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| **West Heslerton Y5/6 Learning Project – Sport** (work set for the week beginning: 11/05/20 **and** the week beginning: 18/05/20)  |
| **Message for all of Farthing Wood…**Hope you are all well and staying safe. A slight change to the some of the learning links and possibilities this time. With the maths tasks, feel free to carry on with the ‘White Rose’ and ‘BBC Bitesize’ (see links in additional learning resources) if you are happy with these, but you will see below that there is now the ‘I See Maths’ videos as well. The other tasks have a mathematical focus. With the reading tasks you will be nearing the end of the Varjak Paw but I would recommend that you have a look at the ‘Book of Hopes’ once you have finished. In addition to tall of this, for the scientists out there there is now a science/STEM section on pg3 that links to the learning project focus. Don’t forget that you can email me at**fw@heslerton.n-yorks.sch.uk** with any work that you have completed or any questions you may have…it has been wonderful to hear from some of you already. |
| **Weekly Maths Tasks - Position and direction focus**(aim for one per day) | **Weekly Reading Tasks (**aim for one per day) |
| * **All – Each day Gareth Metcalfe from** [**‘I See Maths’**](http://www.iseemaths.com/lessons56/) **(some of his materials which we use in class) will be posting a daily video for Years 5 and 6 to complete.** The videos explore a big mathematical idea in small steps and there are a range of independent tasks for you to complete. There is also [**parental introduction video here**](https://www.youtube.com/watch?v=IU9pxlPscPU&feature=youtu.be) to explain more.
* **All - Watch this ​**[**video​**](https://www.bbc.co.uk/bitesize/topics/z2dqrwx) to understand the difference between reflection, translation and rotation.
* **All - Place several household objects on the ground indoors or in the garden spaced apart**. Blindfold someone in your household using a scarf and using the positional language, such as turn left, right, forwards, clockwise etc, give them instructions to lead them to the items. You could say something like: “Turn 90 degrees left, move forwards 3 spaces.” Can you follow the given instructions to find the object?
* **All - Using this ​**[**online resource,​**](https://mathsframe.co.uk/en/resources/resource/82/ITP%20Symmetry) make a pattern and then reflect it. Or try ​[**this activity​**](https://www.sciencekids.co.nz/gamesactivities/math/transformation.html) that allows reflecting, translating and rotating practice.
* **All - Play catch.** Each time the ball is caught, count up in a particular multiple (this could be any number between 2 and 100). If the ball is dropped, start again. It can be made harder by spacing out or by giving a higher target number.
* **Y6 - Work on your reasoning and problem solving​** by practising past SATs questions from your maths folder – keep to the set timetable.
* **All -** [**Times Table Rockstars**](https://play.ttrockstars.com/auth/school/teacher)​​**.**​ Access this programme with your school login. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
 | * **All – Carry on listening to the remaining chapters of the book, although there ore 35 chapters of the book so not many left now!** [**Varjak Paw by S.F. Said – read by Phil Wickins.**](https://www.youtube.com/playlist?list=PL3kA-gpaSB2bCI7wkcvsSCaiLQ6TCTCpP)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 – Have a read of some of the wonderful stories, poems, essays and pictures in this** [**‘Book of Hopes’**](https://literacytrust.org.uk/family-zone/9-12/book-hopes/?fbclid=IwAR0V27-DSLL-HNXexyLDZgJR3g1jRKCwxUdkIb7QkMERnB1U57o_w5UjA3E)**.** It is an electronic book especially written by more than 100 children’s writers and illustrators to help comfort, inspire and entertain children in lockdown.
* **All - Read the sports pages of a newspaper** and consider the language used.​ ​You could add interesting language to a sports’ word bank.
* ​**All -** [**Here**](https://cdn.oxfordowl.co.uk/2017/03/30/09/43/48/564/2749604_Reading_Comp_B.pdf)**​ is a reading comprehension activity about circus performers.** Read the text in under 3 minutes and complete the questions.
* **All – Listen to and read along with** [**​Arundel Swimming Pool​.**](https://childrens.poetryarchive.org/poem/arundel-swimming-pool/) Now summarise each verse using one word only.
* **All - Encourage your child to listen to a free age-appropriate audiobook** [**here​,**](https://stories.audible.com/discovery) choose a book from ​[**GetEpic.com ​**](https://www.getepic.com/students) ​ or continue with their chapter book.
* **All - consider the actions of a character in a book you have recently read.** Do you agree or disagree with the actions? You should verbally give reasons for your opinions and justify them using evidence from the text.
* **All – work on your non-fiction reading comprehension skills by logging in to** [**Readtheory.org**](https://readtheory.org/auth/login) and complete three texts and questions. Login details are recorded in your reading logs/planners.
* **All - Visit the website** [**Love Reading**](https://www.lovereading4kids.co.uk/). Explore the Book of the Month and previous books of the month. How many have you read?
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| **Weekly Spelling Tasks** (aim for one per day) | **Weekly Writing Tasks** (aim for one per day but these may take longer) |
| * **All - practise the Year 5/6 Common Exception Words (see list in homework books).** Then choose 5 Common Exception words. Follow [**‘This Link’**](https://primarysite-prod-sorted.s3.amazonaws.com/middlefield-primary-academy/UploadedDocument/a3540ff0980b4c2c82680c418feab65f/ideas-for-learning-spellings.pdf) for some interesting ideas on how to learn these
* **All - List sport related noun phrases and verbs** that correspond with each letter of the alphabet? This will support your writing tasks.
* **All - Complete ​**[**this word search​**](https://spellingframe.co.uk/spelling-rule/33/38-Endings-which-sound-like-el) which focuses on words ending in ​**-cia**​l or ​**-tial**​?​ C​an you find the meanings of these words too?
* **All - Create their own sporting wordsearch.** This could include the names of athletes, sports or sporting equipment.
* **All – Can you unscramble these sporting words:** ​queenmipt, poicmlys, tannidmob, cagminssty & pochmashpini.
* **All - Practise spellings on ​**[**Spelling Frame​.**](https://spellingframe.co.uk/)
* **All – Practise spellings on** [**Spelling Shed**](https://www.spellingshed.com/)**.** Login details are recorded in your reading logs/planners.
 | * **All – Story task**: Visit the Literacy Shed for this wonderful video resource on ​[**The Catch​.**](https://www.literacyshedplus.com/en-gb/resource/the-catch-ks2-activity-pack) Or create a short victory story about a character succeeding.
* **All –Newspaper task**: Write​ ​two newspaper articles on a sport of your choice, one reporting on an event and the other reporting ‘behind the scenes’. Pay attention to the different language that will be used in each. Can you child include direct speech from ‘interviews’? You could present this on Word or Google Docs if they have access to a PC.
* **All – Biography task:** Choose a sports person you admire. Create a biography which tells the story of their life in chronological order.
* **All –Information report task:**Choose a sport which is popular in another country and write an information report, giving key details about the sport and its history.
* **All – Persuasive leaflet** task​: Create a persuasive leaflet for a new school sports club. You should use persuasive language including modal verbs (e.g. will, should) and adverbs of possibility (certainly, probably)​.
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| **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 sports and games. Learning may focus on the history of sport, sporting-heroes, physical challenges and performance.** * **Sport Genius-** ​Ask your child to research about​ ​[**sporting history**](https://kids.kiddle.co/Sport)**​** and see how many different**​ ​**[**facts​**](https://www.sportsforschools.org/interesting-facts/) they can find out about sports from the past. Ask them to create their own sporting trivia quiz which they can test out on members of the household. Or place different sporting events from the last 100 years onto a timeline.
* **Sporting Heroes**- ​Get your child to select their favourite sporting star. Then they can draw a portrait of them in the style of the famous pop artist​ ​[**Roy Lichtenstein**​](https://www.tate.org.uk/kids/explore/who-is/who-roy-lichtenstein) using felt tip pens or paint.
* **Name that Sport -** ​Get your child to create an​ ​[**orienteering map**](https://www.getoutwiththekids.co.uk/activities/playing-things/orienteering/)**​** of your home/garden. At each location they will need to create a question relating to a sport e.g. Which sport has the most rules? The answers can then be recorded on an orienteering sheet. How about giving them a challenge? Can they create an answer that begins with the letter of the next location? Get your child to test it out on a family member.
* **Beat It! -** ​Begin by getting your child to measure their resting heart rate by counting how many beats in a minute. Then get them to carry out an exercise e.g. running, skipping, star jumps etc. for 3 minutes. Once they have completed this they are to carry out a recovery activity e.g. walking or sitting and see how long it takes for their heart rate to go back to normal. Ask them to repeat this with different recovery exercises to see which is the most effective at getting their[**​ ​heart rate​**](http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1467) back to normal the quickest. Can they create a way of showing their results?
* **Anyone Can Be a Champion! -** ​This activity is all about exploring the diversity of sport. Ask your child to research the history of the **​**[**Paralympics​.**](https://www.paralympic.org/ipc/history) Discuss why we have the Paralympics. Get your child to create a poster which presents the importance of the Paralympics and the range of different sports there are.
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| **STEM Learning Opportunities #scienceathome** |
| **Heart Beaters** * Can you tickle yourself? How many litres of blood do you have in your body? How many times does your heart beat in a day? Test your family with a body trivia quiz. Create your own cards or download some from [**here​**](https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/30018-wellcometrust_primary_hb_ps1.pdf)
* The complete resource can be downloaded here:​[**Heartbeaters**](https://www.stem.org.uk/elibrary/resource/34279)
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| **Additional learning resources parents may wish to engage with** |
| * [**BBC Bitesize**](https://www.bbc.co.uk/bitesize/levels/zbr9wmn)​ **-** ​Lots of videos and learning opportunities for all subjects.
* [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-learning-packs/)​ ​- Reading, writing and maths activities for different ages.
* [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link)​ **-** ​Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
* [**White Rose Maths**](https://whiterosemaths.com/homelearning/)​ online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
* IXL online. Click here for ​[**Year 5**​](https://uk.ixl.com/math/year-5) or here for ​[**Year 6**](https://uk.ixl.com/math/year-6)​. There are interactive games to play and guides for parents.
* [**Mastery Mathematics Learning Packs**](https://www.mathematicsmastery.org/free-resources)**.** ​Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
* [**Mastery English Learning Packs.**](https://www.englishmastery.org/our-response-to-coronavirus-covid-19/)​Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
* [**Y5 Talk for Writing Home-school Booklets**](https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf)​ and ​[**Y6**​](https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf) ​are an excellent resource to support your child’s speaking and listening, reading and writing skills.
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| **The next Farthing Wood learning project will be out on – Friday 22ndth 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 2

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

\*Scorch \*Swish \*Stylishly

\*Groomed \*Ripple \*Rarest

\*Munching \*Flourish \*Anxious

1. Varjak’s family doesn’t believe Varjak when he tells them about the Gentleman and his cats. Describe a time when someone didn’t believe what you were telling them. How did it feel? What did you do?
2. Predict what you think Elder Paw will say at the family meeting (If you already know what he said, then try and answer why you think he said it)
3. What gifts does the Gentleman give the cats?
4. What do you think the gentlemen took from the Contessa’s room?

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