

**Year 5 and Year 6 Home Learning**

This guidance will provide you with a clear plan of what learning will be expected from your child during this period of home learning.

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| **Reading** | | |
| **Activity** | **Frequency** | **Suggested Support** |
| **Reading Independently**  The book assigned to you from school. | Daily 20 minutes | Recap what has happened before.  Discuss characters & their actions. Make predictions on what will occur next.  Can your child summarise the chapter? |
| **Reading Plus YEAR 6 ONLY** | 30 minutes daily. | Complete a minimum of one reading and one vocabulary task each day. |
| **Reading and listening for pleasure**  Any book, comic or magazine of your choice. | As often as possible | The reading of familiar stories, looking at magazines, sharing interesting non-fiction books and enjoying different styles of texts is so important (school books, own books, get epic website, oxford owl e-books website). |
| **Storytime** | Daily at 3pm | Log in to Google Classroom to hear one of your teachers read a short story. |

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| **English** | | |
| **Activity** | **Frequency** | **Suggested support** |
| **Various activities set every day on Google Classroom to include reading, writing and SPAG** | Daily 30 minutes | Discuss task and stimulus materials. Help to verbally plan/gather ideas. Check they know how to approach the task. Ask the children to check through their work for spelling and grammar errors. |

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| **Maths** | | |
| **Activity** | **Frequency** | **Suggested Support** |
| **Various activities set every day on Google Classroom** | Daily 30 minutes | Discuss task together. Check how they want to approach the task. Ask them ‘What skills do you already have to help you complete the work?’ Ask them to check through their work for any errors or misconceptions. |
| **TTRS** | Daily 10 minutes | Encourage your child to take part in any of the TTR challenges.  Remind them of accuracy. |
| **Mathletics** | Daily | Encourage your child to take part in any of the TTR challenges.  Remind them of accuracy. |
| **White Rose Maths** | Daily 20-30 minutes | Support your child accessing the direct online link from [Home Learning | White Rose Maths](https://whiterosemaths.com/homelearning/) or through Google Classroom. |

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| **Morning Challenge** | | |
| **Activity** | **Frequency** | **Suggested Support – all the suggestions below the children have used in class so they will be familiar with them.** |
| [**https://www.pobble365.com/**](https://www.pobble365.com/) | Daily 10 minutes | We want you to be creative with your responses, you might want to write a story, create a piece of art, simply answer the questions or write ‘I wonder…’ questions of your own. |
| **SPAG- Spelling Punctuation and Grammar** | | |
| **Spellings** | Daily 10 minutes revision of spelling pattern/rule – statutory list of words.  Spelling Shed games  <https://play.edshed.com/en-gb/login>  Use Spellingframe to consolidate patterns or rules.  <https://spellingframe.co.uk/> | Focus on the words that your child finds most difficult.   * Write them out in alphabetical order. * Write a dictionary definition. * Identify the word class (*noun, adverb…*) * Find a synonym/antonym (*similar/opposite meaning*) * Find other words in same family (*happy- happiness, unhappy…*) * Highlight the ‘tricky’ parts. * Practise spelling using the look, cover, write, check approach.   Write them in a sentence. |
| **Wider Curriculum Opportunites** | | |
| **French** | Weekly | Weekly work set from Mrs Oswald to consolidate your previous learning in school |
| **PE** | Weekly | Weekly challenges set to keep your body moving |
| **Topic/Science** | Weekly | Weekly work set in the different areas |

If any problems or questions please contact us via Google Classroom or ring the school office and they will forward us your message.

We will be contacting all children and parents weekly to catch up so we can work very closely together.

**Contact details should you need support:**

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