

Learning Project WEEK 3 - Viewpoints

Havelock Junior School Year 5

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Get your child to play on Times Table Rockstars. Ask your child to show everything they know about fractions on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be. Please see the weekly lesson sequence on the following link: https://whiterosemaths.com/homelearning/year-5/ <p>As you can see, there are 5 lessons for the children to work through relating to decimals. Children are able to watch a supporting video followed by tasks relating to the learning. Children will be familiar with the layout and presentation as we use this to inform our work at school.</p>	<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 create a set of multiple choice questions about what they have read. 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. Direct your child to Love Reading. Ask them to explore the Book of the Month and previous books of the month. How many have they read? Look at Accelerated Reader: http://ukhosted34.renlearn.co.uk/2245929/ Are there any quizzes you can do from the Easter period? Perhaps you have some books at home that you've read and are on the AR system – why not try a quiz on those?
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) 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. Ask your child to create a word bank of feelings that they have felt over the week. They may be able to identify any spelling rules the adjectives contain. Encourage them to try and include an adjective with a silent letter. Silent letters could be: K, H or even P (plus many more) 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. If you do not have access to a dictionary, the define function on google is very good. Simply load up google and type the following: Define: word 	<ul style="list-style-type: none"> Ask your child to write a blog post summarising the events from the day/week. Encourage them to think about how the language they use may be more informal. Why might the language be informal? Encourage your child to put themselves in someone else's shoes right now. Can they write a poem about how they might be feeling with what is happening in the world currently? Perhaps it could be an inspiring poem to a frontline worker or even a member of their own family. People should be able to express their opinion on social media platforms. Do you agree/disagree? Your child can write a discussion about this statement. Maybe this could be a family discussion, Typing: As we know, this crisis is global. If you were to write an email to another person, how might you approach this? Have a go at composing an email to someone from Italy, Spain or the United States. Would you be encouraging? Can you relate to their experience? Think about how to punctuate your writing so that you are using a range of options to separate clauses (semi colon, colons, commas, full stops)

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

- **Viewpoints and Mood** - Ask your child to look into a room in the home and think about how it makes them feel. They can then either draw something linked to how they feel when looking in the room or draw an object from the room and then colour, shade or paint it in a colour that reflects their current mood.
- **Viewpoints from Around the World** - Your child can research famous viewpoints from around the world (e.g. The Eiffel Tower). Ask them to draw what they think they would see from this viewpoint. After this, they can design and create a miniature scale of the landmarks that give these viewpoints. Encourage them to evaluate their creations.
- **A change in Viewpoints**- How did Martin Luther King and Rosa Park's actions and views shape society today? Challenge your child to compare and contrast viewpoints from then and now on people's race, culture and religion. How has this improved society's attitudes towards those who are different to ourselves?
- **PE**
Children/Parents have access to [our PE resources](#). Children will recognise games and skills we have covered so far in Year 5.
Other helpful ways to stay active are:
[Joe Wicks PE](#)
- **Debate**- Is good more powerful than evil? Is it worse to fail at something or never attempt it in the first place? Is it more important to be liked or respected? Ask your child to choose a question to answer, write a speech and use real -life examples to justify their opinion.

Additional learning resources parents may wish to engage with

<https://www.curriculumvisions.com/>

<https://www.mymaths.co.uk/>

<https://ukhosted34.renlearn.co.uk/2245929> - Accelerated Reader

<https://play.ttrockstars.com/auth/school/student> - Times Table Rockstars

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ> - Joe Wicks PE

From the whole Year 5 team, who are thinking of you all and hoping you're staying happy, healthy and safe.

Common exception words - Year 5 and 6

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