

## Week 8: Learning Project - Around the World

**Age Range: 6**

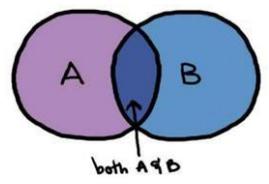
Weekly Reading Tasks	Weekly Spelling Tasks
Encourage your child to read the world news section of a newspaper. Discuss with them what they have found out.	Challenge your child to complete an alphabetical list of cities from around the world. Where possible, include capital cities.
Why not re-organise your book shelves? You could do this alphabetically or by genre. You never know, you might rediscover an old favourite or a book that you haven't read yet.	Ask your child to record the meaning, an example sentence using the word, associations, synonyms (word with the same/similar meaning), antonyms (word that has the opposite meaning) and a dictionary definition of the following words: <b>appreciate, guarantee</b> and <b>occupy</b> .
Click <a href="#">here</a> for a reading activity about <b>The Lost World</b> . Challenge your child to read the text in 3 minutes and complete the questions.	Can your child complete this <a href="#">prefix challenge</a> from Talk for Writing? Ask your child to choose 5 words and apply them into different sentences.
Ask your child to read an age-appropriate story from another culture. This could be from their own collection or from <a href="#">Oxford Owl</a> .	Ask your child to mind map words they associate with London and the surrounding area and words they associate with Tokyo- watch the short clip first. (see <a href="#">here</a> ). This will support a later task.
Ask your child to summarise a book they've read this week in 100 words. Alternatively, they could summarise the main events in the form of a cartoon strip.	Pick 5 Common Exception words from the <a href="#">Year 5/6 spelling list</a> . Task your child with choosing 4 words that have something in common and an odd one out.
Complete the comprehension below.	
Weekly Writing Tasks	Weekly Maths Tasks- Multiplication and Division
Visit the Literacy Shed for this wonderful resource on <a href="#">The Blackhat</a> ( <b>The link for the clip is on the first page of the activity pack</b> ) or your child can write a description about their ideal world.	Get your child to test their times table knowledge by finding the products and factors in this <a href="#">game</a> . Can they work through all of the levels?
Your child can pick a city of their choice and create a travel leaflet all about it. Make sure that they include information on: weather, travel time, key tourist spots, accommodation and the local cuisine.	Play multiplication war with your child with a deck of cards. Flip two cards over and multiply. Whoever has the highest product keeps the cards. Ask your child what the inverse division fact would be. Use 3 cards as a challenge.
Listen to <a href="#">Zahra</a> ( <b>You need to scroll down a little to find this clip</b> ). Discuss what the story is about and how we know Zahra is from a different country. Ask your child to rewrite the story of Zahra.	Encourage your child to practise their <a href="#">column multiplication</a> and <a href="#">short division</a> with these missing digit games. Can your child make their own versions?

<p>Use the story of Zahra to ask your child to create an advert to support <a href="#">WaterAid</a>. What persuasive language could they use? How could they make their advert eye catching?</p>	<p>Choose three or four countries and record the temperature over the course of a week for each of the countries in a table. Your child can draw a line graph showing each country's temperature each day across the week.</p>
<p>Ask your child to create a poster which will assist younger children to learn about where the continents, particular countries and oceans of the world are. It must provide key facts and an imaginative layout/design to get children to learn where key places are around the world.</p>	<p>Give your child the digits <b>3, 7, 8, 0, 6</b> and ask them to make as many whole numbers as they can. How can they be sure they have found all the potential numbers? After, give them five different digits and ask them to repeat. Do they find the same amount of potential numbers? If so, why could this be?</p>

**Learning Project - to be done throughout the week**

**The project this week aims to provide opportunities for your child to learn more about countries and cities around the world. Learning may focus on different cultures and traditions, famous landmarks, food and clothing.**

- Flags of the World-** Flags are a national symbol for all countries. Cultures use different symbols and colours on their flags which are meaningful to them and represent their history and people. Ask your child to pick 5 countries and investigate their flags. What symbols and colours have they used? Why are these significant to this country? Can your child create a flag for the UK which they feel represents our culture, history and people?
- Tastes of the World-** Children all around the world eat a variety of food and many of the foods we eat today are inspired by other countries. Can your child research and make a dish from another country which they have not tried before? They could find a recipe, source the ingredients via an online shop and follow the recipe to create a dish for the whole family.
- International Games-** As part of the London 2012 Olympics a variety of countries were asked to name a traditional game which represented their culture and traditions. These can be [seen here](#). Ask your child to research these games and take inspiration from them to design their own game. Encourage your child to think about how the game is played, how you win and what equipment is needed. Where possible, they should test their game and make any changes needed. Ask them to present their game through writing and pictures. These could be handwritten or digital.
- From London to Tokyo-** Direct your child to think about what it would be like to live in another country. Do they think their life would be the same or completely different? Use the [following clip](#) to compare living in London to Tokyo. Ask your child to show the similarities and differences between their life and Kei's life in Tokyo. They may wish to show this in a Venn diagram, table or a poster.
- Exploring the World-** Throughout history many people have explored new places. You can find out about some of them [here](#). **(There are clips on 5 different explorers)**. Ask your child to pick an explorer from the list or one of their choice. They could map out the places that the explorer visited or they could create a piece of art inspired by the places they visited using digital images as support. They may wish to write a diary entry from the explorer's point of view to share what they have seen and experienced.



**Additional learning resources parents may wish to engage with**

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
  - [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
  - [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
  - [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
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- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins **(Miss Smith's group only)**.
  - IXL online. Click here for [Year 6](#). You can practise any maths skills you like on here especially if there is an area you are finding challenging. There are also lots of English activities on here too (just select English at the top).
  - [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
  - Talk for Writing Home-school Booklets [Y6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

## #TheLearningProjects

This week's comprehension is based on a picture. The questions are mainly inference questions which is one of the key reading skills that we have concentrated on in year 6.

This can be completed as a discussion or a written exercise but no answers are provided as they will differ for each child. However, please encourage your child to justify their answer, eg. "I think/ know this because ....."

## Lost



Hours and hours had passed, and she hadn't seen a soul. The monotony of trudging through this seemingly never-ending labyrinth was tiring, and her eyelids felt heavy. The heady scent of the pine sap and earthy moss added to her lethargic state. She felt as if she could close her eyes and sleep for a thousand years. She knew she couldn't though; being trapped in the woods when night fell wouldn't be a wise move. Making the most of the remaining daylight would be crucial, she knew.

A great sense of foreboding filled her, and she had a tight feeling in her chest. The trees around her, like sentinels protecting the gods of the forest, seemed to bear down upon her. The dense army of pine trees threatened her from every side. There was only one path forward, and she took it hesitantly, not knowing what awaited her in the distance...

1. What does the fact that she is 'trudging' through the forest tell you about how she is feeling?

2. What does 'lethargic' mean?
3. Why would 'making the most of the remaining daylight' be crucial?
4. Why are the trees compared to sentinels?
5. What might happen in the forest when night falls? What is she so afraid of?
6. Who might 'she' be?
7. Have you ever been lost? What does it feel like?
8. Can you draw 5 things you would like to have with you if you were lost in a forest in the middle of nowhere?
9. You could then explain why each item might be valuable.
10. What might happen in the forest when night falls?