

## Learning Project WEEK 2 - The Area You Live In

Age Range: Y5/6

### Weekly Maths Tasks (Aim to do 1 per day)

- Play on [Times Table Rockstars](#) to practise times tables. Try challenging each other!
- 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.
- 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.
- Play on the [Maths Shed](#) to practise basic skills!
- Daily arithmetic - see Fluent in 5 with answer sheets for checking.
- Daily reasoning for different areas of maths - see Rapid Reasoning with answer sheets for checking.

### Weekly Reading Tasks (Aim to do 1 per day)

- Your child can continue to read a chapter from their home reading book or any other book they are reading.
- After this, ask your child to write a short review detailing their likes and dislikes about the book 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 use [Audible](#), [Oxford Owl](#) or [Epic Reading](#) to choose from a range of books to read and listen to.
- Start a reading journal to make notes on your reading - predictions, reflections, summaries and reviews! Also see reading suggestions in their exercise books.

### Weekly Spelling Tasks (Aim to do 1 per day)

- Encourage your child to practise the Year 5/6 spelling list words (see [here](#) or the copy in their exercise books along with lots of ideas for different ways to practise spellings).
- Then ask your child to choose 5 of these words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence.
- Practise spellings on [Spelling Shed](#) or [Spelling Frame](#).
- 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.

### Weekly Writing Tasks (Aim to do 1 per day)

- Look at [Pobble 365](#) for the day's writing inspiration! Scroll down for writing prompts linked to the picture and grammar/sentence work.
- Your child can choose a local location and create a persuasive leaflet about this place to persuade others to visit in the future. It could be the local park, leisure centre, a shopping centre, a restaurant - anywhere!
- Encourage your child to think of a local significant individual from Hull. They can then research that person and write a set of questions to interview them. Challenge your child by asking them to answer the questions in role as that person. It could be anyone from a sports star like Luke Campbell to a historical figure like William Wilberforce!
- **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 Hull. 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. You could create a persuasive tourist guide on docs or slides on Google Classroom!
- **Where in the World -** Show your child how to use Google Earth or Google Maps to pick out places and research them. If you could go anywhere in the world, where would you like to go? Have a look at different places all over the world before you make your choice. Explain why you would like to go to this place? What makes you want to visit? Would you like to live there or just be there on holiday?
- **Places of Worship -** St Aidan's is the nearest place of worship to our school and is a protestant church (Church of England). Which is the nearest place of worship to your house and which religion is this? There are many other places of worship in Hull - Hull Reform Synagogue, Khedrubje Kadampa Buddhist Centre, Hull Mosque and Islamic Centre, Hull Trinity Church, St Mary's Lowgate, St Charles Borromeo. Can your child order them on a timeline based on the year they were built? Why do they think some of these places were opened more recently whilst others were built many years ago?
- **Hull's Trawler History -** Hull's fishing industry is very important to the history of Hull. Your child could find out as much as possible about the Hull trawlers and why they were important for Hull. Why was fishing so important here? Are there any important or interesting dates that they find out about when researching this history? Can they plot these dates on a timeline? What was the triple trawler disaster? Who was Lilian Bilocca? Who were the Headscarf Revolutionaries? Why are they painted onto the side of buildings in Hull? (Hessle Road and Anlaby Road)
- **Graffiti and Street Art -** Along Bankside you can see lots of street art and work by local graffiti artists. Has graffiti always been seen in a positive light? How have attitudes towards graffiti changed over time? Is all graffiti good? Discuss these questions with your child and then ask them to design their own graffiti art using paper and crayons or felt tips. Some recent art has shown messages related to stopping the spread of the virus, staying safe and showing support for our NHS - can they create a piece of art encouraging people to stay home, protect our NHS and stay safe and save lives?

## Active learning homework

- Isolation Icons challenges: <https://www.hullactiveschools.org/isolation-icons>
- Try a Go Noodle activity <https://www.gonoodle.com/>
- Try Joe Wicks' workouts for schools - there will be PE with Joe at 9am every school day <https://www.youtube.com/watch?v=d3LPrhIOv-w&t=126s>
- Try writing your spellings in the air with one leg! Stand on one leg with your knee raised higher than your hip. Write your spelling word in the air with your toe! Swap legs and try another spelling.