

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 Sports Day event*	PE with Joe Wickes Or Sports Day event	PE with Joe Wickes Or Sports Day event	PE with Joe Wickes Or Sports Day event	PE with Joe Wickes Or Sports Day event
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

*See information sent out separately to the whole school about our Sports Day event this year.

Work for Hepworth Class - Week Beginning Monday 22nd June 2020

Subject Area	Description of work and any links needed			
Spellings for the week	Objective: Words ending in <i>-ant</i> or <i>-ancy</i> (and words beginning with <i>-dis</i>).			
		A	B	C
	1	disrupt	pregnant	consultant
	2	disturb	pregnancy	consultancy
	3	disallow	vacant	accountant
	4	discover	vacancy	accountancy
	5	disobey	occupant	expectant
	6	disagree	occupancy	expectancy
	7	discount	infant	vibrant
	8	disorder	infancy	vibrancy
	9	discomfort	hesitant	poignant
10	disabled	hesitancy	poignancy	
Grammar focus for the week	Parenthesis Punctuation (ongoing!)			
English	Monday	Amazing Inventions Look back at the plan you wrote last Wednesday. Are you still happy with all you planned? Would you like to change or add anything? Once you are happy, start writing. Use today's lesson to write as much as you can – try not to worry about editing today, just get as much down as you can. Once you've finished writing, leave your English work until tomorrow. Please spend no longer than an hour writing – you can come back to it tomorrow.		
	Tuesday	Take out your writing from yesterday. (If you didn't finish, spend fifteen minutes completing the writing.) Today is all about editing and improving. Read your work carefully. Read it aloud if possible – this will help you hear anything that doesn't quite sound right or needs rewording. Then work through your writing and edit the following, where needed. Change any word order, up level your vocabulary, up level punctuation where you can, check spellings you are unsure of, move paragraphs, add more detail, check if you can use any different grammar techniques (eg. relative clauses, pronouns, synonyms,		

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.

This week's words are more words ending in -ant or -ancy

The children in school will have a test on these – perhaps you can ask someone to test you if you are at home.

		modal verbs, passive voice)
	Wednesday	<p>Go back to your work from yesterday. Is it now the best version you can make it? If it needs a little bit more editing, do that first.</p> <p>Then, I would like you to 'publish' your writing.</p> <p>You can do this by hand or by typing – whichever works for you. Make a finished and polished article. It should be neat, it should read well and it should be set out like an article would be.</p> <p>Include any pictures that you would like to.</p> <p>Once you're happy with it, send it in for us to read.</p>
	Thursday Reading Comprehension	<ol style="list-style-type: none"> 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. 2. Children's Art Week is a UK-wide programme that gives children and young people the opportunity to get involved in a wide range of art activities. There is some really exciting stuff happening on their page – do have a look! https://engage.org/happenings/childrens-art-week/for-families/ 3. Your longer reading comprehension is art based to tie in with Children's Art Week. Choose the level that will challenge you using the star system as usual. <i>To extend your learning – visit the engage website above and join in with the activities!</i>
	Friday SPAG lesson	<p>https://classroom.thenational.academy/lessons/setting-description-spag-focus-paragraph Follow the lesson using the link above. Where it mentions previous days, or the next day – don't worry about this! You can still do the tasks and activities set. If you've enjoyed the lesson, you could always do the next one to challenge yourself further.</p>
Guided Reading (Daily)	<p>Guided Reading (Activelearn Bug Club) Week 29 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 9, 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>You are going to start the week by looking at a balancing equations. This means making a calculation equal on both sides.</p> <p>For example</p> $4 + 2 = 3 \times 2$ <p>both sides are equal to 6</p> <p>Choose the level you would like to work on, by the stars on the sheets.</p> <p>There is a missing number sheet too as a starting point, if you would like to begin slightly easier, then work up.</p> <p>Year 6</p> <p>Your maths work for the start of this week is all about 'Equations'</p> <p>Please follow the link and complete the work</p> <p>https://www.bbc.co.uk/bitesize/articles/zmw83j6</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 are going to look at balancing equations or calculations again, but looking at using multiplication and division facts to make the calculations balance either side of the = sign.</p> <p>There is an easier sheet to work through, building on what you did yesterday.</p> <p>There is also an extra challenge sheet where there are missing numbers on both sides of the = sign.</p> <p>Year 6</p> <p>Please follow the link and complete the work</p> <p>https://www.bbc.co.uk/bitesize/articles/zv44f82</p>
	Wednesday There is no need to print the sheets – just look at them and write answers in your books	<p>Reasoning Wednesday #1</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>Today and tomorrow we are doing some final consolidation of our work this term on shape.</p>

		<p>Today's task is to have a go at some reasoning and problem-solving activities based on angles and shapes.</p> <p>Year 6 – aim to complete as many as you can Year 5 – aim to complete at least one from each section</p> <p>Answer sheet is included on the Hepworth page</p>
	Friday	<p>This weekend would have been the start of Wimbledon. Your task for today is to solve 'The Mystery of the Missing Kit' at Wimbledon, using your knowledge of shape, space and measures.</p> <p>Answers are on the Hepworth page</p>
Science	Wednesday	<p>Last week you look at how to sort, organise and classify some items using a key where questions could be asked, with the answers helping to classify the items.</p> <p>This week I would like you to use what you explored and link it to our plant focus.</p> <p>Get outside and have a look at plants – you could focus on any living plants (eg trees, flowering plants, leaves) – you will need to take photos or drawings of the ones you choose (try to have a minimum of 6) Decide how you could create a classification key to organise and sort your chosen plants. Remember the need for yes and no answers.</p> <p>Create the key, but don't add the answers to it – can someone else follow your key and classify the plants you have chosen? Be creative!</p> <p>Please send some photos of your classification key and the plants that need sorting into mywork@chenies.bucks.sch.uk so that you can test us too.</p>
Topic (History)	Thursday	<p>Today we will be looking at how school life has changed. At Chenies, we are fortunate enough to have some first hand accounts of people's memories of school life in Chenies in the past. One (written by Rose Jane Maling) is about life at Chenies School in around 1910, which was before WW1. The other (written by Pam Gomm) was written during wartime of WW2.</p> <p>Today's task is to read the accounts. If you are able to print them, you may like to highlight things that are particularly interesting or different to school life now. You could use different colours to identify things that are the same or things that are different and use a key. (You could also do this using the computer)</p> <p>Once you have read the accounts, think of a way to present the differences in school life, in each of the two time periods compared with now - for example, you could do one of the following:</p> <ul style="list-style-type: none"> • Make a table with 3 headings – pre WW1, during WW2, present day – with sentences for each column

		<ul style="list-style-type: none"> • Write an information page with the differences • Draw a comic strip or illustrations which show the differences • Write a short story set in Chenies school in each of the time periods using your historical knowledge • Write a diary entry from a teacher's point of view – in each of the time periods • Write a letter from a child's point of view – in each of the time periods <p>As always, be creative with how you present your work – as long as you are showing that you understand the differences between school life in each of the time periods , that is fine.</p>
Spanish	Tuesday	<p>This week, please follow the link and work through the lesson on BBC Bitesize. Watch the videos, listen to the clip and have a go at the activities provided.</p> <p>https://www.bbc.co.uk/bitesize/articles/zh33trd</p> <p>You could then practice what you've been working on in Languagenut.</p>
ICT	Monday	<p>For these last few weeks we are going to be looking at Online Safety. Today we will look at trusting a website. Please follow the link and complete the lesson</p> <p>https://www.bbc.co.uk/bitesize/articles/zpxp7yc</p>
RE	Tuesday	<p>Think back to your 'enlightened human being', which you created last week.</p> <p>Which symbols would you associate with this person? Why would you choose these? What do they represent? How would you show they are important?</p> <p>Draw the symbols and explain why you've chosen them.</p>
DT	Friday	<p>Now that you have found out about seasonality, it is up to you to decide what recipe you would like to have a go at making using seasonal ingredients. Think about finding locally sourced ingredients too if you can.</p> <p><i>As you are working at home, it is important that you work alongside an adult to share your planning as they will need to assist with buying ingredients and the health and safety elements of cooking in the kitchen. Please do not undertake this DT work without speaking to a grown up first!</i></p> <p><i>I have attached a DT process diary on the Hepworth page. This work isn't all for today – you will need to work through it in order, but in stages each week – planning and investigating first.</i></p>
	<p>Please don't worry if you can't print the booklet.</p> <p>You can still present the</p>	

information by copying the grids onto paper etc.

Each week I will pop a reminder on here about the overall task, but it is up to you and the adults at home to agree on when and how it works best for you to do these tasks. It may be that it is better at the weekend, for example, so you can have help.

This week:

- Read through the whole booklet so that you can see what will need to be done over the next few weeks. The first page has a big empty space – that is for a photo or drawing of your finished culinary creation, so don't worry about this yet! (You won't need to actually use the booklet today – but it is helpful to see what is coming up.)
- This week, your task is to think of an idea for something you are able to make using seasonal ingredients.
- Take your time to find a recipe idea that uses at least one seasonal ingredient as its main ingredient. It can be savoury or sweet, it can be a whole dish or just a snack item. The choice is yours!
- Have a think which seasonal ingredient(s) you would like to cook with. Then, use cooking books at home (the index may help you search by ingredient), or research recipes online.
- You could also use the BBC Good Food seasonality calendar, which then lets you click on the fruit or vegetable for recipe ideas.
- <https://www.bbcgoodfood.com/seasonal-calendar/all> Generally, the BBC Good Food website is brilliant for recipes so have an explore!
- Once you have found a recipe, please talk with an adult at home about the ingredients you will need and look at the whole booklet, considering when you will move on to the cooking stage (not until almost the end of the booklet)

Next week, it would be helpful to have some of the ingredients suggested in your recipe so that you can taste them and analyse them as you may choose to adapt your recipe based on your findings.