**ANSON PRIMARY SCHOOL**

**Class 4 – Week 1   
 Weekly Learning Tasks**

**Why have Weekly Learning Tasks been created?**   
Weekly learning tasks have been created as a result of the ongoing risk of schools shutting due to the Coronavirus outbreak across the UK. Based on this very real and increasing threat, class teachers have therefore written a set of weekly learning tasks which can be completed by your child whilst schools are closed for a set duration. In creating the weekly learning tasks we fully acknowledge that they cannot replace the quality of learning your child receives at school however, our complete focus has been on creating a set of tasks that all children can access to maximise their learning whilst at home.

**What are the aims of the Weekly Learning Tasks?**

* To create age specific learning opportunities for primary school children.
* To create a resource for parents that is easy to access and use - the focus is on parents being able to help deliver the content or children accessing it independently.
* Key learning is linked to the National Curriculum.
* To enable children to continue with their learning at home during an enforced shutdown.
* To provide structure and focus to each day when an enforced shutdown occurs.
* To centralise online learning resources and links into an easy to manage format for families.

**How do I use the Learning Tasks?**

As a parent your first step read the ideas outlined in this document. There is no set time that you should spend on each time but a suggested timetable has been created to help. However it is very much your parental choice how you structure your day and you may wish for your child to spend less or more time on activities.

A mailbox has been set up to receive emails only for any work set outside of the educational programs we use. Please feel free to send work, photographs to your class teacher using the following email address is: **anson.class4@tssmat.staffs.sch.uk**  
**We are unable to reply to any emails sent to this address.**

If you wish to **contact the class teacher** please do so as usual by emailing the office email address [anson.office@tssmat.staffs.sch.uk](about:blank)**.** The class teacher will make every effort to respond within 2 working days.

**A Suggested Timetable (Just a guide to how a typical day may run).**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **30 Minutes** | PE | PE | PE | PE | PE |
| **1 Hour** | Maths | Maths | Maths | Maths | Maths |
| **1 Hour** | English | English & Spelling Test | English | English | English |
| **30 Minutes** | Reading | Reading | Reading | Reading | Reading |
| **1 Hour** | RE | Computing | Topic | Science | Art |
| **20 Minutes** | Spelling | French | Spelling | Music | Spelling |

**What happens if my child finds the learning too difficult?** Our first piece of advice to parents is that ALL children find elements of learning challenging at times so try not to worry if your child becomes stuck and you cannot explain it to them. If this happens then make a note of what they found hard and move onto another learning activity - the school will try their best to cover any misconceptions when we return.

**My child is on the SEN register, how can I help?**  It could also be that learning time at home is used to work on the targets which your child is currently on. These targets were shared with you on their Anson Education Plan at the last termly meeting.

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| **Weekly Learning Tasks** | |
| **Class 4 – Year 5 & 6** | |
| **Online Programs  (Logins for these programs found in the front of your child’s homework diaries)** | |
| **Bug Club**  Image result for bug club | [https://www.activelearnprimary.co.uk/login?c=0](about:blank)  Differentiated Reading Books, which asks your child questions about the texts. |
| **Education City** Image result for education city | [https://www.educationcity.com/](about:blank)  Age appropriate Literacy and Numeracy Games  Games the teacher has set will be found on your child’s MyCity Page. We encourage a score of 80% or more, to ‘Pass’ the game. |
| **Purple Mash**Image result for purple mash | [https://www.purplemash.com/login/](about:blank)  Purple Mash hosts an exciting mash-up of curriculum focused activities. Work the teacher has set can be found on your child’s 2do Page. |
| **Doodlemaths/ Doodletables** Image result for doodlemaths doodletables | [https://www.doodlemaths.com/](about:blank) Also available on the APP Store.  Maths and Times tables Programs.  Work the teacher has set can be found on the ‘extras’ part of the Doodlemaths program. |
| **SpellingShed** Image result for spelling shed | [https://www.spellingshed.com/en-gb](about:blank) / Also available on the APP Store. Weekly spelling lists are uploaded on this program with activities to try to practise spelling these words. |

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| **Year 5/6 School Closure Activities – Week 1 (23rd March – 27th March)** | |
| Weekly Maths Tasks | Weekly English Tasks |
| Education City – Access the games set on MyCity and play one until you get a score of at least 80%  Doodle Maths – Access your ‘Extras’  Doodle Maths – Challenge yourself to complete ‘6 a day’  Countdown - Challenge your family to a game of number countdown – can you find a way to reach the number target?  <https://nrich.maths.org/6499>  Top Marks ‘Hit the Button’ - Focus on times  tables, division facts and squared numbers. <https://www.topmarks.co.uk/maths-games/hit-the-button>  My Mini Maths – Follow the link to Arithmetic 16 – Target Question 29 (Adding fractions). Watch the YouTube video to help you understand how to complete the questions and then answer them on some paper. Can you get full marks?  <https://myminimaths.co.uk/arithmetic-16-practice-question-29/> | Education City – Access the games set on MyCity and play one until you get a score of at least 80%  Spelling Shed - Practice your spellings on Spelling Shed. Please ask a parent to test you every Tuesday on your spellings (which can be found on the usual page on the school website).  SPAG.com **(Year 6 only)** – Log onto SPAG.com and complete a test. Check your answers at the end to see where you went wrong  ‘On The Prowl’ – Look at the task sheet attached below. Complete one section each day, and then write a 500 word story based on what you have created. Please email final story to Class 4 email address.  Discussion – **‘Children should only be allowed to watch TV for one hour a day.’**  Do you agree/disagree? Write a discussion about this statement. Please email discussion to Class 4 email address. |
| Weekly Reading Tasks | Weekly Foundation Subject Tasks |
| Bug Club – Spend 20 minutes reading a book on bug club and answering the questions in full sentences  Reading for Pleasure – Read a chapter from the book you are reading at home. Note down 5 unfamiliar words and use a dictionary or online dictionary to write the definitions of them  Reading for Pleasure – Read a chapter from the book you are reading at home. When you have finished, create a 5 picture comic strip showing the main events that happened in that chapter.  Purple Mash – Access your ‘To Do’s’. Read ‘Seven Hours to Save the World - Chapter 1’ and then answer the questions (Chapter 1 Multiple Choice Questions). Both of these can be found on your ‘To Do’s’. | Topic – Research a famous hurricane and then create an informative fact file about it  P.E – Create a circuit in your garden and complete it twice  Science – Research the water cycle and then create and informative poster about it  French - Research and write down the names of the following school subjects in French:   * Maths * English * Science * Art * Music * Computing * Geography |

**Useful websites:**

Newsround – Watch daily with your child and discuss what is going on around the world <https://www.bbc.co.uk/newsround>

Audible - Audible have made hundreds of children’s book available to stream for free whilst schools are closed <https://stories.audible.com/start-listen>

Edinburgh Zoo – Edinburgh Zoo have released a link to watch the Rockhopper Penguins (as well as other animals such as tigers, koalas and pandas) live! <https://www.edinburghzoo.org.uk/webcams/rockhopper-penguin-cam/#rockhopperpenguincam>

Solvemoji – A maths-type game based on using emojis to solve maths puzzles. Guess the number value of emojis in each row and then correctly work out the bottom row sum. A great brain work out! <https://www.solvemoji.com/>

The School Run – ‘The School Run’ is a very useful website that you can use to help explain terminology that is used in class. For example, if your child is asked to include parenthesis within their work, and they are unsure of what it is or how to include it, you can google ‘the school run parenthesis’ (for example) and usually there is a section that will very clearly explain what it is and how to use it. <https://www.theschoolrun.com/>

**‘On The Prowl’ Task Sheet**

Activity 4: Sick sentences! (Improving their writing)

These sentences are ‘sick’ and need help to get better. Can you help?

The tiger drank from the pool. It was big and blue. It had stripes. The sky was blue.

Activity 2: Question Time – Write a response to these question (Making them think about their writing)

* What time of day is it in the picture?
* Why is only one tiger drinking from the pool?
* Do the tigers know each other?
* Why are they ‘on the prowl’ together?
* What does the word ‘prowl’ mean? What does it suggest the tigers are doing?
* Where will they go once they have finished drinking?
* Where in the world would you find tigers? What is their natural habitat?
* How do you feel about the fact that some tigers live in captivity?

Activity 5: Story Time! (Using everything they’ve learnt to write creatively)

Write a 500 word story based on what you have created. Email me their finished stories so I can enjoy reading them! Can you include 5 different uplevelling techniques?

Activity 3: Sentence challenge! (Challenging their writing)

Make a list of all the different colours you can see in the picture. Can you write a paragraph to describe the scene in the picture, using lots of these colours?

Can you then replace all of the colours you have used with alternative words for those colours? E.g. sapphire instead of blue. Emerald instead of green. Charcoal instead of black.

What effect does this have on your writing?

Activity 1: Perfect Picture! (Engaging them in writing).

Imagine you can read a tiger’s thoughts. Can you draw what might be in each of the tigers’ heads? What are they thinking about?