

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	Geography	Art
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:**

Play a game outside – football, cricket or basketball with your family.

Make a fitness trail in your garden.







Go on a family walk, but maybe run part of the route.

Draw an activity course with chalk on the pavement e.g hopscotch, do 5 star jumps, hop along a wiggly line etc. You may end up watching your neighbours do it as they pass your house and see your course!

## Work for Hepworth Class - Week Beginning Monday 27<sup>th</sup> April

Please note, if there are 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			
Spellings for the week	<b>Objective:</b> Words where the letters 'ei' follow a 'c' (and words where 'ie' comes before 'c')			
		A	B	C
	1	thief	deceit	deceitful
	2	grief	deceive	deceived
	3	brief	ceiling	deceiver
	4	briefly	ceilings	deceiving
	5	belief	receipt	deceivable
	6	relief	receipts	perceive
	7	shield	receive	receives
	8	friend	received	receiving
	9	quiet	receiver	misconceived
	10	piece	conceive	conceived
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 all look at where the letters 'ei' follow a 'c' (and for set A only - words where 'ie' comes before 'c')				
To find out more about this, use <a href="https://www.spellzone.com/unit21/page6.cfm">https://www.spellzone.com/unit21/page6.cfm</a> where there are also some games and activities to help you practice these words and other words further. Click on these icons on the website.				
<div>Learn the words:</div> <div></div>				
Grammar focus for the week	Plural and possessive 's' Punctuation – from last time – ongoing!			
English	Monday Writing	27 <sup>th</sup> April 2020 Work based on 'Eye of the Wolf' – see separate files “Monday 27 <sup>th</sup> April Hepworth English” Focus: Looking at a different perspective – how did the humans feel?		
	Tuesday Writing	28 <sup>th</sup> April 2020 Work based on 'Eye of the Wolf' – see separate files “Tuesday 28 <sup>th</sup> April Hepworth English” Focus: Planning writing -		
	Wednesday Writing	29 <sup>th</sup> April 2020 Work based on 'Eye of the Wolf' – see separate files “Wednesday 29 <sup>th</sup> April Hepworth English”		
	Thursday Reading Comprehension	29 <sup>th</sup> April 2020 You may have been lucky enough to see some of the meteor shower at the beginning of last week, or perhaps some of the satellites going over – especially if you live further away from a town and stayed up late! Read the newspaper article and complete the comprehension questions.		

		<p>It was also Earth Day on 22<sup>nd</sup> April last Wednesday – whilst this date has gone, many people say that every day should be Earth Day! Read the information and complete the comprehension questions.</p> <p>Please note – there is different levels of activity both for the amount of reading and the questions using the star system.</p> <p><b>Extension</b> - Why not find out even more about these events and create a powerpoint/blog post/video/poster about them and share with someone in your family?</p>
	<p><b>Friday</b> SPAG lesson</p>	<p><b>29<sup>th</sup> April 2020</b></p> <p>Use the slides to find out the grammatical difference between plural and possessive 's'. There is a game to play and a short written task too. You can decorate the game sheet to make it more interesting to look at! If you don't have a printer, you could draw your own game sheet, score points and tally them and read the sentences aloud. Use an online dice if you don't have one. Do send us your short written task if you've worked hard on it and you're feeling proud.</p>
<p><b>Guided Reading (Daily)</b></p>	<p><b>Guided Reading (Activelearn Bug Club)</b> <b>Week 22 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>	
<p><b>Maths</b> There is a knowledge organiser for each year group on the website to help with understanding and vocabulary</p> <p>We have uploaded the times tables grids – Complete Grid 2, twice this</p>	<p><b>Monday</b></p> <p>Answers for each sheet are on the last page of each document</p>	<p><b>Area Y5 – compound shapes, y6 – area of parallelograms</b></p> <p>On the website under maths there are files for today for both year groups.</p> <p>Work through the 'Learning' document first.</p> <p><b>MAKE SURE YOU OPEN THE WORK FOR THE CORRECT YEAR GROUP</b></p> <p>You can then have a go at some of the VF and RPS questions sent through – you don't need to complete them all, but do complete VF before RPS.</p> <p>Choose D, E or GD, as you would in class, and choose either the A or B side of the sheet to complete.</p> <p>Please check your answers and mark your work.</p>
	<p><b>Tuesday</b></p>	<p><b>Area and perimeter</b></p> <p>Today is physical learning day in maths!</p> <p>If you can, use an outdoor space, or choose an area indoors eg. garden, patio, hallway, bedroom</p> <p>Your task is to recreate the area. Draw it out and measure the length of each edge of the space you have chosen.</p> <p>Label your drawing with these measurements.</p>

<b>week to keep on top of your tables.</b>		<p>Calculate the perimeter and area of your space. Remember to use what you have learned – eg breaking down a compound shape or year 6 maybe you have a triangular area or a parallelogram in there?</p> <p>Extra challenge – can you design an area that would incorporate different areas and perimeters within it eg an allotment plot? Can you calculate the different measurements? Maybe you could write some questions in a problem solving way that we could set for others to solve...</p>
	<b>Wednesday</b>	<p>Please show what you have learned about perimeter and area. Design a poster that could be used in a classroom as a resource to teach others about perimeter and area.</p> <p>Year 6 – consider different shapes (triangles and parallelograms as well as other polygons)</p> <p>Challenge for both year groups – use compound shapes.</p> <p>Remember to use the correct vocabulary and label well. Be creative!</p>
	<b>Thursday</b>	<p><b>Read and plot coordinates in all four quadrants</b></p> <ol style="list-style-type: none"> <li>1. Watch the co-ordinates video on the school website Hepworth page.</li> <li>2. Complete the co-ordinates sheet on the Hepworth page. There are 3 levels of ability (see the stars at the bottom as we use in class) – choose a level to challenge yourself!</li> </ol> <p>(This work should also help you revise some of our shape work)</p> <p><u>Be creative:</u> Can you take this learning further – perhaps explore making your own co-ordinates map to treasure hunt, play battleships, link it with your work from Tuesday and add a co-ordinates grid to locate where things are in your room? Be creative! You could even make a giant co-ordinates grid using patio or kitchen floor and physically move around on it like twister!</p>
	<b>Friday</b>	<p><b>Draw and reflect simple polygons in both the x-axis and the y-axis using coordinates</b></p> <ol style="list-style-type: none"> <li>1. Watch the reflection video on the school website Hepworth page.</li> <li>2. Complete the drawing reflected shapes sheet on the Hepworth page. There are 3 levels of ability (see the stars at the bottom as we use in class) – choose a level to challenge yourself!</li> <li>3. Have a go at the Summer co-ordinate sheet – can you find the mystery picture?</li> </ol> <p>Year 6 Challenge – can you explain what happens to the numbers when you are reflecting a shape?</p> <p><u>Get outside:</u></p>

		<p>If you are able to leave the house, perhaps go on a family walk to find examples of reflective symmetry in nature. You could photograph these, draw them or just spot them! If you take photos, you could check with a mirror when you get home to see if they are truly symmetrical.</p>
<b>Science</b>	<p>Wednesday</p> <p>There is a knowledge organiser saved on the website to help you too.</p>	<p>To complete our Changing materials unit, please present what you have learned. You can do this in any way you wish eg a powerpoint presentation, a poster, a video presentation. Please think about the different ways materials can change and be separated.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <li>- How different materials can be separated</li> <li>- How to separate materials once they have changed state eg once dissolved</li> <li>- Changes that are reversible</li> <li>- Changes that are irreversible and why this is the case</li> <li>- The differences between solids, liquids and gases</li> <li>- Anything else you think would be interesting to share</li> </ul> <p>Remember to use the correct scientific vocabulary.</p> <p>How can this link to your learning about the water cycle?</p> <p>Helpful information:  <a href="https://www.bbc.co.uk/bitesize/topics/zryycdm">https://www.bbc.co.uk/bitesize/topics/zryycdm</a> </p>
<b>Topic</b>	<p>Thursday (Geography)</p>	<p><b>Features of Rivers</b></p> <ol style="list-style-type: none"> <li>1. Visit this site - <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</a> and watch the two videos. There is also a quick quiz.</li> <li>2. Follow the slides in the Features of a River powerpoint on the Hepworth page to: <ul style="list-style-type: none"> <li>• Look up new vocabulary (this site may be useful!) <a href="http://www.primaryhomeworkhelp.co.uk/rivers/glossary.html">http://www.primaryhomeworkhelp.co.uk/rivers/glossary.html</a></li> <li>• Complete the 'Features of a River' sheet (download from Hepworth page) – three levels of challenge.</li> <li>• Sort the features into where they are found</li> </ul> </li> </ol> <p>Extra task: Write the life story of a river – think about which of your writing skills you could focus on – how will you up-level sentences? Use your writing essentials (if you took it home) to help.</p> <p><u>Get outside:</u>  If you are lucky enough to live near any rivers or streams, take a family walk to see them. What features can you spot? It could be helpful to look at them on a map to see a “birds eye” view of their journey.</p> <p>Another useful website:  <a href="http://www.primaryhomeworkhelp.co.uk/rivers/features.html">http://www.primaryhomeworkhelp.co.uk/rivers/features.html</a> </p>

Spanish	Tuesday	Go to <a href="http://www.languageut.com">www.languageut.com</a> if you are unsure of your password please email the office. In the Spanish section, click on <b>Vocab trainer, About me</b> , then work through the <b>Family members</b> section – learn, practice then test yourself.
ICT	Monday	This week, you are going to explore creating characters in <b>Kodu</b> . There are 5 videos uploaded that you can watch to then help you (Unit 6 2a, 2b, 2c, 2d and 2e) Using the information in the videos, have a go – can you make your Kodu speak? Did you make the water dangerous? Can you create a bridge? Are you able to make missiles launch at random times?  Make notes about what you have learned and any improvements you could make.
RE	Tuesday	We continue our RE unit of <b>Symbolism</b> This week I would like you to explore Islam.  What do you already know about Islam? What symbols are used to represent the religion? Are all symbols physical objects?  What do Muslims do to symbolise their belief? Eg during fasting  Present your findings to explain how Islam is symbolised to Muslims.
ART / DT	Friday	For art this week we are looking at <b>colour intensity</b> .  1. Have a look at Georgia O’Keefe’s painting (on the Hepworth page) If I asked you to paint a picture of some flowers, I would imagine you would reach for some lovely bright coloured paints and get started. However, when you look closely at this painting you will notice a lot of different colours – some which are more intense and others which are duller/neutral. These colours aren’t just straight from a tube or bottle – they have been mixed carefully to get different intensities.  <a href="#">Intensity (also referred to as saturation or chroma) refers to the degree of purity of a colour. A highly intense colour is bright and a low-intensity colour is more neutral or muted. Colours are at their purist when they are straight out of the tube, not mixed with another colour. As soon as you mix in another colour, you have lowered the intensity of both colours mixed.</a> <a href="#">Learning how to vary the intensity of a colour gives you control over colour choices and creates beautiful colour effects.</a> <a href="#">A colour’s intensity always decreases when it gets mixed with another colour. The farther apart on the colour wheel the two colours you are mixing are, the more the intensity of both colour is decreased. Ultimately, mixing two colours that are completely opposite each other on the colour wheel (complementary colours) creates the least intense (most neutral) mix.</a>  2. Watch the video on the Hepworth page which explains more about intense and dull/neutral colours. <b>You only need to watch up to 12mins.</b>

		<p>3. See if you can make some 'intense to neutral' charts like the video. You could do this in one of these ways (or think of your own!):</p> <ul style="list-style-type: none"> <li>• If you are lucky enough to have some paints at home, you could have a go at doing this same activity.</li> <li>• You could find a picture in a magazine and cut out different intensities of a colour and lay them out in a chart from intense to dull</li> <li>• Take a photo of a colour and use a photo editing app or software to change the <u>saturation</u> of the colours – experiment with how it looks.</li> <li>• Notice or find colour intensities in the world around you – at home, outside etc.</li> </ul> <p>There are some extra images on the Hepworth page to give you more examples.</p>
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