

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

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9.00-9.30	PE with Joe Wickes Or other daily exercise	PE with Joe Wickes Or other daily exercise	PE with Joe Wickes Or other daily exercise	PE with Joe Wickes Or other daily exercise	PE with Joe Wickes Or other daily exercise
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	Spanish RE	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

**Other PE ideas:**

Create some relay style races.

Dance to your favourite music.

Design a PE lesson – include a warm-up, new skill, practice and cool down

Invent a new sport using what you have at home – be creative. Make sure you practice it and refine it and share it with us!

Design a game that could be played in school with up to 15 children – socially distancing and not using equipment. Tell us about it so we can play it at school with the children who are here and we can review it!

## Work for Hepworth Class - Week Beginning Monday 15<sup>th</sup> June 2020

Please note, for any resources listed below on the Twinkl site this is currently free – go to [www.twinkl.com/offer](http://www.twinkl.com/offer) and sign up using the offer code: CVDTWINKLHELPS

The children know that there are different levels of activity on *some* Twinkl resources – they are levelled in the bottom corner with stars – one star is easier, 2 stars is medium and 3 stars is harder. Please encourage your child to challenge themselves with their level of activity as we do in class.

Subject Area	Description of work and any links needed		
<b>Spellings for the week</b>	<b>Objective:</b> Revision of the suffixes <i>-ible</i> and <i>-able</i> .		
		<b>A</b>	<b>B</b>
	1	<b>able</b>	<b>enjoyable</b>
	2	<b>enable</b>	<b>miserable</b>
	3	<b>unable</b>	<b>dependable</b>
	4	<b>disable</b>	<b>incapable</b>
	5	<b>probable</b>	<b>reliable</b>
	6	<b>table</b>	<b>breakable</b>
	7	<b>notable</b>	<b>memorable</b>
	8	<b>portable</b>	<b>comfortable</b>
	9	<b>payable</b>	<b>valuable</b>
10	<b>agreeable</b>	<b>forgivable</b>	
			<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 with the suffix <i>-ible</i> and <i>-able</i></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>
<b>Grammar focus for the week</b>	Adverbials Advanced punctuation (ongoing)		
<b>English</b>	<b>Monday</b>	Amazing Inventions Over the next two weeks, you are going to plan and write a news article for the children's website, 'KidsNews', about one of the inventions we have looked at in the eBook.  Today I would like you to read some online news articles that are aimed at children. Please spend some time reading a few different articles from any of the following sites <a href="https://www.bbc.co.uk/newsround">https://www.bbc.co.uk/newsround</a> <a href="https://www.twinkl.co.uk/newsroom">https://www.twinkl.co.uk/newsroom</a>	
	<b>Tuesday</b>	Think about the article your read yesterday. What did they have in common? What features could you identify? How were they written? Who were they aimed at?	

		<p>Look at 'KidsNews' (<a href="#">NF ITP 6.3.5</a>) in your Wordsmith files, which shows an online news article. What are the key features? for example look at the headline or title – what is good about it?</p> <p>Make a note of all the features that you think make this and the articles you read yesterday really good.</p>
	<b>Wednesday</b>	<p>Today you are going to plan your online news article, about one of the inventions we have read about.</p> <p>Who will the audience be? What is the purpose of the article? What features are you going to include?</p> <p>Choose an invention and make a plan for an online news article. You may wish to use a planning grid to help ( <a href="#">EWF 2</a> is in your Wordsmith files, if you wish to use it) Remember to use a catchy title (e.g. 'Bright spark!'), an introductory sentence and headings for the paragraphs that follow.</p>
	<b>Thursday</b> Reading Comprehension	<ol style="list-style-type: none"> <li>1. There are <b>2 news-based reading comprehension</b> 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.</li> <li>2. Refugee Week is a platform for holding hundreds of arts, cultural and educational events about refugees, taking place in June each year. <b>Your longer reading comprehension is all about refugee week.</b> Choose the level that will challenge you using the star system as usual. <i>To extend your learning – you could find out more about refugee week using the link in the text.</i></li> </ol>
	<b>Friday</b> SPAG lesson	<p>Today's grammar activity is revision of adverbials. On the Hepworth page is a pdf document with activities to work through. Challenge yourself to work through as many as you can. (No need to print off)</p> <p>(Year 6 - You should be able to whizz through this as it should be revision for you – then you can extend your learning by applying your understanding of the work to a piece of writing of your choice. )</p>
<b>Guided Reading (Daily)</b>	<p><b>Guided Reading (Activelearn Bug Club)</b> <b>Week 28 Days 1-5</b> 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> <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.</p>	
<b>Maths</b>	<b>Monday</b>	<u>Statistics</u>

<p><b>We have uploaded the times tables grids – Complete Grid 7, twice this week to keep on top of your tables.</b></p>	<p><b>There is no need to print the sheets – just look at them and write answers in your books</b></p>	<p>Year 5 You are starting this week looking at ‘two way tables’. These are tables that need you to use both the rows and columns to gain information. Start by working through the presentation on the school website, working through the varied fluency slides (up to slide 9) <b><u>You will work on the problem solving and reasoning slides tomorrow.</u></b> Then complete the varied fluency work – choose which page you would like to complete – D, E or GD questions, as you would in class. The answers are on the last page.</p> <p>Year 6 Your maths work for the start of this week is all about ‘The Mean’. Begin today by watching the video about the mean, then complete the maths work set on the website.</p>
	<p><b>Tuesday</b> <b>There is no need to print the sheets – just look at them and write answers in your books</b></p>	<p><u>Statistics</u></p> <p>Year 5 Go back to the presentation you started work on yesterday and work through the Problem solving slides – from slide 10. Then complete the problem solving work – choose which page you would like to complete – D, E or GD questions, as you would in class. The answers are on the last page.</p> <p>Year 6 Today you are going to continue your work on mean averages. Complete the work on the website, then mark your answers.</p>
	<p><b>Wednesday</b> <b>There is no need to print the sheets – just look at them and write answers in your books</b></p>	<p>Arithmetic Wednesday #8 You have been covering many areas of maths whilst at home, but if we were still in school we would be keeping up with arithmetic too. So, to keep practising our calculations, on Wednesdays you will have an arithmetic paper to do – THIS IS NOT A TEST THOUGH – it is a way of completing different calculations, so please don’t worry if there is something you are unsure of.</p> <p>The papers are on the school website.</p> <p>You would usually have 30 minutes to complete one of these.</p>
	<p><b>Thursday</b></p>	<p><a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-3-d-shapes">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-3-d-shapes</a></p> <p>Some children in school last week have mentioned wanting to recap on 3D shapes. This lesson will combine video teaching and activities to help you recap your learning and revise what you need to know. Year 5 – you should be able to complete lots of these activities – do send us in an email if any of it is tricky and you’d like some help.</p>

	<b>Friday</b>	<p><a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3-d-shapes/">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3-d-shapes/</a></p> <p>This lesson follows on from the work in yesterday's lesson where you were recapping 3D shapes. Today you will be learning a bit more about their nets.</p> <p>Year 5 – you should be able to complete lots of these activities – do send us in an email if any of it is tricky and you'd like some help.</p>
<b>Science</b>	Wednesday	<p>Following on from your classifying work last week, you are going to create your own classification key. There is a guidance sheet on the website to help you work through creating the classification key.</p> <p>This guidance works with using a variety of sweets for classification, but you could use anything else that you already have at home.</p> <p>The purpose of the exercise is to sort, organise and classify some items using a key where questions can be asked, with the answers helping to classify the items (try to use yes, no or specific answers eg numbers)</p> <p>Please send some photos of your classification into <a href="mailto:mywork@chenies.bucks.sch.uk">mywork@chenies.bucks.sch.uk</a> so that we can see how you did.</p>
<b>Topic (History)</b>	Thursday	<p>Have a look at the document from last week about how school children were recruited to work on the land and farms during world war 2. See if you can read the advert for Schoolboy agricultural camps on page 6. (You may need to zoom in!)</p> <p>With the current Covid-19 situation, there has been a call to people coming to work on the land – harvesting the fruit and vegetables in this country. I would like you to imagine that the government have asked for teenagers who are not currently at school due to the lockdown to all work on the farms to “do their bit”. This would be for very little pay and would be long days – with a lot of them needing to live in basic accommodation while they were there.</p> <p><a href="https://www.bbc.co.uk/history/ww2peopleswar/stories/95/a2222795.shtml">https://www.bbc.co.uk/history/ww2peopleswar/stories/95/a2222795.shtml</a> - this recount from someone who went to one of the agricultural camps will give you some ideas of the positive elements you could focus on!</p> <p>How would you persuade the youth of today to do this work? Create a poster or leaflet to convince them! Remember to send in your work to <a href="mailto:mywork@chenies.bucks.sch.uk">mywork@chenies.bucks.sch.uk</a> so we can give you feedback and see how hard you've worked!</p>
<b>Spanish</b>	Tuesday	<p>Go to <a href="http://www.languagenut.com">www.languagenut.com</a> if you are unsure of your password please email the office.</p> <p>In the Spanish section, click on <b>Vocab trainer, in the green section</b> and explore <b>hobbies and pets</b>.</p> <p>Learn, practice then test yourself on different elements of this.</p> <p>If you have time, please try the writing section too.</p>
<b>ICT</b>	Monday	<p>Today I would like you to write a guide for someone to explain how to use Kodu.</p> <p>You will need to think about all the work you have covered and all that you evaluated.</p> <p>How can you tell make sure that someone else is able to create a world easily and successfully?</p>

		Consider the language you will use and any diagrams you will need to help your explanation.
<b>RE</b>	Tuesday	<p>This week I would like you to create your own 'enlightened human being'.</p> <p>Having explored the beliefs and gods of different religions, I would like you to think about the qualities that you would give to this person and why they would have those qualities.</p> <p>Please draw this person and write about the qualities you have given them.</p>
<b>DT</b>	Friday	<p>See the Hepworth page for the lesson plan for this DT lesson (and resources)</p> <p>Think about how this work links with our work on land use during WW2 in Buckinghamshire and the dig for victory campaign that happened during the war.</p> <p>We will be thinking about using our knowledge of seasonal food as we begin to prepare our work on creating a recipe.</p>