

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	Geography	Art PSHE
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 dice roll PE work out – write down 6 different activities – e.g. running on the spot for 30 seconds, star jumps for 30 seconds, 10 burpees etc. Then roll the dice to be randomly assigned an activity. Aim to do 20-30 minutes of activity like this each day.

<https://www.youtube.com/watch?v=Td6zFtZPkj4&t=132s> – this is the yoga video that we have used in our PE lessons during the spring term. The same instructor has also made a video called Rainbow yoga – this is the link: <https://www.youtube.com/watch?v=dF7O6-Qablo>

## Work for Hepworth Class - Week Beginning Monday 11<sup>th</sup> May 2020

Please note, for 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	Objective: Words beginning with the prefixes <i>in-</i> or <i>irr-</i>			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 start with <b>-in</b> or <b>-ir</b> This prefix makes nouns, verbs and adjectives <b>negative</b> or <b>not</b>	
		A	B		C
	1	indent	inaction		irregular
	2	indented	indecent		irregularities
	3	correct	independent		irresistible
	4	incorrect	incredible		irrational
	5	human	inattentive		irrelevant
	6	inhuman	inhumane		irritation
	7	direct	incapable		irritated
	8	indirect	inaccurate		irresponsible
	9	inability	inconvenient		irreversible
	10	inactive	inequality	irreplaceable	
Grammar focus for the week	General revision of grammar using grammar revision files on the Hepworth website. Punctuation – ongoing!				
English	Monday	<b>11<sup>th</sup> May 2020</b> Work based on 'Eye of the Wolf' in Wordsmith files on Activelearn. Read pages 80 – 93. Then think about how Africa's experiences change eg. when were there happy, upset, angry afraid moments? What do you think are the positive moments? Next read pages 94-97 and think about what is happening to Green Africa. Draw on details in the text to explain what is happening to the forest. <i>How is it affecting the animals and people who live there?</i> <i>What do you think they mean by 'the other world'?</i>  Write a 'Message to Mankind' as if from the wolf, the gorilla, the crocodile, Ma Bia or Pa Bia, explaining how this character's life is affected by human activity – remember to think carefully about being in character and to make sure your grammar and punctuation varies. Also edit and improve your writing when you have finished.  <b>Extra challenge</b> (if you would like one)			

		Write messages from two or three different characters and focus on the differences between the messages – how would the messages be different?
	<b>Tuesday</b> <b>There is no need to print the sheets – just look at them and write answers in your books</b>	<b>12<sup>th</sup> May 2020</b> Work based on 'Eye of the Wolf' – Look at the title page of 'The Other World' (page 99). <i>How do you think the story may end?</i> Read pages 101-112. <i>Did you like the ending?</i> <i>How and why has the relationship between the wolf and the boy changed?</i> <i>Why do you think the wolf opening his eye is significant?</i>  Today you are going to write a thought monologue showing the wolf's thoughts about the boy at the end of the story. 'Interior monologues' ( <a href="#">F PCM 6.1.1</a> ) is in your Wordsmith Activelearn files, which may help you get started. Try to include references to relevant details from the whole story. – remember to think carefully about being in character and to make sure your grammar and punctuation varies. Also edit and improve your writing when you have finished. <b>Extra challenge</b> (if you would like one) Write your own short monologues showing the boy's thoughts about the wolf at the end of the story.
	<b>Wednesday</b> <b>There is no need to print the sheets – just look at them and write answers in your books</b>	<b>13<sup>th</sup> May 2020</b> Work based on 'Eye of the Wolf' Have a look at Storytelling' ( <a href="#">F PCM 6.1.6</a> ) – in your Wordsmith files on Activelearn and think about the theme of storytelling in the novel <i>Who tells the stories? What is the effect on the listeners?</i> Think about the quotes at the bottom and how these relate to the theme for example, '... a name doesn't mean anything without the story that goes with it.' might mean that a person's identity is tied up with the events that have made them.  What about the theme of <u>humans as a destructive force</u> . <i>How is this theme developed throughout the book?</i> Take a look at 'Human beings' ( <a href="#">F PCM 6.1.7</a> ) – in your Wordsmith files on Activelearn. Explore positive and negative views of human beings from the story.
	<b>Thursday</b> Reading Comprehension  <b>There is no need to print the sheets – just look at the text and write</b>	<b>14<sup>th</sup> May 2020</b>  <b>Complete one (or both) of the shorter news-based reading comprehensions and then complete the longer reading comprehension based on Florence Nightingale.</b>  1. There are <b>2 news-based reading comprehension</b> activities for you to choose between today, both relating to things that have recently been in the news:  <u>Shrill Carder Bees Make Comeback!</u> (It is World Bee Day on Wednesday 20 <sup>th</sup> May). You could extend your learning by finding out more about how this day is celebrated and think if there is anything you can do to support bees. More

	<p><b>answers in your books</b></p>	<p>information here: <a href="https://www.worldbeeday.org/en/celebrate-bee-day.html">https://www.worldbeeday.org/en/celebrate-bee-day.html</a> and some fun resources here: <a href="https://www.worldbeeday.org/en/mobile-content.html">https://www.worldbeeday.org/en/mobile-content.html</a></p> <p><u>UK Unites to Applaud People Working in the NHS</u> Whilst this is an older news article – it is still relatively recent and is, of course, an ongoing event. This links nicely to International Nurses Day on 12<sup>th</sup> May.</p> <p>2. A day observed around the world, on the 12th of May every year, International Nurses Day is an event that celebrates the contributions that nurses make to society. This day has been celebrated since 1965, the International Council of Nurses were the pioneers of the event. It is also celebrated on the 12th of May as it commemorates Florence Nightingale's birthday, the founder of modern, day to day, nursing.</p> <p>In the United Kingdom, a service is held in Westminster Abbey, London. A symbolic lamp is passed from one nurse to another, signifying the giving of knowledge. <b>Your longer reading comprehension is all about Florence Nightingale.</b></p> <p>Choose the level that will challenge you using the star system as usual.</p>
	<p><b>Friday</b> SPAG lesson</p>	<p><b>15<sup>th</sup> May 2020</b></p> <p>We are going to be looking at up-levering our sentences in a few ways: expanded noun phrases, fronted adverbials, relative clauses and subordinate clauses. A lot of this should just be revision as we have covered it in the past year!</p> <p>Use the powerpoint slides (Saved as a PDF on the Hepworth page) to complete the tasks and improve your sentences using the skills they tell you to at each stage.</p> <p><b>There is no need to print the slides – just look at the slides and write answers in your books</b></p> <p>There are also some posters in a document that you might find useful too – again no need to print!</p>
<p><b>Guided Reading (Daily)</b></p>	<p><b>Guided Reading (Activelearn Bug Club)</b> <b>Week 24 Days 1-5</b></p> <p>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> <b>We have uploaded the times tables grids – Complete</b></p>	<p>We start the week in maths looking at time.</p> <p>This is an area of maths that we know some of you sometimes find a bit tricky, but please don't worry – it really is all about practise and using it in your everyday life! Keep looking at clocks and telling the time – analogue as well as digital please!</p>	

<p><b>Grid 4, twice this week to keep on top of your tables.</b></p>	<p>If you would like some general practise with telling the time, here are some useful links, with some games that may be helpful.  <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a>  <a href="https://mathsframe.co.uk/en/resources/resource/116/telling-the-time">https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</a></p> <p>Year 5          In your Abacus section of Activelearn the games Marching Madness 5.4 and Robot Revenge 5.24 are time games.</p> <p>There is also Resource sheet 465 on the website which has blank clock faces, if you'd like to use them at all.</p> <p>Textbook 1 page 30 is also on the website if you would like to practise your time conversions.</p>
<p><b>Monday</b>  <b>There is no need to print the sheets – just look at them and write answers in your books</b></p>	<p><b>Time</b></p> <p>Begin today by thinking about what you know about time          Eg how many seconds in a minute? Minutes in an hour? Months of the year? Weeks in the year etc          How many facts can you recall?</p> <p>In your Abacus files on Activelearn there is 'Clock tool TT21'          Use this to play around with different times.          How does the time change after midday on a 24 hour clock?</p> <p>Think about key times of your day eg when you wake up, have lunch, go for a walk, have tea...          Write down the times as a 12 hour digital, 24 hour digital and how the time would look on an analogue clock; how would you write the time in words?</p> <p>Then,          Year 6 – complete sheet 644 on the school website.          Year 5 – create a timetable for a TV guide, which has an accurate timetable using 24-hour clock time. You must record the start and finish time of each programme, the name of the programme and the channel it is on.          Pretend you have a lot you would like to watch!          You can complete this for a day or for more days – completely your choice!</p>
<p><b>Tuesday</b>  <b>There is no need to print the sheets – just look at them and write answers in your books</b></p>	<p><b>Time</b></p> <p>Take a look at the Corbett Maths video <a href="https://youtu.be/_obYym1MNxs">https://youtu.be/_obYym1MNxs</a>          This will help to recap some of the facts you may have come up with yesterday, along with some others.</p> <p>Today you're going to think about time intervals. As the video showed, using FROG is really helpful here – remember how many minutes there are in an hour though, so you don't go up to 100!</p>

		<p>Then have a go at calculating time intervals using the work below – all saved on the school website</p> <p>Year 6 – choose TB1 p36, p37 or p38</p> <p>Year 5 – Choose either RS 185, RS 186 or 542</p>
<b>Wednesday</b> <b>There is no need to print the sheets – just look at them and write answers in your books</b>	<b>Arithmetic Wednesday</b>  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.  The papers are on the school website.  You would usually have 30 minutes to complete one of these.	
<b>Thursday</b>	<b>Protractor Practice</b> Today I would like you to spend some time getting to know/revising how to use your protractor. Watch this video to show you how to use your protractor to measure. <a href="https://www.youtube.com/watch?v=ALcBC-p82Q0">https://www.youtube.com/watch?v=ALcBC-p82Q0</a>  Then, to practice doing some measuring yourself, there are a couple of things you can do. Choose from the following or think of your own! <ul style="list-style-type: none"><li>• Simply draw some angles to measure.</li><li>• Measure the angles in your name (look at the pictures I have put on the Hepworth page to see how)</li><li>• Do a colouring picture – measure and sort angles (this is available in 3 different levels on the Hepworth page)</li><li>• Measure angles around the house – try to estimate first</li></ul> If you don't have a protractor then you can use the protractor tool on Activelearn In your Abacus files there is <a href="#">Protractor Tool TT26</a> And a video that shows how to use it <a href="#">Pupil Video 5.8</a>  Finally, this game will help you become more precise with knowing the size of angles. I got lots wrong to start with but got better the more I did it! <a href="https://www.mathplayground.com/alienangles.html">https://www.mathplayground.com/alienangles.html</a>	
<b>Friday</b> <b>You do not need to print the sheets –</b>	<b>Angles on a straight line and Angles around a point</b> Watch this video: <a href="https://www.youtube.com/watch?v=q5tV5V56Hr0">https://www.youtube.com/watch?v=q5tV5V56Hr0</a> This tells you about angles on a straight line and how to work out a missing angle. (We did some similar work on finding missing angles in triangles last term)	

	<p><b>they can be looked at and the written work done in your book.</b></p>	<p>Now watch this video: <a href="https://www.youtube.com/watch?v=mdAwUsf0k1s">https://www.youtube.com/watch?v=mdAwUsf0k1s</a> This tells you about angles around a point.</p> <p><b>Year 6</b> – Complete the textbook questions: Textbook 2 page: 80 (easiest), 81 (medium) or 82 (hardest) (all on the school website)</p> <p><b>Year 6</b> you will also need to know about vertically opposite angles – it's super easy! Watch the video below. <a href="https://www.youtube.com/watch?v=HiflZrowToA">https://www.youtube.com/watch?v=HiflZrowToA</a></p> <p>Extra challenge: Problem solving questions – on the school website</p> <p><b>Year 5</b> – Complete the textbook questions: Textbook 1 page 68 You could also try the extra challenge: Problem solving questions – on the school website</p>
Science	<p>Wednesday</p> <p><b>You do not need to print the sheets – they can be looked at and the written work done in your book.</b></p>	<p>We are continuing our unit on living things and their habitats. Click on the link and complete the lesson on BBC Bitesize 'How plants reproduce'</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zngnrd">https://www.bbc.co.uk/bitesize/articles/zngnrd</a></p> <p>This was a lesson for both Year 5 and 6 on Wednesday 6<sup>th</sup> May</p> <p>Watch the videos and complete the activities.</p>
Topic	<p>Thursday (Geography)</p> <p><b>You do not need to print the sheets – they can be looked at and the written work done in your book.</b></p>	<p><b>Flooding and Dams</b> Today we are going to find out about Flooding and Dams. All resources below are on the Hepworth page. To begin it would be helpful to watch some of the footage from the top video here - <a href="https://www.itv.com/news/westcountry/story/2014-08-15/10th-anniversary-of-the-boscastle-floods/">https://www.itv.com/news/westcountry/story/2014-08-15/10th-anniversary-of-the-boscastle-floods/</a> - watch the first 9 mins approx.</p> <ol style="list-style-type: none"> <li>1. Find out more about the flooding in Boscastle in 2004 by using the powerpoint slides – <a href="#">Boscastle Floods Slides</a> (saved as a pdf) like a non-fiction e-book.</li> <li>2. Complete the activity on slide 14 using the <a href="#">character sheet</a> and the <a href="#">recording sheet</a></li> <li>3. Then find out about dams using the powerpoint slides – <a href="#">Holding back the flood</a> - (saved as a pdf) like a non-fiction e-book.</li> <li>4. Complete the activity on slide 7 using the <a href="#">Dam Case Studies sheet</a> and the <a href="#">Debating Dams sheet</a>. Just choose <b>ONE</b> case study!</li> </ol>

Spanish	Tuesday	<p>Go to <a href="http://www.languagehut.com">www.languagehut.com</a> if you are unsure of your password please email the office.</p> <p>In the Spanish section, click on <b>Vocab trainer, Animals, Colours and Sizes – then focus on Colours</b> – learn, practice then test yourself on colours</p> <p>You could take this further by producing a learning poster, song or game that we could use in school to teach one of the other classes about Spanish colours .</p>
ICT	Monday	<p>This week is all about ‘Playtesting’ your game in <b>Kodu</b>.</p> <p>Playtesting is when new games are played and tested for the people who developed it. People are invited to play the game and offer feedback to debug and improve the game.</p> <p>‘Debugging’ is about removing errors and ‘refining or improving’ is when changes are made eg changing the difficulty or improving an aspect of the game.</p> <p>Often, companies use a questionnaire for the playtesters to complete, including questions such as:</p> <ul style="list-style-type: none"> <li>○ How original is this game?</li> <li>○ What did you think of the graphics?</li> <li>○ What did you think of the sound?</li> <li>○ How was the difficulty?</li> <li>○ How could we improve it?</li> <li>○ Did you find any bugs/errors?</li> </ul> <p>Today, can you devise a questionnaire that you could use to evaluate your game?</p> <p>Maybe you could give it to your family members and ask them to evaluate your Kodu game for you.</p> <p>If you have feedback from anyone, take a look at it and see if it can help you make any changes to your game.</p> <p>What have you learned from this process?</p> <p><b><u>If you have not made a Kodu game, please don’t worry – you could still develop a questionnaire and evaluate a game that you may have played.</u></b></p>
RE	Tuesday	<p>We continue our RE unit of <b>Symbolism</b></p> <p>Over the last three weeks you have explored symbols in different religions.</p> <p>Today, have a look at all you have found out and compare the similarities and differences between them.</p> <p>You can present this however you choose!</p>
ART / DT	Friday	<p>We have looked at colour intensity and some of you have been lucky enough to be able to practice making the colour intensity charts and investigate colour. Thank you for sending in pictures!</p> <p>We are now going to have a go at creating our own pictures in the style of Georgia O’Keefe.</p> <ul style="list-style-type: none"> <li>● Have a look at the gallery of Georgia O’Keeffe’s paintings on the Hepworth page.</li> <li>● Notice the size of them – going right up and ‘over’ the edges.</li> </ul>



		<ul style="list-style-type: none"> <li>• They are close up and fill the entire canvas with colour.</li> <li>• They use different intensities of colour.</li> <li>• There isn't a huge range of colours – the palette is limited.</li> <li>•</li> </ul> <p>Choose a picture to work 'in the style of'. You may have plants in your garden at home that you could use to get a closer look at. Have a go at painting your own Georgia O'Keefe style painting. Please send them in to us!</p> <p>Our art work this term was meant to be using watercolour paints. However, if you don't have paint at home, you can have a go using any other art materials e.g. felt pens, crayons etc. (We actually did an experiment the other day at home where we did pictures with felt pen and let them sit in the rain when it was drizzly and it made the pen look like watercolour.) You could try this using felt pens and brushing water on with a cotton bud.</p> <p>You could also use the computer or a drawing app. I had a quick go using 'Paint' (as it is on most computers already) and I've put some brief instructions on the Hepworth page to show you.</p> <p>This artist used chalk - <a href="https://www.youtube.com/watch?v=7qVNXeCSesY">https://www.youtube.com/watch?v=7qVNXeCSesY</a>  This artist used a mixture of art materials - <a href="https://www.youtube.com/watch?v=HihIngR45FM">https://www.youtube.com/watch?v=HihIngR45FM</a>  This artist used tissue paper! <a href="https://www.youtube.com/watch?v=Nr1neRCwS-Q">https://www.youtube.com/watch?v=Nr1neRCwS-Q</a>  Good old felt pen and crayon used here - <a href="https://www.youtube.com/watch?v=NuyB2hTEHNY">https://www.youtube.com/watch?v=NuyB2hTEHNY</a></p> <p>We know that setting artwork can be limiting if you don't have the resources at home – if there is nothing you can use, including the suggestions above, please do not worry! Looking at the paintings or even watching videos of artists painting still helps to gain some of these skills.</p>
PSHE	Friday	<p>It is amazing how long it's been since we last saw most of you at school on Friday 20<sup>th</sup> March. I think it's been 57 days! In that time, you have had to make a lot of changes and learn to adapt to new ways of doing things at home with your families. One of the things that is important to do in this time is have a positive mindset. There are times that doing that will be easier and times when it is more challenging.</p> <p>Have a read through the slides on the Positive Thinking powerpoint and think about whether you can make any changes to how you are thinking about things and consider how to have a more positive mindset at home.</p> <p>I have also included a list of 100 things to do at home on the Hepworth page– you might be able to find something new on there to try! We did number 51 at home the other day and made a stop motion video using Emilia's sylvanian animals. Leo wants to make a Lego one next.</p> <p>As an optional activity last week, I mentioned mindful colouring and music – the same could help if you need something to relax you if it's been a more difficult day.</p>

		<p>On Twinkl (see code at the top of this document for details of how to sign in for free) there are over 300 different sets of mindfulness colouring sheets. Search '<b>mindfulness colouring</b>' to bring them up.</p> <p>You could find the ones that say thank you to key workers (e.g. for delivering mail, collecting bins)</p> <p>There are birthday ones if you want to send one and can't buy a card</p> <p>Inspirational quotes could cheer someone up if you sent them</p> <p>There are so many to choose!</p> <p>Pop on some mindful music and relax while you colour.</p> <p>This channel on YouTube has some lovely music. <a href="https://www.youtube.com/channel/UCwHO92Tu97JWHzl3RmadNug">https://www.youtube.com/channel/UCwHO92Tu97JWHzl3RmadNug</a></p> <p>There is also the yoga I have put links to at the top of this overview for PE which may help you relax. Remember the breathing techniques we have taught you as well.</p>
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