### Weekly Maths Tasks (Aim to do 1 per day)
- Get your child to log on to **TT Rockstars** and practise their multiplication and division facts up to 12x12.
- Complete decimal activities below.

### Weekly Reading Tasks (Aim to do 1 per day)
- Your child can log on to **Oxford Owl** and read a book that matches their book band.
- Read the Kenning poem below and identify what it tells you and the structure of this poem type.
- Read the ‘Flower above’ poem and identify the rhyming structure and figurative language that you can see.
- [https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zqbcxfr](https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zqbcxfr)

### Weekly Phonics/Spelling Tasks (Aim to do 1 per day)
- Encourage your child to practise the Year 5/6 common exception words (see list – week 5). Then ask them to choose 10 common exception words per week and learn how to use the word in a sentence.
- Spell words that end with the ibly and ably sound lists of as many words as you can using this spelling, think about what happens to words that end in e – e.g. possibly, adorably
- Spot Mr Whoops mistakes on the sheet below and spell the statutory words correctly.
- Practise spellings on **Literacy Shed**.

### Weekly Writing Tasks (Aim to do 1 per day)
- Using pictures and topical language to write an explanation text, explaining the different classifications of plants and why they have been classified this way.
- Write a story based on a tree that has lived in a family garden for years and years. Write it as if you are the tree and have watched the family grow with you.
- Write a leaflet based on a new and exciting ‘Plant Kingdom Park’ that will open up near you. Remember to consider persuasive language features and use key topical vocabulary.
- Write a kenning poem, think about the one you read for the structure, can you link it to plants.

### Weekly Science Project – Living things – Plants
- Complete a plant kingdom hunt with your families. Can you find a variety of plants and classify them into their groups? Use the activity sheet below to help you.
- Create a piece of art from leaves creating animals from the leaf outline.
- Create a key using tree leaves. Can you classify them into smaller groups? See example below

### Wider Learning project – to be done throughout the week

**Science Project – Living things – Plants**
- Complete questions below:
  - **Moss**
    1. Describe the leaves that the moss plant has.
    2. Why does moss produce spores?
    3. Where would you expect moss plants to grow, why?
  - **Fern**
    1. What features do the moss and fern have in common
    2. How are the moss and fern different?
  - **Conifer**
    1. How are conifers different to flowering plants?
    2. How are conifer leaves adapted, why?
Flowering Plants
1. Why are some flowers brightly coloured and sweet smelling?

2. Why are flowing plants found in nearly all habitats?

Grass
1. Suggest how pollen could be carried from the male stamen to the female carpel.

Additional learning Resources You May Wish to Engage with
Oxford Owl login
Username: Paget6B
Password: Paget6B
https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z8mbqhv#:~:text=Invertebrates%20are%20animals%20that%20don%27t%20have%20a%20backbone%20inside%20their%20body.

Key contacts:
h.robinson@paget.bham.sch.uk
t.briarwood@paget.bham.sch.uk

Plant Kingdom Hunt

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
<th>Diagram</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ferns</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Conifers</td>
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<td></td>
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<tr>
<td>Grass</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Flowering Plants</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Classification tree example

![Classification tree example](image)
Poems:

Kenning Poem – Who am I?

A worm-eater
A fast-flier
A noisy-singer
A colourful tweeter
A land-scanner
A window-messer
A crop-ruiner
A seed-eater
A creature-stalker
A high glider

Spelling activity

Spot Mr. Whoops’ Mistakes Activity 1

Last week, I entered a photography competition in my local newspaper. I was desperate to win because the marvelous prize was some new, state-of-the-art equipment. As a very keen amateur photographer, I was determined to win. The task was to take a photograph in my local environment to communicate the beauty and history of my hometown of Whoopsville. I decided to take a photograph of the war memorials that commemorate the brave soldiers that gave their lives in battle at my local cemetery. My first attempt at getting a picture was disastrous because I got caught up in an aggressive thunder and lightning storm. But once the rain had ceased, I managed to get an excellent shot of a gravestone surrounded in poppies with a glorious sunny backdrop. They must have loved it - I won first prize!
## Plant Identification Key

<table>
<thead>
<tr>
<th>Bindweed</th>
<th>Bluebell</th>
<th>Bramble</th>
<th>Buddleia</th>
<th>Buttercup</th>
<th>Clematis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clover</td>
<td>Cow Parsley</td>
<td>Daisy</td>
<td>Dandelion</td>
<td>Dock</td>
<td>Dog Rose</td>
</tr>
<tr>
<td>Forget-Me-Not</td>
<td>Fuchsia</td>
<td>Grass</td>
<td>Heather</td>
<td>Iris</td>
<td>Ivy</td>
</tr>
<tr>
<td>Lily</td>
<td>Nettle</td>
<td>Pansy</td>
<td>Periwinkle</td>
<td>Poppy</td>
<td>Primrose</td>
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<tr>
<td>Ragged Robin</td>
<td>Ragwort</td>
<td>Rhododendron</td>
<td>Rose</td>
<td>Snowdrop</td>
<td>Sunflower</td>
</tr>
<tr>
<td>Thistle</td>
<td>Viola</td>
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</tbody>
</table>