

# Dosbarth Glyndŵr Home Learning

## Monday 11<sup>th</sup> January 2021

Thank you to everyone who managed to complete last week's home learning tasks. There were some amazing pieces of work and I felt like I really got to know you all a lot better!

From this week, things will be a little different. I'll be posting work each day rather than each week. I've attached the spelling LSCWC sheets at the end of this document. The Year 5 focus is words containing 'ough'. The Year 6 focus is words ending with 'ious'. Aim to practise these words at least once a day.

We will also try out Zoom 'check-in' meetings on Mondays, Wednesdays and Fridays at 10:30am for 10-15 minutes.

These check-in meetings are for us to say hello, make sure everyone is OK and for you to ask me any questions you might have about the work I've set for you. It'll also be a good opportunity for me to put some faces to your names finally! I'll post details of the Zoom meetings on SeeSaw before they start, so make sure you check the SeeSaw class journal in time before the Zoom meetings start.

I'm really looking forward to chatting with you all!

Miss Dodd

## Maths

Today, I would like you to get to know a new times table practice website called [www.timestables.co.uk](http://www.timestables.co.uk)

Click on the table you want to work on:

### Learn your times tables

At [timestables.co.uk](http://timestables.co.uk) you can easily practise all of your tables. The arithmetic problems are clear and simple so you can immediately get started on practising your tables. Select one of the times tables you wish to practise from the list below and show what you can do on the speed test. Multiplication Tables Check or printout great worksheets.

Which times tables do you want to learn?

|               |                |                |                |
|---------------|----------------|----------------|----------------|
| 1 times table | 2 times table  | 3 times table  | 4 times table  |
| 5 times table | 6 times table  | 7 times table  | 8 times table  |
| 9 times table | 10 times table | 11 times table | 12 times table |

The website will then take you through a '5 Step Plan' to learn/improve your chosen table.

Complete each of the 5 activities for your chosen table and if you pass Step 5, you receive a certificate (or 'diploma').

### The 5-step plan

Step 1a: View, read aloud and repeat

 Step 1b: In sequence


 Step 2: Drag the right answer to the question


 Step 3: Shuffled

Practice the 7 times table shuffled.

$$1 \times 7 = \text{[ ]} \quad \text{84}$$
$$2 \times 7 = \text{[ ]} \quad \text{28}$$

$$11 \times 7 = \text{[ ]}$$

 Step 4: Multiple choice

 Step 5: Tables Diploma

It's a really great website for times table practice and there are plenty more games and activities than can be explored! Have a go!



# Literacy

As you might already know, in Wales, primary school teachers use The Four Purposes when we organise teaching and learning in our classrooms. The Four Purposes are like targets for the kind of learners we want in our classrooms.



We'll talk more about The Four Purposes and how we can fulfil them when we get back to school.

For today's task, all I would like you to do is focus on the key words used in The Four Purposes and think about what they mean.

**Task 1** – Write down what you think each word means and why it'd be a good thing to be this kind of learner.

E.g. What does 'ethical' mean? Why might it be a good thing to be an ethical learner?

You can write your own examples if this helps you explain. Some words are easier than others to explain, but don't worry. Just try your best!

**Task 2** – Look up the official definitions of these same key words in a dictionary/online dictionary.



<https://kids.wordsmyth.net/we/>

There may be several definitions for the same word, but think about which one makes sense as a quality of a great learner. Write down each word again and copy the definition directly from the dictionary.

Compare your definitions with the definitions from the dictionary. Are they similar? Were you correct? Did you already have the right idea about the word meanings? Did you learn a new word today?

*Take a clear photograph of your sentences and send it to me on SeeSaw or Purple Mash using 2email.*

## Key Words From The 4 Purposes:

- |              |                 |
|--------------|-----------------|
| 1. ambitious | 5. healthy      |
| 2. capable   | 6. confident    |
| 3. ethical   | 7. enterprising |
| 4. informed  | 8. creative     |

## PE

**Alphabet-ercise** is back! It's time to get away from the computer and get yourself moving!

Here are the E – I exercise challenges to get your through this week.

Feel free to do more of each exercise if you want to. You could do one exercise per day or all exercises every day.

**E = Energetic exercise of your choice (30 seconds or 30 tries).**

**F = Fantastic flexibility – stretch as wide and tall as you can possibly go!**

**G = 10 great big lunges!**

**H = 10 humungous hops!**

**I = 10 intense In & Out jumps of a hoop or shape on the floor!**



Focus: Words containing the letter string **ough**

Look Say Cover Write Check

| <b>Spellings</b>    | <b>1<sup>st</sup> Attempt</b> | <b>2<sup>nd</sup> Attempt</b> | <b>3<sup>rd</sup> Attempt</b> | <b>4<sup>th</sup> Attempt</b> | <b>5<sup>th</sup> Attempt</b> |
|---------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <i>through</i>      |                               |                               |                               |                               |                               |
| <i>thorough</i>     |                               |                               |                               |                               |                               |
| <i>borough</i>      |                               |                               |                               |                               |                               |
| <i>enough</i>       |                               |                               |                               |                               |                               |
| <i>bough</i>        |                               |                               |                               |                               |                               |
| <i>though</i>       |                               |                               |                               |                               |                               |
| <i>although</i>     |                               |                               |                               |                               |                               |
| <i>dough</i>        |                               |                               |                               |                               |                               |
| <i>thoroughness</i> |                               |                               |                               |                               |                               |
| <i>ought</i>        |                               |                               |                               |                               |                               |

Focus: Endings which sound like **/fas/** spelt – **ious**

Look Say Cover Write Check

| <b>Spellings</b>  | <b>1<sup>st</sup> Attempt</b> | <b>2<sup>nd</sup> Attempt</b> | <b>3<sup>rd</sup> Attempt</b> | <b>4<sup>th</sup> Attempt</b> | <b>5<sup>th</sup> Attempt</b> |
|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <i>vicious</i>    |                               |                               |                               |                               |                               |
| <i>precious</i>   |                               |                               |                               |                               |                               |
| <i>conscious</i>  |                               |                               |                               |                               |                               |
| <i>delicious</i>  |                               |                               |                               |                               |                               |
| <i>malicious</i>  |                               |                               |                               |                               |                               |
| <i>suspicious</i> |                               |                               |                               |                               |                               |
| <i>gracious</i>   |                               |                               |                               |                               |                               |
| <i>spacious</i>   |                               |                               |                               |                               |                               |
| <i>ferocious</i>  |                               |                               |                               |                               |                               |
| <i>luscious</i>   |                               |                               |                               |                               |                               |