

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 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!

Go for a walk or bike ride (see Thursday’s history lesson for an extra idea!)

Work for Hepworth Class - Week Beginning Monday 1st June 2020

Please note, for any resources listed below on the Twinkl site this is currently free – go to 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			
Spellings for the week	Objective: Words beginning with <i>sus-</i> and <i>a-</i>			
		A	B	C
	1	aloft	suspect	suspicion
	2	alive	suspects	suspicious
	3	alert	suspecting	suspiciousness
	4	alone	suspected	suspiciously
	5	alarm	suspend	suspenders
	6	almost	suspended	suspended
	7	already	suspense	suspension
	8	always	sustain	susceptible
	9	although	sustains	sustainable
10	altogether	sustained	sustained	
Grammar focus for the week	General punctuation Formal and Informal speech			
English	Monday	<p>1st June 2020 – Amazing Inventions</p> <p>Today we begin a new English unit called ‘Amazing Inventions’ <i>What is an invention? Can you think of any examples?</i> <i>How has the invention been useful? Has life changed because of the invention?</i></p> <p>Use ‘Inventions’ (NF ITP 6.3.1) Allocated in the Wordsmith section of Activelearn and consider the inventions there, thinking about the questions above.</p> <p>The big question we are going to consider in this unit is <i>What do you think is the greatest invention?</i></p> <p>The ebook ‘Amazing Inventions’ is in your Wordsmith files. Take a look at the title page and screen 1 <i>What text type is this? What features can you see? What else would you expect to see in a text like this?</i></p> <p>Read screen 2 of the eBook, including the interactive pop-ups.</p>		

		<p><i>Were you surprised that the giant stones of Stonehenge were moved without wheels? Can you imagine what it might be like if wheels hadn't been invented?</i></p> <p>Your task is to think about something you normally do in your daily life (e.g. going to school, playing with friends, eating dinner, etc) Now think what it would be like if a key invention had been removed, maybe electricity. How would you carry out the normal event?</p> <p>Write a paragraph describing what it is like without the key invention. Remember to edit and improve your work after writing.</p>
Tuesday	2nd June 2020	<p>Take another look at screens 1 and 2 of the eBook. <i>What inventions have we learned about so far? Why were they important?</i></p> <p>Read screen 3 of the eBook. What do you think people must have thought about each invention at the time? <i>What would their reactions have been?</i> (e.g. excited, anxious, cynical) <i>What types of people might be most affected? Would different people react differently?</i></p> <p>Imagine the steam train has just been invented. What differences would the train make to people's lives?</p> <p>Read Screen 4 of the eBook, then explore reactions to the invention of the TV. Choose to either</p> <ul style="list-style-type: none"> - Act out a role play with someone in your house, with one of you as the inventor and one as a person experiencing using TV for the first time. In your Wordsmith section on Activelearn there is 'Imagine that' (NF PCM 6.3.1) to help you - Write a dialogue between an inventor and a person experiencing TV for the first time – remember speech punctuation..
Wednesday	3rd June 2020	<p>Read Screens 5 and 6 of the eBook. Discuss the importance of these inventions. <i>What difference have they made to our lives? What would it be like if they hadn't been invented?</i></p> <p>Choose one invention from Screens 5 and 6 and make a note of important points (e.g. for penicillin: 'greatest discovery', 'no longer killers', 'saved millions of lives'). Take a look at 'A good invention?' (NF ITP 6.3.2 in your wordsmith files on Activelearn) and read through the success criteria, adding some of your own.</p> <p>Your task is to write a paragraph about one of the inventions. You need to describe it (as if it is a new invention) and think about how you can make it exciting to people. This is a chance to use some persuasive language.</p> <p>Extended learning: You may wish to publish your paragraph, pretending it is an article for a magazine.</p>
Thursday	4th June 2020	

	Reading Comprehension	<p>1. 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.</p> <p>2. On June 6 1994, Allied forces attacked the coast of Normandy in France in what would prove to be a decisive victory in the war. The plan was known as Operation Overlord and required a high tide to be successful. This day become known as D-Day. Your longer reading comprehension is all about D-Day. Choose the level that will challenge you using the star system as usual. <i>There are lots of other resources online that you could use to extend your learning about D-Day – why don't you find out more about the events that happened?</i></p>
	Friday SPAG lesson	<p>5th June 2020 <u>Formal and Informal Speech</u> Use the slides in the powerpoint (saved as a PDF) on the Hepworth page to work through the different activities.</p>
Guided Reading (Daily)	<p>Guided Reading (Activelearn Bug Club) Week 26 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> <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>	
Maths We have uploaded the times tables grids – Complete Grid 6, 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>Line graphs</p> <p>We are starting our work on statistics for the first two days each week. This week we are looking at line graphs. Watch the video link and look at how we can interpret line graphs. https://youtu.be/OWkqfJBfXic</p> <p>Then complete the questions on the school website for your year group, choosing either A, B or C as you would in class Year 5 – P132 has A, P133 has B, C Year 6 – P146 has A, P147 has b, C</p> <p>The answers are also on the website, please mark and self-assess your work.</p>
	Tuesday	Line graphs

	<p>There is no need to print the sheets – just look at them and write answers in your books</p>	<p>Today I would like you to construct your own line graph.</p> <p>Look back at the different graphs in your work yesterday for examples.</p> <p>You will need to think about what topic you will cover eg temperature (across a day, week, year – could be the maximum temperature), distance travelled on a journey, something that happened over time eg visitors to something – these are just examples, you can make up your own if you have a good idea.</p> <p>Remember to: name the axis, label the axis correctly, distance the points on the axis appropriately (eg count up in 2’s, 5’s, 10’s), give your graph a title, plot your graph</p> <p>Year 6 – can you add more than one line on your graph?</p> <p>Extra challenge for all (if you would like one) Can you write some problem solving questions to ask someone else about your graph?</p>
	<p>Wednesday There is no need to print the sheets – just look at them and write answers in your books</p>	<p>Arithmetic Wednesday #6</p> <p>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>Thursday</p>	<p>Revision of 2D Shapes</p> <p>Tomorrow, you will be accurately drawing 2D shapes, but before we do that, we need to recap on the shapes that we learned before we went into lockdown!</p> <p>I would like you to use the <u>2 resource sheets</u> with 2D shapes on to:</p> <ol style="list-style-type: none"> 1) Name each shape (write these in your book, no need to print) 2) Sort the shapes in a variety of ways. I would like you to make at least 2 Venn diagrams and a Carroll diagram. (I’ve put a (very simple!) example picture of each on the Hepworth page) Challenge yourself by doing a Venn diagram with 3 overlapping circles instead of 2. <p>It may help to print the shapes to sort them, but equally, there is no need to print the sheets if you can’t – you can just write the names of the shapes in your book and in your diagrams.</p>
	<p>Friday</p>	<p>Accurately drawing 2D Shapes</p>

		<p>Follow the powerpoint presentation (saved as a pdf on the Hepworth page) Complete the activities set in the slides including the measuring and drawing practice sheet and the expert 2D shape drawing sheet. Challenge yourself by doing the 'Extra Challenge' sheet There is a parent guide here: https://www.twinkl.co.uk/resource/t2-m-2335-draw-2d-shapes-powerpoint which you can use with your parents if you're finding it tricky.</p>
Science	Wednesday	<p>We are continuing our unit on living things and their habitats. Today we are going to start thinking about classification and how we can use this amongst living things – particularly plants – by finding out about <i>Carl Linnaeus</i> Take a look at the video below (or research Carl Linnaeus) and think about which 5 levels he used in his classification system http://ed.ted.com/on/90vRVJZ6 Your task: Can you find out the different characteristics of the 5 kingdoms and create a table to show these? Now choose an animal and a plant to research and then to identify their classification route - there is a file on the school website with examples. Is it easier to classify animals or plants? Why do think this may be?</p> <p>Create a classification card, with pictures, of the classification route you researched</p>
Topic (History)	Thursday	<p>We are going to be bringing our focus back to History for this next half term – which will link with DT and the work we have been doing in Geography – thinking about rivers and land use. We are going to looking at our local area and linking this with WW2.</p> <p>To get our minds back to WW2, I found a really interesting article online. I know you like a 'going off the subject slightly' story:</p> <p><i>The background to this is that before I was a teacher, I used to work at Latimer House – just down the road from our school – some of you may pass it most days. I worked in the bar and restaurant there and we had to access bottles of wine that were stored in a slightly creepy basement area. I never really liked going down there because there was a rumour that prisoners of war used to be kept locked up down there...</i></p> <p><i>When I was looking at resources for how our local area was used, I came across this information which surprised me because I hadn't believed the rumours... until now!</i></p> <p>Today, I would like you to read the information page. There is quite a bit to read, so take your time. There are also some trickier words/phrases so please look up anything you are not sure about or talk about it with a grown up at home.</p> <p>Once you have read it, I would like you to do a piece of writing about it. Please be creative with this – there are so many writing genres that you could do! For example:</p> <ul style="list-style-type: none"> • A diary or letter from the point of view of someone during the war, either German or English. There are lots of people mentioned by name. Describe what it might have been like for you during this time at Latimer House.

		<ul style="list-style-type: none"> • A newspaper report about the opening of the secret tunnel in the future • An official intelligence report from one of the listeners or generals • A section of a story (perhaps a thriller or mystery) about the happenings in the house • Or any other ways of writing using Latimer House during WW2 as your inspiration. <p>You could take a walk or bike ride near Latimer house as part of your daily exercise with a grown up to get some inspiration!</p>
Spanish	Tuesday	<p>Go to www.languagenut.com if you are unsure of your password please email the office. In the Spanish section, click on Vocab trainer, then go to the yellow section and explore Clothes and shopping – learn, practice then test yourself on different elements of this.</p> <p>Then, if you would like, create a matching game for children to link the English and Spanish words together.</p>
ICT	Monday	<p>This week is all about 'Evaluating' in Kodu.</p> <p>A couple of weeks ago you explored playtesting, when you needed to think about how you could debug programs.</p> <p>Today I would like you to use the information you gained in that session, along with other ideas you may have had to evaluate your game. Have a look at your game and see how you can improve and debug it – what can you make better? What can be made easier for other users?</p> <p>Once you've done that, see if you can create objects and then program the objects to interact with each other? Can you create 3D worlds to explore? What do you think has been similar or different to how video games are produced in the wider world?</p>
RE	Tuesday	<p>We continue our RE unit of Symbolism This week I would like you to explore the question 'How do each of the three religions worship their God?' (Christianity, Hinduism, Islam) Think about what you already know, then research and make notes. A starting point may be to think about: prayers, songs, places, words, objects – link it to the symbols you have been exploring.</p> <p>The following website has some useful videos to watch. https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3</p> <p>Once you have your information, present your learning in a way you wish: poster, powerpoint, non-chronological report or any other way – be creative!</p>
DT	Friday	<p>In Design Technology (DT) we are going to begin our unit of work by looking at where food/ingredients come from. Please see the separate lesson plan (and resources) saved on the Hepworth page to work through the activities.</p>