

## Year 5 Home Learning Tasks – Term 1 & 2

### Maths Number Facts:

All children have a Times Table Rockstar log in. Children should log in and play at least 5x a week at home. Provide again in the Home Learning book.

This term in class we are focusing on recapping and reviewing the success we had with our Times Table Check in Y4. Every child has been set times tables according to week 1 assessment. It is important to learn the inverses too. Eg  $3 \times 6 = 18$  so 18 divided by 3 = 6 etc.

#### My personal maths target:

This term I need to learn my \_\_\_\_\_

### Spelling:

All children have a Spelling Shed log in. Children should log in and play at least 3x a week at home. All children will also bring home the statutory year group spelling list and whole of T1 list to practise their spellings at home. Spellings are tested on Fridays.

#### My personal spelling target:

This term I need to focus on word endings/sounds eg. -ious, -tious, -cial, dge

### Reading:

Children should read at least 5x a week at home to an adult. We encourage adults to discuss children's reading with them. Record books read in your Journal.

All children have a levelled reading book from school which they will change at least weekly. Your child may be a 'free reader' in which case they may change their reading book less often depending upon the length. Children also have access to wider interest books from their class and school library.

#### My personal reading target:

This term I need to focus on reading a variety of different text types (fiction, poetry & non fiction)

### Suggestions of optional wider curriculum activities:

This term our line of enquiry is 'Who were the Most Successful European Invaders?'

- ❖ **History** – Research Viking Runes and write a message using them.
- ❖ **Art** – Design a Viking amulet inspired by Thor's Hammer.
- ❖ **Maths** – learn the numbers one to ten in French and challenge us to some calculations in class.
- ❖ **English** – Research Viking banquets. Design a menu for a feast.

