



Learning Project WEEK 1 - My Family

Year group: 6

It is more than likely that the children will still have pages left in their reading, SPaG and maths CGP workbooks given to them before they left school.

Please continue to work through these if you would like to 😊

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Working on Times Table Rockstars. Your child can also access Numbots with the same login. • Visit Corbett maths primary and complete a booklet focusing on an area of KS2 maths of their choice. • Play on Hit the Button - focus on times tables, division facts and squared numbers. • Daily arithmetic for different areas of maths. Your child should aim to work on level 4, 5 and 6 activities. • Get your child to work on their reasoning and problem solving by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on one of the topic areas listed to gain access to the questions. 	<ul style="list-style-type: none"> • Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library. • Following this, ask your child to summarise the events from the chapter. They could bullet point what happened, create a comic strip or present the information in their own creative way. • Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions. • Challenge your child to read something around the house that isn't a book: a newspaper article, information from a website, a recipe, a set of instructions etc.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Encourage your child to practise the Year 5/ 6 Common Exception Words (see list in pack given before the children left school, or on our class webpage). • Then ask your child to choose 5 Common Exception 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 Frame. • Check out our class page on the school website for some spelling worksheets your child can print and complete. • 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. 	<ul style="list-style-type: none"> • Ask your child to write a diary entry summarising the events from the day, a day during the Easter holidays or a completely made up day! • Your child can think about a member of their family who is a hero/heroine to them. They can then create an information report about their chosen hero/heroine. Why not encourage them to interview that person and include some direct quotes from the interview? • What makes your family different to other families? What makes them the same? Ask your child to write a poem about their family, they may even want to perform it too. • Children should only be allowed on their tablet, phone or games console for one hour a day. Do you agree/disagree? Write a discussion about this statement. • Creative writing task: Ask your child to write short setting description. They can think about any settings that they have encountered in stories before or use Pobble365 for amazing images which will give them lots of inspiration.

Learning Project - to be done throughout the week

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

Below are some suggested activities:

- **Music from the Past** - Your child could research music from the decade their parents, grandparents or other older family members were born. What were the most popular bands or singers during this time? Which song was at Number 1 when they were born?
- **Abstract art 'portraits'** – Children could research any of the following artists and have a go at drawing a face in their style: Picasso, Romero Britto or Sandra Silberzweig.
- **Mapping Skills** - Identify the countries or cities within the UK where their family members originate from or live. Children could locate these on a map. Where has your family been on holiday? Which cities have they visited in the UK? Can your child find these on a map or visit these on Google Maps Street View?
- **Hold an interview** – Children could call/facetime an older relative and ask them questions about their childhood, school life, first job, hobbies growing up etc.
- **Cooking for the family** – Encourage your child to help an older sibling or parent cook dinner one evening. Can they help decide which ingredients to put together to make a meal? Can they prepare some of the ingredients? Can they be in charge of timing the cooking or dishing up? Of course they will need to play a key role in the washing up too!
- **Family members in French** – Have a go at a French wordsearch, hunting for vocabulary about families in French. Find it for free at: <https://www.twinkl.co.uk/> and search 'French family'.
- **Design a dream house** – Chat with your child about their dream house. Can they design this house? Would it have a games room? A swimming pool? Look on Right Move (with a high search budget!) for inspiration.
- **Create a family time capsule** – Talk with your child about the fact we are living through an incredible period of history. Research time capsules and what have been put in them over the years. Could you create a family time capsule with a photograph of you all, a newspaper clipping, a letter etc in? You may wish to bury it or simply pop it away somewhere safe and rediscover it in years to come.
- **Classification**- Ask your child to design a classification key based on the simple physical features of their family. They can then test out the keys on each member of their family. Only use 'yes' or 'no' questions. (Use [this link](#) to find out more.)
- **Nature vs Nurture**- Speak to your child about their appearance, their personality and their dreams for the future. How much of this do they believe is determined by their genes? How much of this is determined by their family/upbringing? Ask them to 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.

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.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

Remember to look on our class twitter page **@CedarClassY6** and our class page on the **school website** if you would like more ideas, resources or activities for your children to engage with ☺

#TheLearningProjects