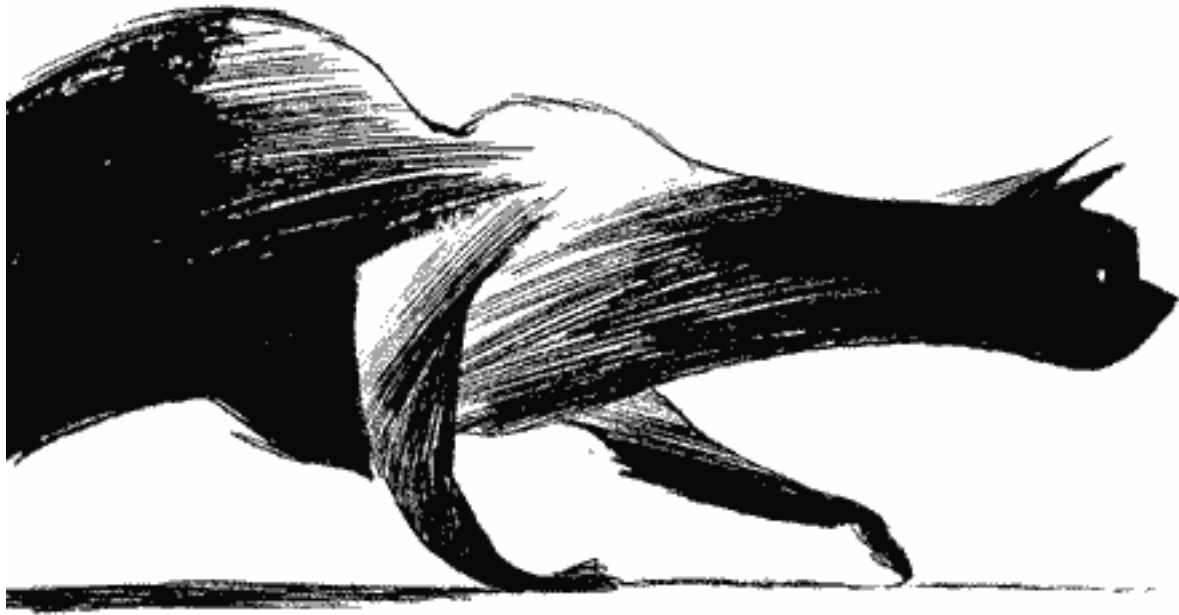
- **An Architectural Masterpiece-** Design a new building/structure to inspire the residents of your local town or city. You must research, plan, design and then make a model of it using materials from around the house. Create a 'criteria for success' and then evaluate your model against this.
- **Promoting Your Local Area** - A visitor from another country is coming to stay in the city for a week. You really need to impress them by showing them the most interesting places in the local area. Where would you 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?** - Use Google Earth or Google Maps to look at the geographical features of York, Aberystwyth and Perth (Australia). How are these places the same? How are these places different? What impacts the similarities and differences? After, you can then choose three different places and do the same thing. Do you notice any patterns?
- **Places of Worship** – Choose 5 places of worship in the local area. Can you order them on a timeline based on the year they were built? Were any built more recently? If so, why do they think some of these places were built more recently, whilst others were built many years ago? Do you think the society we live in has had an impact on this?
- **Mapping skills** – use the '[MapZone](#)' and '[Digimaps](#)' websites to help improve your practical mapping skills and knowledge.

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.

The next Farthing Wood learning project will be out on – Thursday 7th May 2020



Varjak Paw

By S. F. Said

*Presented by
Mr Wickins Reads!*

Activity book

Name: _____

Varjak Paw

Chapter 1

Write the definition of the following words on the other side of this sheet

*Stealthy

*Embarrassment

*Stalk

*Pedigree

*Proper

*Identical

*Scoff

*Dull

1. Who is Jalal? What did he do?
2. Who lives in the Contessa's house with Varjak?
3. How is Varjak treated by his family? Give an example to support your answer.
4. How does the author describe the strangers who enter the Contessa's house?
5. Who are the monsters that live outside?

Varjak Paw

Chapter 3 - 4

Write the definition of the following words on the other side of this sheet.

*Antique

*Noble

*Revolting

*Crackle

*Impressionable

*Rumble

*Absurd

*Murmur

*Scorn

1. What are the three secrets Elder Paw tells Varjak? Describe what you think they are.
2. How does Father Paw react to Elder Paw's warning?
3. Why does Elder Paw dislike the Gentleman?
4. How could a dog help the cats?
5. How does the author make the two black cats seem mysterious and dangerous?

Family Council Meeting

Reasons to stay inside:

Reasons to go outside:

Chapter 5

Head vs Heart

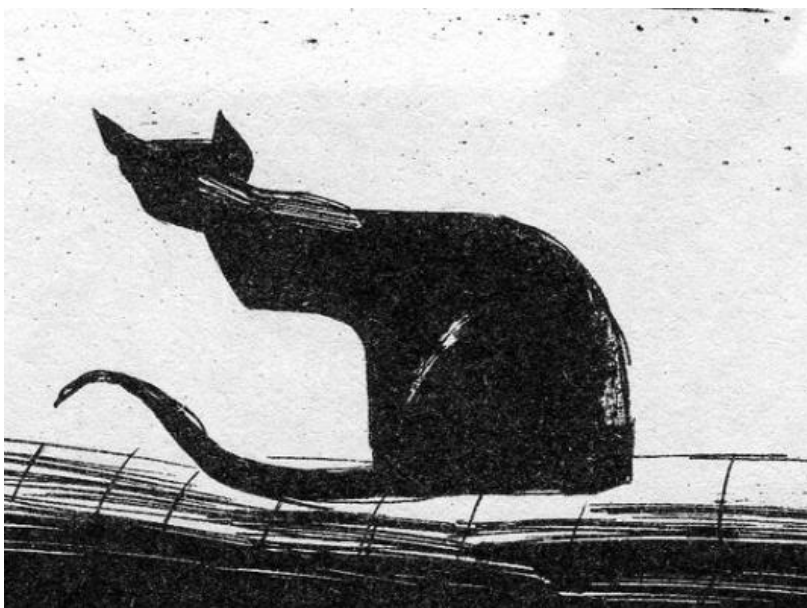
Why should Varjak have stayed in the garden?

Why should Varjak have left the garden?

Chapter 5-6

Outside! For the first time since Jalal, a Paw stood on the edge of the world... Varjak could see for miles and miles...

Draw what Varjak could see from the top of the wall. You can make it black and white, like the illustrator, by using dark pencil, black colouring pencil, charcoal or black felt tips.



Varjak Paw

Chapter 15-16

Draw a map of the city Varjak is located in... Make sure to include the park, Ginger's territory, Sally's territory, the city square where the pigeons are, the Contessa's house on the hill and where the Vanishings occur.

Varjak Paw

Chapter 15-16

1. Why did Ginger's gang attack Varjak?
2. Why is everyone afraid of Sally and her gang?
3. In chapter sixteen, how did Varjak find his breakfast? Describe in detail.
4. Why did Holly save Varjak?

Varjak Paw:

Chapters 27-28

Write the definition of each word on the other side of this sheet. Then **write it in a sentence**.

*Explain *Armchair *Sting *Thunder *Gnarled
*Climb *Powerful *Curtains *Corridor *Nudge

1. How did Varjak recognize his house?
2. Why doesn't Cludge follow Varjak into his home?
3. What is different about the cat door at the Contessa's house?
4. What does Varjak think of his old home?
5. Who is the head of the family now?
6. How does Varjak's family react when he tells him the two black cats killed the Elder cat? Why do they react this way?

Make a chart to illustrate the seven skills in the way of Jalal:
Open Mind, Awareness, Hunting, Slow-Time, Moving Circles,
Shadow walking, Trust Yourself.

Varjak Paw:

Chapters 31-32

Write the definition of each word on the other side of this sheet. Then **write it in a sentence**.

*Failure

*Restored

*Knowledge

*Noble

*Shimmer

*Prickle

*Merge

*Cower

1. What is the seventh skill? How does it work?
2. What does it mean to be a true Mesopotamian Blue?
3. How is Varjak like Jalal?
4. Why does Varjak's family not help Varjak?
5. How does Varjak get past the black cat on the stairs?
6. Describe what Varjak sees upstairs in **five or more sentences**.
7. What does the Gentleman do to the cats?

Chapter 34

So far, the book has been written from Varjak's viewpoint. Now, you are going to write from **Cludge's** viewpoint.

Sketch and annotate or write your version of the ending in three different sections:

Part 1 – Outside the wall

Part 2 – Crashing through the window

Part 3 – How it all ends

