

If you would like to follow a set timetable for the week-here is one suggestion.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30	PE with Joe Wickes	PE with Joe Wickes	PE with Joe Wickes	PE with Joe Wickes	PE with Joe Wickes
9:30 – 9:50	Daily Guided Reading	Daily Guided Reading	Daily Guided Reading	Daily Guided Reading	Daily Guided Reading
9:50-10.50	Set English Work - Writing	Set English Work - Writing	Set English Work - Writing	Set English Work – Reading Comprehension	Set English Work – SPAG
11.20 -12.20	Set Maths work	Set Maths work	Set Maths work	Set Maths work	Set Maths work
1.15-2.45	Computing	Music PE	Science	History	DT
2.45 - 3.15	Reading for pleasure	Reading for pleasure	Reading for pleasure	Reading for pleasure	Reading for pleasure
3:15 - 3.30	Diary Entry	Diary Entry	Diary Entry	Diary Entry	Diary Entry

PE activities:

Design a dance routine and teach it to someone else (in person or over video call)

Choose an activity from the following website: <https://www.cambslearntogether.co.uk/home-learning/pe>

Work for Hepworth Class - Week Beginning Monday 29th June 2020

Subject Area	Description of work and any links needed			
Spellings for the week	Objective: Objective: Words ending in <i>-ent</i> or <i>-ency</i> .			
		A	B	C
	1	agent	frequent	dependent
	2	agency	frequency	dependency
	3	urgent	consistent	inconsistent
	4	urgency	consistency	inconsistency
	5	fluent	president	efficient
	6	fluency	presidency	efficiency
	7	decent	transparent	sufficient
	8	decency	transparency	sufficiency
	9	current	excellent	insufficient
10	currency	excellency	insufficiency	
English	Monday	<p>This week we are going to begin a poetry unit. Please start by reading 'Miller's End' by Charles Causley (P ITP 5.3.1) – in your wordsmith files.</p> <p>Think about what you like or dislike about the poem. Reread the poem and answer the following: <i>What is Miller's End? Where is Miss Wickerby going? Who is the actual ghost? Who do you think is narrating the poem? Why do you think that?</i></p> <p>Choose a scene from the poem and imagine it as 'frozen frame' and think about what is happening at that time – what are any characters doing? What does their body language say? What else can you see? How does it feel to be there?</p> <p>Write a short paragraph describing the frozen frame you have chosen. You will need to bring it to life with the vocabulary you use – describe carefully.</p>		
	Tuesday	<p>Read 'Rhymes and chants' (P ITP 5.3.2). What chants have you heard before? Maybe in the playground.</p> <p>In the Charles Causley poems book in your Wordsmith files, read <i>Mary, Mary Magdalene</i> by Charles Causley (pages 2-3). Clap out the rhythm softly as you read the poem aloud.</p> <p>What patterns can you find in the poem? Think about rhyme and rhythm, stanzas, repetition.</p>		
		<p>As usual, choose a set of words to practice and put them into sentences. If you aren't sure what they mean, you will need to look them up.</p> <p>This week's words are more words ending in -ent or -ency</p> <p>The children in school will have a test on these – perhaps you can ask someone to test you if you are at home.</p>		

		<p>Write down your thoughts about the seasons and the cycle of life in the poem.</p> <p>Read aloud the poem expressively, and make some appropriate actions and mimes, e.g. skipping, hand-clapping, hop-scotch or other playground games.</p> <p>When you are confident with the poem, perform it to someone else in your house.</p> <p>Write down any feedback they give you.</p>
	Wednesday	<p>Read <i>By St Thomas Water</i> (pages 5-7) of the Charles Causley Ebook on Wordsmith.</p> <p>Then reread 'Millers End'.</p> <p>Can you find similarities and differences between the two stories – make a note of these.</p> <p>Compare the language and structure of the poems.</p> <p><i>Which poem did you find easier to understand? Which did you enjoy more? Why?</i> Make a note of your responses – remember to refer to the text.</p> <p>Using 'Miller's End' (P PCM 5.3.1), highlight verbs you think are effective and any words about time.</p> <p>Write a sentence to explain what impact you think these words have.</p>
	Thursday Reading Comprehension	<ol style="list-style-type: none"> There are 2 news-based reading comprehension activities for you to choose between today, both relating to things that have recently been in the news. Choose one of the 2 news-based comprehension activities to complete. Your longer reading comprehension is about celebrating our NHS. Choose the level that will challenge you using the star system as usual. <i>To extend your learning – write a thank-you card or letter to send to someone who works for the NHS</i>
	Friday SPAG lesson	<p>Today I would like you to do some general SPAG revision</p> <p>There are 6 SPAG mats to work on – for each document there are three levels of challenge (see the stars in the corner) and the answer sheets.</p> <p>Try to complete as many of the activities as you can from each of the 6 mats. If there are any areas you're unsure of – do send us an e-mail so we can send you resources to support your learning further.</p> <p>Year 6 – use BBC Bitesize or Oak Academy to develop your English skills further</p>
Guided Reading (Daily)	<p>Guided Reading (Activelearn Bug Club) Week 30 Days 1-5 The text for this week is in your Activelearn files</p> <p>Days 1, 2, 4 and 5 workbook page activities are saved as files on the school website. Please don't print these – simply answer the questions from them in your exercise books.</p>	

	Remember on day 3 you normally share your answers from Day 2 and talk further about the text with one of us in school. You could do this with a grown up at home or use this time to catch up with any work from the previous days as you do in school.	
Maths We have uploaded the times tables grids – Complete Grid 10, twice this week to keep on top of your tables.	Monday There is no need to print the sheets – just look at them and write answers in your books	<p>Year 5</p> <p>We are starting the week with some place value revision, to help get ready for the start of Year 6 as this will be the topic we start with.</p> <p>Take a look at the presentation on the website, then work through the work for today.</p> <p>Read the instructions at the start carefully as there are different pages to help if you find something tricky, but also extra work to challenge.</p> <p>Year 6 – please follow the maths lessons on BBC Bitesize for the week</p>
	Tuesday There is no need to print the sheets – just look at them and write answers in your books	<p>Year 5</p> <p>Today you have some more place value work to do.</p> <p>Work through the pages set on the website today.</p> <p>Year 6 – please follow the maths lessons on BBC Bitesize for the week</p>
	Wednesday There is no need to print the sheets – just look at them and write answers in your books	<p>Reasoning Wednesday #2</p> <p>Now that we have covered the majority of our maths curriculum, we would like you to have a go at putting all you know into practise through problem solving and reasoning.</p> <p>Have a go at the paper on the website – THIS IS NOT A TEST THOUGH – it is a way using what you know in problem solving and reasoning ways, so please don't worry if there is something you are unsure of – you can let us know and we can talk it through with you or send you some help.</p> <p>You would usually have 40 minutes to complete one of these – the answers are also provided to mark your work.</p>
	Thursday	<p>We have finished our work on shape, and today and tomorrow we will do some final revision of our work on co-ordinates</p> <p>Take a look at the presentation on the website, then work through the work for today.</p> <p>Read the instructions at the start carefully as there are different pages to help if you find something tricky, but also extra work to challenge.</p> <p>Year 6 – please follow the maths lessons on BBC Bitesize for the week</p>
	Friday	<p>We have finished our work on shape, and today and tomorrow we will do some final revision of our work on co-ordinates</p> <p>Take a look at the presentation on the website, then work through the work for today.</p> <p>Read the instructions at the start carefully as there are different pages to help if you find something tricky, but also extra work to challenge.</p>

		Year 6 – please follow the maths lessons on BBC Bitesize for the week
Science	Wednesday	<p>This week we are going to learn about Microorganisms.</p> <p>You will need to work through the presentation on the website.</p> <p>There is then an investigation to set up, which will require 2 slices of bread.</p> <p>You need to plan the investigation using the sheet that is on the website. You can choose either the 1 or 3 star sheet.</p> <p>This will be completed in next week’s lesson.</p>
Topic (History)	Thursday	<p>Today, please read the memories written by Rose Jane Maling, who used to live in Chenies. She has described what life was like here from around 110 years ago.</p> <p>There is quite a lot to read, so take your time with it – perhaps reading it in two chunks.</p> <p>When you have read it, have a think about how you could show your learning. Could you draw a picture or scene that shows lots of the village? Perhaps a map or plan?</p> <p>You could do a short piece of writing – perhaps a diary or letter.</p> <p>Be creative – you could even pretend to be Rose and ask someone at home to film you.</p> <p>We would love to see what you come up with!</p>
Music	Tuesday	<p>I would like you to have a look at and work through the two video links below, which have been provided by Bucks Music Trust</p> <p>They are also saved on the school website. They are WCPM Year 5 &6 week 1 and week 2.</p> <p>https://www.youtube.com/watch?v=NNxIHa3RWJc</p> <p>https://www.youtube.com/watch?v=NRqmI9RKGNE&t=35s</p>
ICT	Monday	<p>We are continuing with Esafety work this week by exploring the impact of electronic communication and the meaning of emojis and text-talk and their impact when we communicate.</p> <p>Watch this video and decide what it is about</p> <p>https://vimeo.com/105363047</p> <p>Make a list of all the things you can do online and what you can use to access the internet.</p> <p>Next watch this https://vimeo.com/133071546 Technology and the internet continue to make our world more efficient in what we call an ‘online world’ as opposed to the real world. Now come up with 5 ways to stay safe in the real world and 5 ways to stay safe in the online world. Make a list of ways we can communicate with others – online and offline. Remember that we don’t always communicate in whole words when we communicate using technology.</p> <p>Next work through the challenges set on the website.</p> <p>I would like you to use this session think carefully about how our communications can be read differently by different people.</p>
PE	Tuesday	<p>The Sports Partnership are asking for KS2 children to take part in some competitions – where there will be prizes awarded!</p> <p>Please spend some time doing the following activities, then send your work to mywork@chenies.bucks.sch.uk if you would like to be entered into the competitions.</p> <p>Competition 1 – Draw your favourite sports person</p> <p>Competition 2 – Send me your favourite sporting moment</p>

		Mrs Tillyer needs to receive entries by Thursday 9 th July
DT	Friday	<p>As previously mentioned, you may well be working through the DT project at your own pace now – perhaps using weekends or a more convenient time for you and whoever is helping you at home.</p> <p>If you're following the DT process diary – you'll need to do some taste testing of some ingredients for your recipe. This is important if you're able to think of some different options you may want to try – for example – if you weren't sure which berries you wanted to use on top of a cheesecake, or whether to use mayonnaise or plain yoghurt for your potato salad.</p> <p>The investigating ingredients (1 and 2) pages at the start of your booklet will help with this. Use the pages to rate and assess different options for your recipe. For the second page, you rate the ingredients on the scale of 0-5 (0 in the centre) and the bigger the square, the better the ingredient. See the picture below. The ingredient I used the blue colour to rate is a better option for me than the red.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div data-bbox="600 676 1021 1027" style="text-align: center;"> <p>appearance</p> <p>flavour texture</p> <p>cost</p> </div> <div data-bbox="1048 676 1469 1027" style="text-align: center;"> <p>appearance</p> <p>flavour texture</p> <p>cost</p> </div> </div>