

**WC: 27.04.20**

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading 30 mins	Read a chapter or two of their home reading book – links to today's writing task.	Narrative – A Boy called Mouse. Please read the extract and answer the comprehension questions. Complete half the questions today and finish tomorrow.  For a less challenging read – Tom's Exciting morning and associated questions.	Complete the reading comprehension task form yesterday.	Independent reading/reading for enjoyment. This could include listening to a story read to them/internet...	Summarise this week's reading in 3 concise bullet points. You've got to really think about the most important aspects of the text.
Spellings 20 mins	Test them on last week's spelling list ough or augh.  This week's spellings as given. Root words – origins of other words e.g. prove gives rise to approve, approval, approving etc. to create word families.  Detecting the root word and looking at the suffixes and prefixes supports accurate spelling of the word	Complete the appropriate section on the spelling worksheet.  Group 1 ans 2 do the first section, group 3 the second.	<b>Quick-write</b> activity: ask children how many words containing the root word sign they can collect in one minute. Possible answers include: signed, resign, resigned, resignation, signature, signing, design, designer...  Repeat for: light and medic	As yesterday but with the root words: cover and joy  Possible prefixes and suffixes that could be used: ance, ing, ed, er, ist, ly, tion, ment, ism, pre, ex, co, mis, de, dis etc.	Practise the Statutory spelling lists.

English	<p>Ask your child to write a short review detailing their likes and dislikes so far about the book they are reading. Encourage them to justify their opinion with examples from the text.</p>	<p>New article: Plan and write a news report about something you have completed recently e.g. Easter Egg hunt; baking; gardening, family bike ride/walk etc. You can embellish your story but it must sound factual (e.g. on an Easter Egg hunt maybe you saw the Easter Bunny or spotted something amazing in a field on your bike ride). This could be recorded as a verbal report or as a written piece of work. If recording verbally, interview family members as eye-witnesses.</p> <p>Resources to support:</p> <ul style="list-style-type: none"> <li>• Use the writing frame provided to plan and then create a draft before presenting the final version. There is also a Newspaper template if you would like to use it.</li> <li>• A PowerPoint presentation on reported and direct speech is included for your info.</li> <li>• Features and success criteria of a new report document.</li> </ul> <p>Think back to the work we completed on the book 'Tuesday' (flying frogs).</p>		<p>Present your work to the rest of the family. Edit and evaluate – use the success criteria marking ladder to help you.</p>
Maths	<p>Working questions backwards! See the sheet for instructions and an example. Answers are at the bottom.</p> <p>Check your answers by working through the questions forwards.</p>	<p>Number puzzles – an easier or harder option. Just do as the question asks to find the answers.</p> <p>There is also an answer sheet and a blank sheet in case you would like to create some of your own.</p>	<p><b>Y5:</b> work on reading and interpreting timetables. If you are not confident with telling the time, this is the perfect opportunity to get practising.</p> <p><b>Y6:</b> Reading and interpreting timetables Nrich – train timetables.</p> <p>Use mathematics if you need to practise further on reading timetables.</p>	

After-  
noons

**Science:**

What are stars? Giant balls of glowing gas in space that shine through the darkness. They give off energy in the form of light and heat. The Sun is a star and only in fact, a medium sized one! The Sun appears much bigger because of how close it is, so close that it spreads sunlight & we feel its heat on Earth. The Sun's rays take more than 8 minutes to reach Earth. The Sun is one of a great many stars in the galaxy called the Milky Way. It is one of a vast number of galaxies in the universe. Has anyone seen the Milky Way when they visited a light pollution-free place on Earth (e.g. deserts, high mountain ranges, etc.)? Look at the PPT of the Milky Way.

Astronomy is a study of the stars using telescopes. Although the night sky can sometimes appear to be filled with thousands of stars, it is possible to identify some stars as they are grouped by astronomers into patterns called constellations. Many were identified by the ancient Greeks, Romans & Babylonians. For thousands of years travellers have used the stars to navigate in darkness or people have worshipped stars thought to represent gods. Some constellations can only be seen if you live in the northern hemisphere on Earth, e.g. Ursa Major, and others if you live in the southern hemisphere, e.g. The Southern Cross.

Find out about some well-known stars and constellations using  
<https://www.ducksters.com/science/physics/constellations.php>

If possible try and locate them in the night sky. You may be able to download a free app that allows you to identify them in the sky. For example, sky map. Alternatively you could have ago at drawing them or if you have a cardboard tube, cover the bottom with some black paper (you could always colour it or paint it black) and secure tightly with an elastic band or sticky tape. Then with a pin, prick holes to represent the stars in a constellation. When you hold it up to the light, you should be able to see your constellation.

**Music:**

**Gustave Holst – The Planets – Mars, The Bringer of War – You Tube**

To understand what a musical ostinato is. An Ostinato is a continuously repeated musical pattern.

1. Play the children Mars from Holst's The Planets, just the first minute. Start tapping along to the ostinato rhythm as the music plays( you can hear it in the background). Ask them to join in when they can. If they need more of the track to get it, keep it playing!
2. Explain what they are tapping is called an 'Ostinato': A continuously repeated musical pattern.

3. Using the ostinato rhythm from Mars, ask them to create a very quiet sound using their hands.

(Let them experiment, e.g tapping two fingers against the palm of their hands). In the same way, now ask them to create a quite quiet sound using their hands. Now ask them to create a quite loud sound using their hands. Now ask them to create a very loud sound using their hands.

4. Listen again to the first 1.30 seconds of Mars. This time, tap or clap the ostinato along with the music, starting very quietly and gradually getting louder using the various techniques you have come up with.