

Online Learning

Please use the following online platforms to continue the learning from school. This will be monitored by the teacher.

Times Tables Rockstars <https://trockstars.com/>

Spelling Shed <https://www.spellingshed.com/en-gb>

RM Maths <https://www.rmeasimaths.com/>

Maths Shed (Using the same logon as Spelling Shed) <https://www.mathshed.com/>

Logins for all these learning platforms can be found in your child's Reading Diaries.

We encourage children to keep abreast with the current affairs. To do this, we recommend the children watch Newsround daily. <https://www.bbc.co.uk/newsround>

Further online learning, for a range of curriculum subjects can be found at BBC Bitesize. <https://www.bbc.co.uk/bitesize/primary>. Please use the [National Curriculum](#) and Curriculum Coverage Documents on the Website to guide you.

Further Curriculum Learning:

All children have been given an exercise book in which to complete this work.

Maths

All children should be completing their Times Table practice daily using TT Rockstars to help.

RM Maths is an online tuition tool, which children should complete for at least 20 minutes a day.

Mathshed is also available to access using the same logon as Spelling Shed.

We have also attached a Spring Maths Activity Booklet to complete.

Reading

Please ensure your child reads daily and records this in their reading journal. They can read any of their own books/ magazines at home and record this reading in their journal as well. We have attached a Reading Bingo sheet, which could be used to encourage a range of reading.

Further free E books can be found on the Oxford Owl Website <https://www.oxfordowl.co.uk/oxford-owl-ebook-collection>

READING BINGO!

Read to a cuddly toy	Read a story to an adult then ask them questions about it	Make a den and read a book inside it	Read aloud a book with lots of expression	Read a book and then draw a new cover for it
Read a non-fiction book	Read a story and then invent a new title	Read the recipe for a cake you would like to make	Read a story, substituting the main character's name for yours	Read to a sibling or friend
Read the beginning of a story and invent your own ending	Read the same book as a friend and discuss it with them		Read for 15 minutes in a comfy chair	Read a book and describe a character from it in as much detail as possible
Read a magazine	Invent a story about a monster	Read the instructions of a game you like playing	Listen to an adult read a newspaper article and summarise it	Read a poem
Read a picture book then re-tell the story in your own words	Read two books. Which do you prefer and why?	Read a story and invent a sequel to it	Read by torchlight	Read a book with an adult, reading alternate sentences

After completing an activity, colour in the square.

Can you get five in a row in a week?

How long does it take you to colour all the squares?

Reading Comprehension

Parents should use our Reading Vipers questions, to check understanding whilst reading with their children at home.

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
<p>Draw upon knowledge of vocabulary in order to understand the text.</p> 	<p>Make inferences from the text.</p> 	<p>Predict what you think will happen based on the information that you have been given.</p> 	<p>Explain your preferences, thoughts and opinions about the text.</p> 	<p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> 	<p>Sequence the key events in the story.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	<p>Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say? • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>Example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

To further develop reading comprehension, we suggest that your child devises a question and answer sheet based on what they have read. These will be used when they are back in School. We have also included a Reading Challenges, which are activities which allow children to show their understanding of a book.

Activities to encourage you to reflect from what you have read.

Write a book review for a book when you have finished reading it	If the book you are reading has been made into a film, watch it and make a list of what is the same and what is different.
Find out about the author of your book and write a short factfile or biography about him/her.	Read a non fiction book and create a crossword or word search using subject specific words from the book.
Design a "wanted" poster for one of the characters in your book.	Read a non fiction book and write a quiz about the fascinating facts that you learn from reading the book.
Before you start reading a fiction (story) book, make predictions about what you think the story is going to be about and what might happen in it.	While reading a non fiction book, take notes about a chosen subject and write a non chronological report about your topic. Remember the key features.
When you are in the middle of reading a fiction (story) book, make predictions about what you think will happen next.	Keep a look out for the ways in which the author uses language to describe characters' appearances, actions, feelings; settings and situations. Note these words and phrases down and comment upon the effect they have upon you, the reader.
Choose your favourite scene from your fiction book and rewrite it into a play script. Remember the key features.	Compare two characters from the book. Consider their behaviour, their appearance, how they treat other people and how they have changed by the end of the book.
Write a quiz about the story you are reading/have read.	Read a newspaper and write a summary about some the articles you read.
Imagine you could meet the author of your book. Write 5 questions you would ask him/her.	While reading a fiction (story) book, make lists of the best powerful verbs, adjectives and adverbs they use in their writing.
While you are reading a fiction (story) book, write a diary extract of one of the characters.	While reading a fiction (story) book, make lists of the best synonyms for said (e.g. <i>bellowed, muttered</i>) they use in their writing.

Ongoing task:

Keep a record of interesting words and phrases that you discover in your reading (you maybe able to "borrow" and use them in your own writing!) Remember to find out the meaning of any new words too!

Please also find attached a Reading Comprehension pack for you child. Please encourage your child to complete these in the exercise book provides and then go through the answers with your child. Further packs will be emailed to Parents if needed.

Spelling and Vocabulary

Spellings list for the half term are stuck in Reading Diaries. They will go live on Spelling Shed weekly. Please see the Year group Newsletter for the key vocabulary that children should know, understand and be able to spell.

The Key word lists for Year 5 and 6 are also attached. Children should be able to spell these words and use them in a sentence correctly.

New Curriculum Spelling List Years 5 and 6

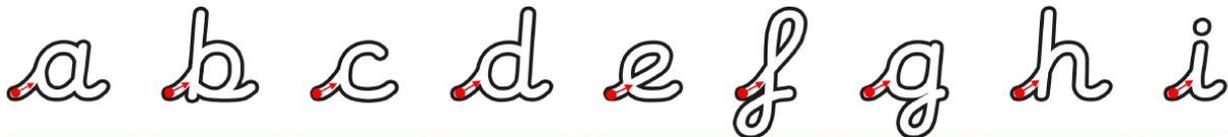
accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

twinkl visit [twinkl.com](https://www.twinkl.co.uk)

Handwriting

Please take this time to encourage your child to practise their handwriting. Children can write out their favourite poem, jokes or even just silly sentences as a way of practising.

Letter Formation Handwriting Sheet with Rhymes



Whoosh in and round you go. Up, down and kick out it's toe.

Whoosh in and up tall and back down. Then halfway up and all the way round. Add a lead at the end. So b can join onto a friend.

Whoosh in and curl the c. C joins other letters easily.

Whoosh up halfway and go round. Then all the way up and back down. Kick out it's toe. And she's ready to go.

Whoosh in and curl like a snail and leave an easy joining tail.

Whoosh in to the top and go round and then zoom under the ground. Under the line, loop the last part and finish your f near its start.

Whoosh in, go round to the top. Go down under the line, loop and stop.

Whoosh in and up tall and then down. Halfway up, bend over and flick off the ground.

Whoosh up and down, then kick out a toe. Add a dot and it's ready to go.



Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.

Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!

Whoosh in and up tall. Down to the ground and make your flick small.

Whoosh in and then down. Up, over and back to the ground. Up, over and down again. Add a flick to finish your m.

Whoosh in and then down. Up, over the hump and flick off the ground.

Whoosh in round you go. Lead out from the top for your o.

Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so that p can join onto a friend.

Whoosh in and round you go. Then zoom under the line and kick out q's big toe.

Whoosh to the top to start. Go down and curve the top for your r.



Whoosh in and curl left. Curl right then lead out of your s.

Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t. With a straight line on his tummy.

Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and it's ready to go.

Whoosh up then down into the valley. Zoom back up and across the top to finish your v.

Whoosh in, then down and back up. Down again, up and across at the top.

Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x!

Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and it's looking fine.

Whoosh up then to the right. Zig zag down and back to the right.

Topic Learning

Please see the attached Newsletter for our topic learning focus and our Creative Homework, which can be completed during this period. The children will be studying the artist Georgia O'Keefe in the summer term. They can research this artist and create art based on her work.

In History, we will be looking at the age of exploration. The children could research a famous explorer from the 1600s to 1800s.

Science

Further pre learning can be completed on the topic of life cycles of mammals, amphibians, insects and birds. The children could look at the life cycle of a dragonfly and compare it to mammal of their choice.