

## West Heselton Y5/6 Learning Project – My Family

(work set for week beginning: 6/4/20 and week beginning: 14/4/20, plus one week off for a holiday week!!)

### Message for all of Farthing Wood...

I hope everyone is feeling well and managing to keep safe. I know how much you will be enjoying spending extra-time at home with your family members and enjoying the sunshine when it is out, but it is also important - or not only the Yr5's but also the Yr6's - to keep improving on all the hard work you have put in over the past year by keeping going with your skills across all the curriculum areas. So, I have put together a plan of action for you all over the two/three weeks.

Weekly Maths Tasks (aim for one per day)	Weekly Reading Tasks (aim for one per day)
<ul style="list-style-type: none"><li>All – Work through the '<a href="#">White Rose Maths</a>' lessons from Week 1 (contains 5 lessons) and Week 2 (contains 5 lessons). <u>Parents - How to use these lessons:</u> Just follow these four easy steps...<ol style="list-style-type: none"><li>1) Click on the set of lessons for your child's year group.</li><li>2) If possible, print the activity sheet.</li><li>3) Watch the video (either on your own or with your child) and fill in the activity sheet.</li><li>4) Find a calm space where your child can work for about 20-30 minutes.</li><li>5) Use the video guidance to support your child as they work through a lesson.</li><li>6) Get the answers and mark the sheet with your child, discussing and altering any mistakes.</li></ol></li><li>Y6 - Work on your reasoning and problem solving by practising past SATs questions from your maths folder – keep to the set timetable.</li><li>All - Play on <a href="#">Hit the Button</a> - focus on halves, division facts and squared numbers.</li><li>All - Work on <a href="#">Times Table Rockstars</a>. Login details are recorded in your reading logs/planners.</li></ul>	<ul style="list-style-type: none"><li>All - Listen to each chapter of the book <a href="#">Varjak Paw by S.F. Said – read by Phil Wickins</a>.</li><li>Just like our fiction guided reading sessions in class, complete the reading comprehension booklet (see below) for the chapters that you have listened to</li><li>All – work on your non-fiction reading comprehension skills by log in to <a href="#">Readtheory.org</a> and complete three texts and questions. Login details are recorded in your reading logs/planners.</li><li>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 <a href="#">dictionary</a>, or reading around the sentence.</li><li>All - You can log on to <a href="#">GetEpic.com</a> 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.</li></ul>
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"><li>All - practise the Year 5/6 Common Exception Words (see list in homework books) - Then choose 5 Common Exception words. Write a synonym, antonym, the meaning and an example of how to use the word in a sentence.</li><li>All - Practise spellings on <a href="#">Spelling Frame</a>.</li><li>All – Practise spellings on <a href="#">Spelling Shed</a>. Login details are recorded in your reading logs/planners.</li></ul>	<ul style="list-style-type: none"><li>All – <b>Diary task:</b> Write a diary entry/newspaper report summarising the events from the day. You can write this from their own perspective.</li><li>All – <b>Information report task:</b> Think about a member of your family who is a hero/heroine to you. Create an information report about your chosen hero/heroine. Why not interview that person and include some direct quotes from the interview?</li><li>All – <b>Poetry task:</b> What makes your family different to other families? What makes them the same? Write a poem about your family, you may even want to perform it too.</li><li>All – <b>Argument task:</b> <i>Children should only be allowed to watch TV for one hour a day.</i> Do you agree/disagree? Write an argument text about this statement.</li><li>All - <b>Story task:</b> Design a setting for a story genre of their choice. Think about any settings that you have encountered in stories before. You must then write a short description including expanded noun phrases.</li></ul>

## Learning Project to be completed throughout the next two/three weeks

The project this week aims to provide opportunities for you to gain a better understanding of your own family. Learning may focus on the different makeup of families, what traditions your family has, stories linked to your family etc.

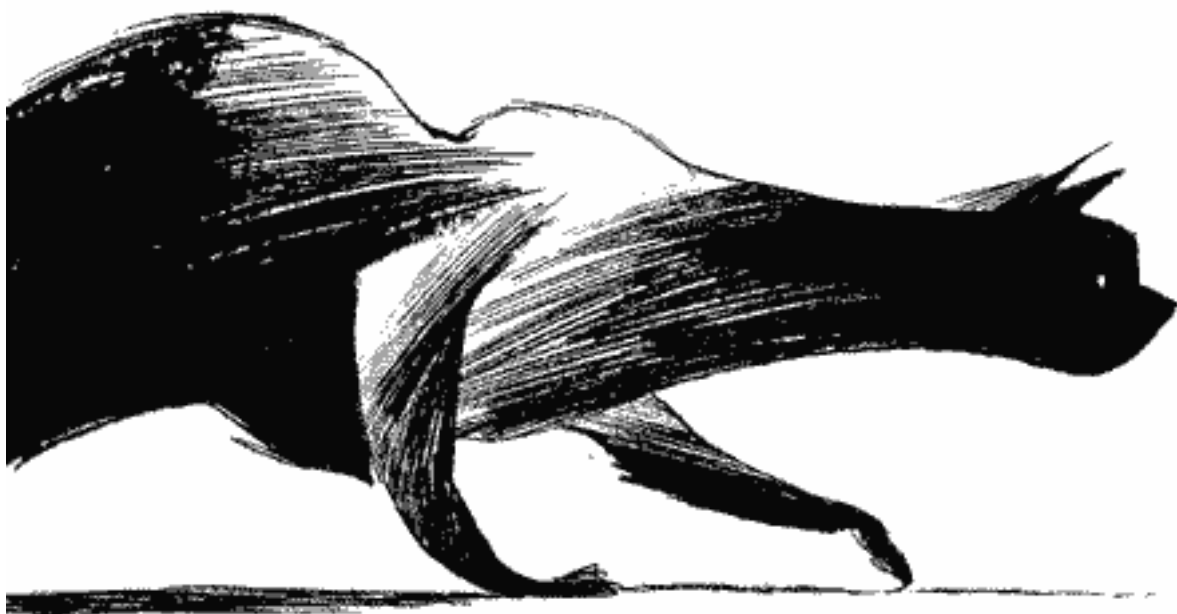
- **Music from the Past** - Research music from the decade their parents, grandparents or other older family members were born in. What were the most popular bands or singers during this time? Perform a song from this decade and create your very own dance routine. Explain how you need to improve their performance in order to achieve your personal best.
- **Portraits and Photography**- Take portrait photographs of your family members considering light and textures. Following this, use the photographs to draw portraits in pen/pencil considering light and tone.
- **Classification**- Design a classification key based on the simple physical features of their family. Then test out the keys on each member of their family. Only use 'yes' or 'no' questions.
- **Nature vs Nurture**- Discuss your appearance, your personality and your dreams for the future. How much of this do you believe is determined by your genes? How much of this is determined by your family/upbringing? Decide which traits are due to nature and which traits are due to nurture e.g. hobbies and interests or sense of humour. Try this out on other family members.
- **Mapping Skills** - Identify the countries or cities within the UK where your family members originate from or live. Then plot these on a map and then create a bar chart to show the number of family members who live/lived in each city/country.

### 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 – Friday 24<sup>th</sup> April 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**

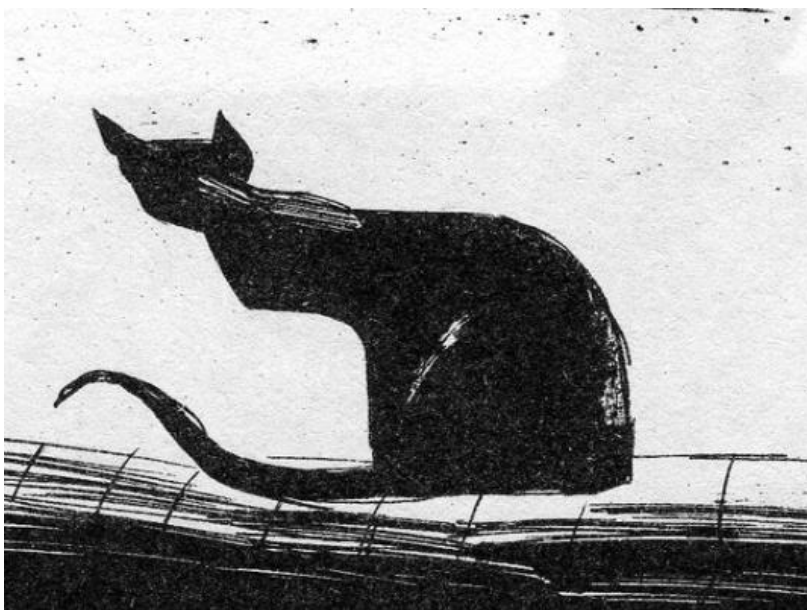
**Why should Varjak have stayed in the garden?**

**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