

Home Learning Plans for All Year Groups Week beginning March 30th 2020.

Foundation Stage: Jellyfish, Starfish and Angelfish


Phonics – Read Write Inc. (RWI) Teaching daily speed sounds lessons for Set 1 (9.30am) and Set 2 Sounds (10.00am) on YouTube https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ or search 'Ruth Miskin Training'. These lessons are available for 24 hours, with a new one each day. If your child takes home reading book Sound Blending 1-10 or any Ditty Photocopy, please access Set 1 Speed Sounds. For Red, Purple or Pink books please access Set 2 Speed Sounds.

Day	Literacy	Maths	IPC
Monday	<p>Phonics - Phonics play phase 3 – Sentence substitution. www.phonicsplay.co.uk Free login: username: march20 Password: home</p> <p>Handwriting – practise writing our curly caterpillar letters this week; c, a, d, g, o, and e. Please encourage the children to write their letters on a line and think carefully about where their letter needs to start and finish. See https://www.teachhandwriting.co.uk/ for support and resources.</p>	<p>Starter</p> <ul style="list-style-type: none"> • Can you count forwards and backward to 20? • Look around the room what 2D shapes can you see? • Look around the room what 3D shapes can you see? <p>Main activity - Purple Mash – Design and make. www.purplemash.com Login and password inside home learning pack.</p> <ul style="list-style-type: none"> • What shapes/sizes/colours are you using? • Can you add your name to your creation using a text box? 	<p>Purple Mash – Create a story book of ‘The Cave’</p> <ul style="list-style-type: none"> • Begin by chatting about the story what characters can you remember in the story? What events happen? • Re read the story together. • You might choose to create a story map to help you remember the key events in the story? • Use all of these ideas to draw and write using Purple mash.
Tuesday	<p>Phonics - phonics play phase 2 – Buried Treasure - Set 3.</p> <p>Spelling – Practise spelling our red words; I, to, the, no. Can you create a game of pairs to practise reading the words quickly to?</p>	<p>Starter</p> <ul style="list-style-type: none"> • Can you write the number 0 to 20 on a piece of paper – cut them out and muddle them up. • Now can you build your own number line to 20? <p>Main activity - crickweb.co.uk – Early Years - Number labelling. Children may need a little help to read the number names but should be able to find the corresponding numeral.</p>	<p>Cosmic Kids Yoga – You Tube channel, Saturday Morning Yoga – ‘Arnold the Ant.’</p> <ul style="list-style-type: none"> • Talk together about ways we can stay healthy. • Make a list of your ideas.

<p>Wednesday</p>	<p>Phonics - Phonics play phase 2 – Dragon’s Den.</p> <p>Handwriting – practise writing our curly caterpillar letters this week; c, a, d, g, o, and e. Please encourage the children to write their letters on a line and think carefully about where their letter needs to start and finish. See https://www.teachhandwriting.co.uk/ for support and resources.</p>	<p>Starter</p> <ul style="list-style-type: none"> • Can you find some coins (under adult supervision) Adult to ask child to find me 1p, 2p, 5p, 10p, 20p. • Looking at the coins as your child to tell you about the different colours, shapes and sizes. <p>Main activity - Purple Mash –Money. This quiz will encourage your child to use their knowledge of money to go shopping with coins up to 10p. They will need to identify 2 or 3 coins to pay with. They will also need to add two single digit numbers to find the total amount.</p>	<p>Challenge grid – on eschools. Choose 3 more activities from the home learning challenge grid.</p>
<p>Thursday</p>	<p>Phonics - Phonics play phase 2 - Picnic on Pluto –</p> <p>Spelling – Practise spelling our red words; I, to, the, no.</p> <ul style="list-style-type: none"> • Can you use these words in a sentence? 	<p>Starter</p> <ul style="list-style-type: none"> • Collect a handful of toys – how many have you got, remember to use your careful counting skills to count each object. <p>Main activity - www.crickweb.co.uk – Early Years - Fish Tank. Children will need to use their careful counting skills to check they have caught the correct amount of fish.</p>	<p>Purple Mash - 2Sequence – Music.</p> <ul style="list-style-type: none"> • Can you name the instrument that you have chosen? • Can you make a repeating pattern?
<p>Friday</p>	<p>Phonics - Phonics play phase 2 – Pick a picture</p> <p>Handwriting – practise writing our curly caterpillar letters this week; c, a, d, g, o, and e. Please encourage the children to write their letters on a line and think carefully about where their letter needs to start and finish.</p> <ul style="list-style-type: none"> • Can you write the words; cat, dog, dig, got, den, 	<p>Starter</p> <ul style="list-style-type: none"> • Can you count forwards and backward to 20? <p>Main activity - Purple Mash – Sequence snake.</p> <ul style="list-style-type: none"> • Looking at the numbers at the top can you work out the pattern? See if you can find the next number in the sequence. 	<p>Challenge grid – on eschools. Choose the last 3 activities from the home learning challenge grid.</p>

Challenges for Foundation Stage

<p>Collect pebbles and paint them to look like different bugs.</p>	<p>Cut open some fruit and draw the inside.</p>	<p>Take a photo of places you think minibeasts might live. Add this to Tapestry</p>
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Make a simple wormery.	Play a minibeast themed 'Who Am I?' using post it notes and headbands.	Use an old newspaper or magazine (ask permission first). Find and cut up some words, can you put these into a sentence?
Do a fruit and vegetable taste test with an adult. Who can identify the foods correctly?	Visit a local park and keep an eye out for minibeasts 	Measure out the ingredients to help with a family meal.

Year 1: Clams, Limpets and Scallops

Day	Literacy	Maths	IPC
Monday	Phonics play phase 5 - Picnic on Pluto - aw Purple Mash – Tools - Stories to tell – A Trip in the car - story Reading – Read a story to someone in your family	TTRS - Times Tables Rock stars Purple mash –Coins pairs game	Purple Mash – Tools – too count – Cars – count the cars going past and make a graph
Tuesday	Phonics play phase 5 – Buried Treasure - ew Purple Mash – Tools - Stories to tell – A Trip in the car - speech bubbles Purple Mash – 2Do's – spellings wk 2	TTRS Purple Mash – Shop multi drag game	Purple Mash – Tools – 2Go – move insects to flower
Wednesday	Phonics play phase 5 – Dragon's Den - oa Purple Mash – Tools - Stories to tell – A Trip in the car - Re-telling the story Reading – Read a story to someone in your family	TTRS Purple Mash – Shopping up to 50p	Purple mash – Tools – To code – Fun with fish

Thursday	Phonics play phase 5 - Picnic on Pluto - au Purple Mash – Tools - Stories to tell – A trip in the car - Happiness emotion graph Purple Mash – 2Do’s – spellings wk 2	TTRS Purple Mash – Shopping up to £1	Purple mash – Nature – To code - Bubbles
Friday	Phonics play phase 5 – Dragon’s Den - ph Purple Mash – Tools - Stories to tell – A trip in the car - Fear emotion graph Reading – Read a story to someone in your family	TTRS Purple Mash – Bond bubbles	Purple mash – Nature – To code – superhero

Daily RWI Phonics Lessons - Read Write Inc. Phonics lessons on Facebook and YouTube for children to watch at home.

Set 1 Speed Sounds at 9.30 am and again at 12.30 pm

Set 2 Speed Sounds at 10.00 am and again at 1.00 pm

Set 3 Speed Sounds at 10.30 am and again at 1.30 pm Priority for Year1

Please note: the films are streamed live and won’t be available at other times. There are also poems for Reception and Year 1 children to join in with at 2.00 pm every day. The poems will be available on YouTube to watch again and again.

Year 2: Oysters, Mussels and Whelks

Lesson	Maths	Writing	Topic
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<p>Monday</p>	<p>All the work set for this week has already been covered in class. Children should already have some ideas and understanding.</p> <p>Five fluency questions (see Powerpoint) – these are based around the Year 2 maths curriculum.</p> <p>Please only complete five questions per day. A short practise of few questions every day helps children to remember and become faster at maths.</p> <p>We are learning to count to count objects to 100. Look through the Powerpoint before the lesson. There are notes at the bottom to help you if your child becomes stuck. If possible, collect items to use as resources to help your child understand. For instance, use straws in bundles of 10, or cubes locked together to represent 10s. Children in Key Stage 1 learn through using concrete equipment.</p> <p>Tip: Ask your child to count each set of ten objects, so they understand these are grouped into tens.</p>	<p>15 mins daily handwriting practice (teachhandwriting.co.uk offers support and resources).</p> <p>Using Adverbs (See Powerpoint) – Recap what nouns are - the names of a person, place or thing, what adjectives are - a descriptive word and what verbs are - a doing word, discuss with the children that adverbs give more information about the verbs – for example, The boy ran – how – the boy ran quickly. The boy ran – when – The boy ran in the morning. See adverb support sheet for more ideas. Children can complete worksheet finding the adverbs and circling them. Can they think of their own adverbs they could use in sentences?</p> <p>Spelling – choose three Y2 Common exception words to practise daily.</p>	<p>Super Humans Topic – Discuss ways we can keep ourselves healthy. (Examples could be, keeping fit, eating healthily – having a varied diet, fresh fruit and clean water, knowing how to dial 999 if needed and having good hygiene – hand washing, showering, and wearing clean clothes. Children can create a mind map of all the different ways they can keep healthy, try some different exercises and plan a healthy meal. The meal chart and mindmap are available on eschools to support you.</p>
<p>Tuesday</p>	<p>Five fluency questions (see Powerpoint) We are learning to count objects to 100. Follow on from yesterday’s lesson with the Count objects to 100 worksheet. If you don’t want to print this off, discuss each problem with your child, or ask them to record their answer on a piece of paper. Each sheet has either a D, E, or GD at the bottom. This means:</p> <p>D – Developing understanding, easier practise questions E – Working at the expected standard, medium difficulty. GD – Challenging questions, harder practise for children who have a very good understanding.</p> <p>The answers are at the end of the sheet. You may want to give these to your child, so they can mark their own. Otherwise mark together and discuss any incorrect answers.</p>	<p>15 mins daily handwriting practice Show children the picture of the mammoth on e-schools, ask them to record what they see? What they think? What they wonder? Ask what they think will happen next?</p> <p>Together begin to plan ideas for a story that happens just after this picture; for example, the ice could melt and the person could tame the mammoth to keep as a pet, or they might become friends with the mammoth and go on a journey together.</p> <p>You can use the story mountain resource to support you if you wish – use key notes and pictures in the boxes for your plan.</p> <p>Spelling – choose three Y2 Common exception words to practise daily.</p>	<p>R.E – Discussing the importance of family. Discuss who is in your family and why they are important people to you. Children to choose one family member to draw a picture of a write a sentence explaining why they are important to them.</p>

<p>Wednesday</p>	<p>Five fluency questions (see Powerpoint) We are learning to count objects to 100. Follow on from yesterday's lesson with the Count objects to 100 extension worksheet. If you don't want to print this off, discuss each problem with your child, or ask them to record their answer on a piece of paper. Each sheet has either a D, E, or GD at the bottom. This means: D – Developing understanding, easier practise questions E – Working at the expected standard, medium difficulty. GD – Challenging questions, harder practise for children who have a very good understanding. The answers are at the end of the sheet. You may want to give these to your child, so they can mark their own. Otherwise mark together and discuss any incorrect answers.</p>	<p>15 mins daily handwriting practice Continue to plan your story. If completed ask your child - can you add any exciting adjectives to describe things? Can we add verbs and adverbs that we want to use into our plan? Children can then add more details onto their plans. Spelling – choose three Y2 Common exception words to practise daily.</p>	<p>P.E. – Discuss how the human body moves. Do animals move the same as us? Or different? How do animals move? Children to try moving like different animals, using different combinations of arms, legs, feet, hands, etc. (examples could be slug, snake, crab, leopard, frog, rabbit.) Ask why do you think crab's crawl? Why do frog's jump? Why might snake's slither? You may also want to join P.E. with The Body Coach live on his You Tube channel every morning at 9am.</p>
<p>Thursday</p>	<p>Five fluency questions (see Powerpoint) We are learning to represent numbers. Look through the Powerpoint before the lesson. There are notes at the bottom to help you if your child becomes stuck. If possible, collect items to use as resources to help your child understand. For instance, use straws in bundles of 10, or cubes locked together to represent 10s. Children in Key Stage 1 learn through using concrete equipment. Tip: Ask your child to count each set of ten objects, so they understand these are grouped into tens.</p>	<p>15 mins daily handwriting practice Children to use their plans to begin to write their own story – discuss exciting vocabulary, using a dictionary if you have one. Spelling – choose three Y2 Common exception words to practise daily.</p>	<p>ICT – Use story kit on Purple Mash to present some facts about animals e.g. fish have fins, tails and a smooth body to glide through water. Children may choose an animal to research some facts about first.</p>
<p>Friday</p>	<p>Five fluency questions (see Powerpoint) We are learning to represent numbers. Follow on from yesterday's lesson with the representing numbers worksheet. If you don't want to print this off, discuss each problem with your child, or ask them to record their answer on a piece of paper. Each sheet has either a D, E, or GD at the bottom. This means: D – Developing understanding, easier practise questions E – Working at the expected standard, medium difficulty. GD – Challenging questions, harder practise for children who have a very good understanding. The answers are at the end of the sheet. You may want to give these to your child, so they can mark their own. Otherwise mark together and discuss any incorrect answers.</p>	<p>15 mins daily handwriting practice Children to continue writing their story. Spelling – choose three Y2 Common exception words to practise daily.</p>	<p>Outdoor learning – you can choose an outdoor learning activity of your choice. This may include gardening, ball games, sensory walks, using items found outside to create a piece of art or a whole variety of other things.</p>

Year3: Cod, Mackerel and Salmon

Lesson	Maths	Writing	Topic
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<p>Monday</p>	<p>10 minutes daily times tables practice. This could be on Times Tables Rockstars, another website, or by playing a game (eg times tables hopscotch) The emphasis is on quick recall in any order. Don't forget to learn division facts as well. All the work set for this week is about money based on a café menu. You might want to set up your own café with pretend (or real!) food or build a café out of lego!! If you have any play money, you might want to use it, or make your own pretend money out of paper. In Year 3, we were learning about money just before the school closure. For some children they will be using their calculation skills in a new context, while others will have an opportunity to practise and extend their skills.</p> <p><u>We are learning to make amounts of money.</u></p> <p>Design your menu The activity sheet explains how to choose your prices carefully so that your work isn't too easy or too difficult.</p> <p>Make sure your child knows which denominations of coins there are and can confidently count up amounts of money.</p> <p>Encourage them to work from the largest denomination to the smallest when they count up. Design your menu and add up amounts.</p> <p>If you have finished your activity quickly, have a go at the Star Challenge.</p> <p>Please have a look at your child's answers and if there are any mistakes have a talk about what went wrong.</p>	<p>Spelling – The Year 3 statutory spelling list PowerPoint lists the common tricky spellings children in Year 3 and 4 should learn how to spell. Practise spelling the Year 3/4 common exception word: accident, actual, address. You can use some of the activities on the spelling mats in the PowerPoint. Maybe try a couple of activities each day.</p> <p>Reading / Writing – Volcanoes and Earthquakes</p> <p>Read the 'Volcanoes and Earthquakes' PowerPoint which contains a selection of pages from the book and make a note of any vocabulary you didn't understand. Can you use a dictionary, computer or ask an adult to help you find the meaning of each word?</p> <p>Write them in alphabetical order and write a definition of what they mean. Can you use these words in sentences of your own?</p> <p>Reading: Make sure you read for at least 15 mins every day. You could log on to Bug Club and find a book in the level you have been allocated. Read at least one chapter to someone you are at home with. Why did you choose this book? What do you think might happen next? Has it been good so far? Don't forget to write about it in your reading record!</p> <p>OR find a book in your house you've never read before and read the blurb. Can you guess what will happen?</p> <p>You could also listen to an audio story (David Walliams and many other authors reading their stories on Facebook live and Instagram. Audible has also released 100s of children's books for free during this time).</p>	<p>P.E. - with The Body Coach live on his You Tube channel every morning at 9am. Focus on keeping ourselves healthy and the benefits of regular exercise.</p> <p>https://www.thebodycoach.com/blog/pe-with-joe-1254.html</p> <p>Music – Look at the Guide to the Orchestra worksheet.</p> <p>Children can explore the internet for the answers to questions regarding the different sections of a symphony orchestra and the instruments that make them. A good place to start is https://www.classicsforkids.com/music/instruments_orchestra.php</p> <p>They then answer questions regarding specific instruments, making and justifying the choice of instrument they would like to play.</p>
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<p>Tues day</p>	<p>10 minutes daily times tables practice. <u>We are learning to add amounts of money.</u> See activity 2 on the Make a Menu maths activity word document. Choose items from your menu and add them up. Most children will use a column method to do this. You could make this into a café game using a notepad to take your customers order. If you have finished your activity quickly, have a go at the Star Challenge. Please have a look at your child's answers (or check them on a calculator) but if there are any mistakes have a talk about what went wrong.)</p>	<p>Spelling – Check you can remember how to spell the Year 3/4 common exception word: accident, actual, address. Try a couple of activities on the spelling mats from yesterday.</p> <p>Writing – Re-read the text from yesterday and create a quiz based on what you have just read. Write 5 questions for someone else to answer (make sure you know the answers so you can tell them if they are right or wrong.) Now test someone in your house or on the phone about what they know about volcanoes and earthquakes.</p> <p>Please check that children have used capital letters and question marks in their sentences and that simple common words (eg with, what, when etc are spelled correctly.)</p> <p>Reading – at least 15mins. See day 1 for ideas of what to read and things you could discuss.</p>	<p>Geography: Where are volcanoes? Watch National Geographic Volcanoes 101 https://www.youtube.com/watch?v=yDy28QtdYJY</p> <p>Print out the tectonic plate jigsaw master template. Cut it out along the plate boundaries. (This is fairly tricky. Children might need an adult to help them.) The jigsaw will be easier if you leave some of the smaller plates joined together. Can you put the jigsaw back together again? Can you find where Hawaii is on the map? Indonesia has the most active volcanoes in the world. Can you find it?</p>
<p>Wed nes day</p>	<p>10 minutes daily times tables practice. <u>We are learning to work out change</u> See activity 3 on the Make a Menu maths activity word document. Many children find working out change a little bit tricky. We teach them to do this by using a number line then encourage them to carry out calculations in their head as they become more confident. Look at the Money activities PowerPoint to see how to calculate change on a number line. If your menu prices make this difficult then feel free to change them or create a new menu. Encourage your child to spot number bonds to 10 to speed up their calculations. Eg When you spend 76p, change from £1 is 24p. The 4 and 6 make a number bond to 10. Please have a look at your child's answers (or check them on a calculator) but if there are any mistakes have a talk about what went wrong.</p>	<p>Spelling – Check you can remember how to spell the Year 3/4 common exception word: accident, actual, address. Try a couple of activities from the spelling mats..</p> <p>Grammar / Writing – conjunctions. Your child has been learning about co-ordinating and subordinating conjunctions in school (see 'conjunctions word mat' document for a detailed list). Highlight a number of these conjunctions and ask your child to use each one in a sentence. Get them to re-read each sentence to check for spellings, capital letters and that it makes sense. Extra activity: look through Volcanoes and Earthquakes. Which conjunctions can you find?</p> <p>Reading – at least 15mins. See day 1 for ideas of what to read and things you could discuss</p>	<p>Science – Investigating the components of soil. You will need to dig up a soil sample and leave it overnight to carry out this investigation. Look at the 'Components of Soil' PowerPoint. Children find out about the different components of soil by watching what happens when earth is mixed with water, stirred and then left to settle. To record your observations, you can print off the table in the components of soil results word document or draw your own table for your results.</p>

<p>Thur sday</p>	<p>10 minutes daily times tables practice. <u>We are learning to multiply money</u> See activity 4 on the Make a Menu maths activity word document. Today's lesson uses multiplication in columns to work out how much several of the same thing would cost. Look at the Money activities PowerPoint – Slide 9 for an example of how to calculate using columns. If you find times tables difficult, work them out and write them down by counting on first. The activity sheet also gives suggestions of how to make the activity easier or more difficult. Please mark together and discuss any incorrect answers.</p>	<p>Spelling – The Year 3 statutory spelling list PowerPoint lists the common tricky spellings children in Year 3 and 4 should learn how to spell. Practise spelling the Year 3/4 common exception word: answer, appear, arrive. You could use some of the activities on the spelling mats in the PowerPoint.</p> <p>Writing – Can you use some of the conjunctions looked at yesterday in your own sentences about volcanoes. Extra activity: can you decide whether you have used a co-ordinating or subordinating conjunction.</p> <p>Reading – at least 15mins. See day 1 for ideas of what to read and things you could discuss.</p>	<p>Art – Have a look at the PowerPoint 'Volcano Art - Hot and Cold Colours' to find out what they are and how they are used to portray emotions. Complete your own picture in the style of Mark Rothko. Pastels and chalks work really well for this but you could also paint or use coloured pencils. Anything where you can mix different colours together should work. Think about the mood your picture creates. If you prefer, you could create a volcano picture, making sure your hot colours really stand out.</p>
<p>Frid ay</p>	<p>10 minutes daily times tables practice. <u>We are learning to calculate how much more or less (finding the difference.)</u> See activity 5 on the Make a Menu maths activity word document. Children sometimes find it difficult to recognise this type of question in maths and remember what to do. We teach them to subtract, using columns as numbers get larger. When using columns to subtract, we usually talk about 'regrouping' rather than 'borrowing' (Confident mathematicians may work their answers out mentally by counting on.) Please mark together and discuss any incorrect answers.</p>	<p>Spelling – Practise spelling the Year 3/4 common exception word: answer, appear, arrive. Try a couple of activities on the spelling mats from yesterday.</p> <p>Writing – in non-fiction books you often find labelled diagrams (look at the examples on pg. 6 in our book Volcanoes and Earthquakes). Look at the document Measuring Earthquakes and Volcanoes PowerPoint. Check any words you do not know the meaning of and then draw a labelled diagram of the volcano heat suit you can see.</p> <p>Reading – at least 15mins. See day 1 for ideas of what to read and things you could discuss</p>	<p>Outdoor learning – You can choose an outdoor learning activity of your choice. This may include gardening, ball games, and sensory walks. What can you see, hear, feel and smell? You might decide to make a map if you're out on a walk showing the things that you have seen.</p>

Year 4: Otters, Penguins and Seals

	Maths	Literacy	Topic
Monday	<p>All the work set for this week has already been covered in class. Children should already have some ideas and understanding.</p> <p>Times Table Rock Stars – Daily session of 3 Garage, 2 Studio. (Also have a go at the sound check twice a week)</p> <p>– Times Table Rock Stars is a fun way for children to practice their times tables and to help them learn all the times table up to 12 X 12 by the end of the year.</p> <p><u>We are learning add and subtract using mental strategies</u></p> <p>Look at the PowerPoint. This contains tips on how to do the activity and then some examples to work through. The PowerPoints will be different depending on which set your child is in during Maths so that the activities are suited to your child's level.</p> <p>Method 1: Using knowledge of number bonds to add and subtract numbers up to 1,000.</p> <p>Method 2: Using number bonds to ten to add three 2 digit numbers. E.g. $12 + 18 + 16 = ?$ Children should see the number bond within the ones $8 + 2 = 10$, then add the tens, then add the 6.</p> <p>Method 3: Partitioning involves breaking the number into its place value. Children then add or subtract the tens and then the ones.</p> <p>Try to answer the questions mentally instead of using written methods. Children can choose which mental strategy or method to answer the questions, making notes to support adding and subtracting.</p> <p>They could use a calculator or the formal method to check their answers and discuss any mistakes.</p>	<p><u>Spelling</u></p> <p>Spelling acrostics. Make up an acrostic poem for 3 words on the statutory spelling list.</p> <p>e.g.</p> <p>Frogs Really Understand = fruit Infant Tadpoles</p> <p><u>Writing</u></p> <p>Find a paragraph in your reading book about 4 lines long.</p> <p>Copy this onto some lined paper.</p> <p>Make sure your tall letters are almost touching the top line and that your letters join in the correct place.</p>	<p><u>Temples, Tombs and Treasures topic</u></p> <p><u>PSHE</u></p> <p>Set yourself some goals this week.</p> <p>They could be to do with school work, keeping active or a new skill you want to learn.</p> <p>Write down your goal and each day write down what you did to help you achieve it.</p>

<p>Tue sda y</p>	<p>Times Table Rock star – Daily session of 3 Garage and 2 Studio <u>We are learning to add using the formal column method.</u></p> <p>Children should already be confident using the formal column method. There is a PowerPoint with each step to remind them if they need it. If children are confident with this method then children can start the questions.</p> <p>Common mistakes that children make are</p> <ol style="list-style-type: none"> 1. Placing the numbers incorrectly in the place value grid. 2. Not exchanging and carrying when an answer is 10 or more. 3. Not adding any numbers that have been exchanged. 4. Adding the numbers incorrectly. <p>Here is a video that goes through the steps as well as the PowerPoint. https://www.youtube.com/watch?v=Ttdzw_350ZI</p> <p>There are 1, 2 or for some a 3 star challenges. 1 star being the easier and 3 star being the more challenging. If you don't want to print of the questions then children can record their answers on a piece of paper.</p>	<p><u>Spelling</u> Silly spelling sentences. Choose 5 words from the statutory spelling list and create some funny sentences. Can you manage to fit all 5 words in the same sentence?</p> <p><u>Writing</u> We have been trying hard to make our stories interesting by adding a great setting description. Continue the story with a setting description. Remember to include the different senses. You do not have to write an entire story, just the setting description paragraph.</p> <p>Oliver crept through the tunnel and carefully popped his head out to see where he was. There in front of him...</p>	<p><u>Temples, Tombs and Treasures topic</u> <u>PE</u> How are you keeping active this week? Have you been on Go Noodle or joined in with Joe Wicks? Have you been creating your own activities? Tell me all the different ways you have been keeping active, and which have been your favourites?</p>
<p>We dne sda y</p>	<p>Times Table Rock star – Daily session of 3 Garage and 2 Studio. <u>We are learning to subtract using the formal column method.</u></p> <p>Children should be confident using the formal column method. There is a PowerPoint with each step to remind them. If children are confident with this method then children start the questions straight away.</p> <p>Common mistakes that children make are</p> <ol style="list-style-type: none"> 1. Placing the numbers incorrectly in the place value grid. 2. Using the bottom number as the largest number to subtract. 7-4 instead of 4 -7. 3. Not borrowing from the next column when a calculation cannot be done. E.g. 2 – 9 4. Forgetting to cross out the number that you have borrowed and subtracting one. E.g. 8 – 1 = 7 <p>Here is a video that goes through the steps as well as the PowerPoint. https://www.youtube.com/watch?v=NqPjF8ANEX8&feature=emb_logo</p> <p>There are 1, 2 or 3 star challenges. 1 star being the easier and 3 star being the more challenging. If you don't want to print of the questions then children can record their answers on a piece of paper.</p>	<p><u>Grammar</u> Clauses We have been looking at main clauses and subordinate clauses during Year 4. Have a look at the PowerPoint to remind yourself of what they are and where you would find them. Then, write out the sentences and underline the subordinate clause in each sentence.</p> <p><u>Reading</u> When you are reading, look out for verbs and adverbs. Adverbs tell the reader how something was done, the speed at which it was done, the way something was said, the mood of the character or the way the light shone. For example, laughed happily Collect the verb and adverb partners you read and make a list.</p>	<p><u>Temples, Tombs and Treasures topic</u> <u>Music</u> When we get back to school, we would like to introduce some new assembly songs. Can you choose 2 songs that you would like us to start singing in assembly and explain why using your best persuasive language.</p>

<p>Thu rsd ay</p>	<p>Times Table Rock star – Daily session of 3 Garage and 2 Studio</p> <p><u>We are learning to add and subtract using the formal column method.</u></p> <p>Today is consolidating and practicing adding and subtracting using the formal column methods.. If you have been practicing 3 digits, please have a go and practice 4 digits. Children are still following the same method but have the thousands column to add or subtract.</p> <p>Activity 1: Practice addition and subtraction of 4 digits if children need to. Activity 2: Worded problems.</p> <p>Common mistakes children have with worded problems are,</p> <ol style="list-style-type: none"> 1. Finding the key information needed to solve the problem 2. Understanding what operation is needed to solve the problem. 3. Checking their answer using the inverse. 4. Only answering the first step in a 1, 2 or 3 step problem. <p>The worded problems have teacher’s initials. Children complete the questions. KC- adding and subtracting 4 digits (there are worded questions to try this is optional) TH – Mr Heayel’s group JM – Mrs Munley’s group</p> <p>You can print of the worksheets/ work or have children write their answers down on a piece of paper. Optional Challenge: Create your own 1 or 2 step worded problem ask someone in your family to answer it.</p>	<p><u>Grammar</u> Subject of a sentence. The subject is usually the thing or person who is carrying out an action. The object is the thing or person that is involved in an action, but does not carry it out. Write out the sentences and circle the subject and underline the object.</p> <p><u>Reading</u> As Time Goes By As you read your book, look out for the words and phrases the author uses to show the passing of time. Does the author mention the time, the sun, the moon, dark or light, part of the day, seasons or a change in weather? For example, As the moon shone in the sky ... Also, look out for flashbacks and two events happening at the same time, e.g. ‘Meanwhile’. Make a list of these words and phrases this week.</p>	<p><u>Temples, Tombs and Treasures topic</u> <u>History</u> Were all pyramids the same? You will need to do a little research to answer this question. Present your findings any way you like, poster, documentary etc. I'm very interested to see what you find out.</p>
<p>Frid ay</p>	<p>Times Table Rock star – Daily session of 3 Garage, 2 Studio and 1 sound check.</p> <p><u>We are learning to use the inverse to check calculations.</u></p> <p>The inverse operation (the opposite) is a great way to double check your answer. Work through the PowerPoint.</p> <p>Miss Charles has answered some addition and subtraction questions. Use the inverse operation to double check her answer. There will be some correct and some that are incorrect. It is important to show your working out using the column method. For any incorrect answers, show the correct column method.</p>	<p><u>Grammar</u> Identifying the verb Verbs are the actions, or doing words in a sentence. Look at the sentences, write them out and underline or highlight the verbs, be careful as some have more than one.</p> <p><u>Reading</u> The children have been allocated a reading comprehension Read the text and answer the questions.</p>	<p><u>Temples, Tombs and Treasures topic</u> <u>Science</u> We have been learning about the digestive system. What can you remember about the different body parts and their functions? Look through the PowerPoint and complete the body parts sheet. There is also a word search to do.</p>

Year 5: Dolphins, Porpoises and Swordfish

Lesson	Maths	Writing	Topic
Monday	<p>20 minutes daily fluency activity – choose your own activity. TTRS / timetables / hit the button game / countdown game (https://nrich.maths.org/6499)</p> <p>Select any activity from the maths folder on e-schools. It is called 'maths work year 5'. Make sure each day to do a different activity.</p> <p>Mrs Narayan's group please use her folder of activities!</p> <p>Login to 'my maths' to see the activities set by your maths teacher. https://www.mymaths.co.uk/</p>	<p>15 minutes daily handwriting activity – see e-schools handwriting section. https://www.tes.com/teaching-resource/year-5-statutory-words-handwriting-practise-worksheets-11745819</p> <p>Write out 10 word from the year 5/6 statutory word list and see if you can use them in a sentence – <u>don't</u> forget your punctuation!</p> <p>Choose a guided reading activity (either about Easter or about healthy living) and follow the instructions.</p>	<p>PE – Joe Wicks PE online daily 9am. https://www.thebodycoach.com/blog/pe-with-joe-1254.html or use any of the other links on the PE section of e schools</p> <p>PSHE - Watch the video on emotional wellbeing and try to incorporate one of the suggestions into you daily life – get the rest of you family involved too!!</p>
Tuesday	<p>20 minutes daily fluency activity – choose your own activity. TTRS / timetables / hit the button game / countdown game (https://nrich.maths.org/6499)</p> <p>Select any activity from the maths folder on e-schools. It is called 'maths work year 5'. Make sure each day to do a different activity. Login to 'my maths' to see the activities set by your maths teacher. https://www.mymaths.co.uk/</p> <p>Mrs Narayan's group please use her folder of activities!</p>	<p>15 minutes daily handwriting activity – see e-schools handwriting section.</p> <p>Extension – use two of your spelling in some direct speech. Use the grammar resources on e-schools to refresh your memory of how to use it</p> <p>Read one of the books on the e-schools website and have a go at making a cartoon strip to retell the story. They are all fairy tales so you could choose your own one that you prefer if you wish.</p>	<p>PE – Joe Wicks PE online daily 9am. https://www.thebodycoach.com/blog/pe-with-joe-1254.html or use any of the other links on the PE section of e schools.</p> <p>SCIENCE/DT – have a look at the bloodhound clips and have a go at making your very own prototype kit car.</p>
Wednesday	<p>20 minutes daily fluency activity – choose your own activity. TTRS / timetables / hit the button game / countdown game (https://nrich.maths.org/6499)</p> <p>Select any activity from the maths folder on e-schools. It is called 'maths work year 5'. Make sure each day to do a different activity.</p> <p>Mrs Narayan's group please use her folder of activities!</p> <p>Login to 'my maths' to see the activities set by your maths teacher. https://www.mymaths.co.uk/</p>	<p>15 minutes daily handwriting activity – see e-schools handwriting section</p> <p>Extension – use two of your spelling in some direct speech. Use the grammar resources on e-schools to refresh your memory of how to use it.</p> <p>Choose the other guided reading activity you <u>didn't</u> complete on Monday.</p>	<p>PE – Joe Wicks PE online daily 9am. https://www.thebodycoach.com/blog/pe-with-joe-1254.html or use any of the other links on the PE section of e-schools</p> <p>SCIENCE - Have a look at the 'Humans and Animals' information and do your own research. Create a brightly coloured fact file about what you learnt.</p>

Thursday	<p>20 minutes daily fluency activity – choose your own activity. TTRS / timetables / hit the button game / countdown game (https://nrich.maths.org/6499)</p> <p>Select any activity from the maths folder on e-schools. It is called 'maths work year 5'. Make sure each day to do a different activity.</p> <p>Mrs Narayan's group please use her folder of activities!</p> <p>Login to 'my maths' to see the activities set by your maths teacher. https://www.mymaths.co.uk/</p>	<p>15 minutes daily handwriting activity – see e-schools handwriting section</p> <p>Extension – use two of your spelling in some direct speech. Use the grammar resources on e-schools to refresh your memory of how to use <u>i</u>.</p> <p>Choose a creative writing prompt and try <u>and</u> use a range of sentence openers to make you writing interesting to read.</p>	<p>PE – Joe Wicks PE online daily 9am. https://www.thebodycoach.com/blog/pe-with-joe-1254.html or use any of the other links on the PE section of e-schools</p> <p>SCIENCE – 'Earth and Beyond' – read the slides and answer the questions. You might want to make one of your own planets just for fun!</p>
Friday	<p>20 minutes daily fluency activity – choose your own activity. TTRS / timetables / hit the button game / countdown game (https://nrich.maths.org/6499)</p> <p>Select any activity from the maths folder on e-schools. It is called 'maths work year 5'. Make sure each day to do a different activity.</p> <p>Mrs Narayan's group please use her folder of activities!</p> <p>Login to 'my maths' to see the activities set by your maths teacher. https://www.mymaths.co.uk/</p>	<p>15 minutes daily handwriting activity – see e-schools handwriting section</p> <p>Extension – use two of your spelling in some direct speech. Use the grammar resources on e-schools to refresh your memory of how to use it</p> <p>Choose a creative writing prompt and try <u>and</u> use a range of sentence openers to make you writing interesting to read.</p>	<p>PE – Joe Wicks PE online daily 9am. https://www.thebodycoach.com/blog/pe-with-joe-1254.html or use any of the other links on the PE section of e-schools.</p> <p>SCIENCE – 'Heart and Lungs' - read the information and draw and detailed picture of the heart. Add the labels neatly and see if you can learn the important vocabulary off by hear.</p>

Year 6: Sharks, Walrus and Whales

Lesson	Maths	English (Reading and Writing)	Topic / Other
Mon day	<p>This week we are taking our learning from MyMaths – Booster packs – Yr6 booster</p> <p>Learning intention We are learning to revise our place value</p> <p>Activity Yr6 booster: Decimal place value lesson online</p> <p>Daily Timestable Rockstar</p> <p>Practical Maths</p> <p>Research a recipe to help cook a family dinner on Friday. Begin to plan amounts/price</p>	<p>Handwriting – 15 minutes daily handwriting. (teachhandwriting.co.uk offers support and resources).</p> <p>Spelling – Choose three Y5/Y6 appendix words to practise daily. Write spellings out in different ways using different coloured pens, in a pyramid, spelling scribble.</p> <p>Grammar – Complete grammar activity from home learning packs</p> <p>Daily Reading - Read every day. This could be a chapter of your Accelerated Reading / Library book, magazines, recipes, food packaging. Read with expression and different voices. Try acting out scenes of the story to a family member.</p> <p>'All about me' project.</p> <p>Plan an explanation text about how our food's nutrients are used – research online to create a written explanation of your digestive system.</p>	<p>Daily PE – Daily morning workout with Joe Wicks on youtube</p> <p>Daily Garden Learning (if possible) Butterfly count (over 2 days) – How many butterflies can you count in 30 mins and can you identify different types using: https://butterfly-conservation.org/butterflies/identify-a-butterfly</p> <p>Daily Home Help – Washing up/load the dish washer</p> <p>Art - Create a butterfly picture from your garden research (finish tomorrow)</p> <p>Science – Life cycles: Research the lifecycle of a butterfly and produce the lifecycle in pictorial form (finish tomorrow)</p>
Tues day	<p>This week we are taking our learning from MyMaths – Booster packs – Yr6 booster</p> <p>Learning intention We are learning to revise our counting including decimals and negative numbers</p> <p>Activity Yr6 booster: Counting 5 lesson online</p> <p>Daily Timestable Rockstar</p> <p>Practical Maths</p> <p>Continue to plan a recipe to help cook a family dinner on Friday. Begin to plan amounts/price</p>	<p>Handwriting – 15 minutes daily handwriting. (teachhandwriting.co.uk offers support and resources).</p> <p>Spelling – Choose three Y5/Y6 appendix words to practise daily. Write spellings out in different ways using different coloured pens, in a pyramid, spelling scribble.</p> <p>Grammar – Complete grammar activity from home learning packs</p> <p>Daily Reading - Read every day. This could be a chapter of your Accelerated Reading / Library book, magazines, recipes, food packaging. Read with expression and different voices. Try acting out scenes of the story to a family member.</p> <p>Activities</p> <p>'All about me' project.</p> <p>Write the first part of your explanation text about your digestive system. Remember to write a paragraph, first draft and then proofread and write it up in best before attempting your next paragraph the same way</p>	<p>Daily PE – Daily morning workout with Joe Wicks on youtube</p> <p>Daily Garden Learning (if possible) Butterfly count – How many butterflies can you count in 30 mins and can you identify different types using: https://butterfly-conservation.org/butterflies/identify-a-butterfly</p> <p>Daily Home Help – Washing up/load the dish washer</p> <p>Art – Finish your butterfly picture from your garden research</p> <p>Science – Life cycles: Continue to research the lifecycle of a butterfly and finish the lifecycle in pictorial form.</p>

<p>Wed nes day</p>	<p>This week we are taking our learning from MyMaths – Booster packs – Yr6 booster Learning intention We are learning to understand negative number in context Activity Yr6 booster: Negative numbers in context online lesson</p> <p>Daily Timestable Rockstar</p>	<p>Handwriting – 15 minutes daily handwriting. (teachhandwriting.co.uk offers support and resources). Spelling – Choose three Y5/Y6 appendix words to practise daily. Write spellings out in different ways using different coloured pens, in a pyramid, spelling scribble. Grammar – Complete grammar activity from home learning packs Daily Reading - Read every day. This could be a chapter of your Accelerated Reading / Library book, magazines, recipes, food packaging. Read with expression and different voices. Try acting out scenes of the story to a family member. Activities Make your own dictionary. Include pictures and ways to help you remember how to spell each word.</p> <p>'All about me' project. Continue your explanation text about how your digestive system works. Remember the write, proofread, edit and write up in best for each paragraph. Don't forget diagrams to aid explanation.</p>	<p>Daily PE – Daily morning workout with Joe Wicks on youtube Daily Garden Learning (if possible) Plan your own garden project to re design an area of your garden to make it more useful and or beautiful.</p> <p>Daily Home Help – Room tidying! Make it spotless!</p> <p>ART/PSHE – Create a plan view (bird's eye view) design of your garden including the area that you are redesigning. Annotate each area for its use and interesting objects/plants.</p> <p>ICT – Complete an activity set on Purple Mash.</p>
<p>Thur sday</p>	<p>This week we are taking our learning from MyMaths – Booster packs – Yr6 booster Learning intention We are learning to revise our number and place value understanding Activity Yr6 booster Number and place value 6 OW Do first two pages of the work today and the next two tomorrow.</p> <p>Daily Timestable Rockstar</p>	<p>Handwriting – 15 minutes daily handwriting. (teachhandwriting.co.uk offers support and resources). Spelling – Choose three Y5/Y6 appendix words to practise daily. Write spellings out in different ways using different coloured pens, in a pyramid, spelling scribble. Grammar – Complete grammar activity from home learning packs Daily Reading - Read every day. This could be a chapter of your Accelerated Reading / Library book, magazines, recipes, food packaging. Read with expression and different voices. Try acting out scenes of the story to a family member. Activities Make your own dictionary/thesaurus. Include pictures and ways to help you remember how to spell each word.</p> <p>'All about me' project. Research – what is in your blood and what does it do for you? Bullet point your ideas so you can create a spoken presentation about it tomorrow for your family to listen to and learn from!</p>	<p>Daily PE – Daily morning workout with Joe Wicks on youtube. Can you take you pulse before and after the workout? What do you notice and why?</p> <p>Daily Garden Learning (if possible) Create a new game to play with you family that you think will increase their heart rate and get their blood pumping to their muscles!</p> <p>Daily Home Help – Dusting – ask your parents to show you how and then off you go! Be careful of the ornaments!!!</p> <p>ICT – Complete an activity set on Purple Mash.</p>

<p>Frid ay</p>	<p>This week we are taking our learning from MyMaths – Booster packs – Yr6 booster Learning intention We are learning to revise our number and place value understanding Activity Yr6 booster: Number and place value 6 OW Do final two pages today</p> <p>Daily Timestable Rockstar</p>	<p>Handwriting – 15 minutes daily handwriting. (teachhandwriting.co.uk offers support and resources). Spelling – Choose three Y5/Y6 appendix words to practise daily. Write spellings out in different ways using different coloured pens, in a pyramid, spelling scribble. Grammar – Complete grammar activity from home learning packs Daily Reading - Read every day. This could be a chapter of your Accelerated Reading / Library book, magazines, recipes, food packaging. Read with expression and different voices. Try acting out scenes of the story to a family member. Activities Using your dictionary/thesaurus – choose 10 words and create a silly story that must include these words.</p> <p>‘All about me’ project. Create your “What’s in my blood and why” spoken explanation for you family and PERFORM!</p>	<p>Daily PE – Daily morning workout with Joe Wicks on youtube .</p> <p>Daily Garden Learning (if possible) Collect things from the garden to make a collage of a butterfly. You could stick them onto paper or make a HUGE one in a space in the garden by placing you objects cleverly onto the floor. Take a picture of it on your phone if you have one! It could be your new screen saver!</p> <p>Daily Home Help – Help make the family dinner from your maths planning,</p> <p>SCIENCE – work out how healthy the dinner that you have helped make is. Use: https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/eatwell-guide-how-to-eat-a-healthy-balanced-diet</p>
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