

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	Fitness Activity	Fitness Activity	Fitness Activity	Fitness Activity	Fitness Activity
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	Music PE	Science	History	DT
2.45 - 3.15	Reading for pleasure	Reading for pleasure	Reading for pleasure	Reading for pleasure	Reading for pleasure
3:15 - 3.30	Diary Entry	Diary Entry	Diary Entry	Diary Entry	Diary Entry

Fitness Activity

It is really important that you continue to keep your body active on a daily basis.

Each day choose from one of the following to keep your fitness levels up

- Daily run
- Play a sporting game with a family member
- Daily walk
- Skipping activities
- Dancing
- Create a fitness course to follow eg 25 each of press ups, star jumps, squats, shuttle runs

Work for Hepworth Class - Week Beginning Monday 6th July 2020

Please note, for any resources listed below on the Twinkl site this is currently free – go to 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: To transform words – making comparatives.			As usual, choose a set of words to practice and put them into sentences. If you aren't sure what they mean, you will need to look them up. This week's words are words that are transformed to make comparatives The children in school will have a test on these – perhaps you can ask someone to test you if you are at home.	
		A	B		C
	1	taller	angrier		heavier
	2	tallest	angriest		heaviest
	3	longer	busier		weightier
	4	longest	busiest		weightiest
	5	higher	funnier		wealthier
	6	highest	funniest		wealthiest
	7	smaller	happier		unhealthier
	8	smallest	happiest		unhealthiest
	9	bigger	earlier		wrigglier
	10	biggest	earliest		wriggliest
English	Monday	This week we are going to continue our poetry unit. Start today by reading aloud ‘Colonel Fazackerley’ by Charles Causley (P ITP 5.3.4). What do you think of it? Are there any words you are unsure of? If so, write them down then look the up in dictionary and write the definition too. Reread the poem, <i>When does the ghost first appear? Why does it vanish? Why does the Colonel smile at the end?</i> Now go back and look again at ‘Miller’s End’ (P PCM 5.3.1) from last week. Compare the two poems andwrite down what you fine. Are there any similarities? How do they differ? eg is one funny? Are they both a bit scary? Are the rhythms and rhyme the same in each?			
	Tuesday	Start today by reading ‘Grammar’ by Michael Rosen (P ITP 5.3.3). Then read ‘Rodge Said’ (page 6) in eBook of Michael Rosen Collected Poems , in Wordsmith files. What are the similarities between the two poems (e.g. both present typical classroom language in free verse).			

		<p>What are the differences between the two poems (e.g. Rodge Said <i>is narrated by the pupil</i>; Grammar <i>has repetition throughout, not just at the beginning and end</i>)</p> <p><i>Which poem did you prefer and why?</i></p> <p><i>Could the poems be performed in a similar way? How many speakers would be needed?</i></p> <p>Prepare one of the poems to show how it can be presented – allocate parts for the roles of Narrator, Teacher and Rodge/George. How would you expect it to be presented? How would the speaker behave? What type of voice would they use?</p> <p>If you can, try and present the poem – either by yourself using different voices or by asking some family members to help out.</p>
	Wednesday	<p>Reread 'Colonel Fazackerley' by Charles Causley (P ITP 5.3.4), then read 'Top Board' (pages 7-9) of eBook of Michael Rosen Collected Poems</p> <p>Decide on the and differences between the poems similarities between the poems</p> <p>How does the language and structure differ?</p> <p><i>Which poem do you prefer? Why?</i></p> <p>Using 'Colonel Fazackerley' (P PCM 5.3.4), explore the language in the poem.</p> <p>Highlight,or make a note of:</p> <ul style="list-style-type: none"> • rhyming words • alliteration • cohesive devices at the start of lines (e.g. 'but', 'on the very first evening', 'when', 'and', 'at this', 'as', 'whereupon', 'at which', 'and never', 'and then')
	Thursday Reading Comprehension	<p>1. There are 2 news-based reading comprehension activities for you to choose between today, both relating to things that have recently been in the news. Choose one of the 2 news-based comprehension activities to complete.</p> <p>2. Your longer reading comprehension is an extract from Alice in Wonderland. Choose the level that will challenge you using the star system as usual. To extend your learning – read the full book – it is available on Kindle for free download or you can read it online here: https://www.alice-in-wonderland.net/resources/chapters-script/alices-adventures-in-wonderland/</p>
	Friday SPAG lesson	<p>Today I would like you to do some general SPAG revision</p> <p>I have put a mystery activity for you to solve on the Hepworth page using your SPAG skills.</p> <p>Year 6 – use BBC Bitesize or Oak Academy to develop your English skills further</p>

Guided Reading (Daily)	<p>You have now completed your Bug Club comprehension work for this year!</p> <p>Please now spend a minimum of 15 minutes reading your current book each day and choose an activity to complete from the task list that is saved on the website.</p> <p>Make sure you choose a different activity each day and share some of your work with us.</p>	
Maths We have uploaded the times tables grids – Complete a different grid each day this week. Time yourself each day and try to beat your daily time.	Monday There is no need to print the sheets – just look at them and write answers in your books	<p>Year 5</p> <p>We are starting the week with some revision on mental addition and subtraction calculations, to help get ready for the start of Year 6 as this will be the topic we start with.</p> <p>Take a look at the presentation (The PDF and Powerpoint are the same, use whichever works best for you) on the website, then work through the work for today.</p> <p>Read the instructions at the start carefully as there are different pages to help if you find something tricky, but also extra work to challenge you.</p> <p>Year 6 – please follow the maths lessons on BBC Bitesize for the week</p>
	Tuesday There is no need to print the sheets – just look at them and write answers in your books	<p>Year 5</p> <p>Today you have some more mental addition and subtraction work to do.</p> <p>Work through the pages set on the website today.</p> <p>Remember you can refer back to the presentation from yesterday if you need to.</p> <p>Year 6 – please follow the maths lessons on BBC Bitesize for the week</p>
	Wednesday There is no need to print the sheets – just look at them and write answers in your books	<p>Year 5</p> <p>Today you have some more mental addition and subtraction work to do.</p> <p>Work through the pages set on the website today.</p> <p>Remember you can refer back to the presentation from yesterday if you need to.</p> <p>Year 6 – please follow the maths lessons on BBC Bitesize for the week</p>
	Thursday	<p>Year 5</p> <p>This week is a recap on your work on area which will help you to practise your multiplication skills too.</p> <p>Take a look at the presentation on the website, then work through the work for today.</p> <p>Read the instructions at the start carefully as there are different pages to help if you find something tricky, but also extra work to challenge you.</p>

		Year 6 – please follow the maths lessons on BBC Bitesize for the week
	Friday	<p>Year 5</p> <p>Today we will continue with our work on area. Work through the pages set on the website today. Remember you can refer back to the presentation from yesterday if you need to.</p> <p>Year 6 – please follow the maths lessons on BBC Bitesize for the week</p>
Science	Wednesday	<p>This week we are going to continue to learn about Microorganisms. You will need to work through the presentation on the website. You will begin by concluding the investigation you set up last week, then learn more about microorganisms, using the sheets on the website to accompany the presentation.</p>
Topic (History)	Thursday	<p>To finish off our History work, I would like you to take the time to do some of your own research into an area of WW2. It could be something we have already covered that you would like to know more about, or something we haven't done as much on that you would like to learn. Spend time researching your chosen area. Use websites (or books if you or anyone you know has any you can borrow) Think about how you would like to present your work: Powerpoint, factual written report, video, comic strip – anything you like!</p>
Music	Tuesday	<p>Following on from the music sessions you did last week, I would like you to have a look at and work through the two video links below, which have been provided by Bucks Music Trust They are also saved on the school website. They are WCPM Year 5 &6 week 3 and week 4. https://www.youtube.com/watch?v=y7Dwns1AwZA https://www.youtube.com/watch?v=WhvacnMwuU0</p>
ICT	Monday	<p>We are continuing with Esafety work this week by exploring apps, privacy and safety. Write down as many apps as you can think of (social media, games, tools, etc.). Which of these are free to download? Which sometimes need payment when you are using them, or encourage you to spend money and buy something? This may be to advance to the next level or to make the app more effective/interesting/advert-free. <i>Just because an app is free to begin with doesn't mean it won't cost you!</i> Often a game is easier to advance through if the player spends money. A credit card number isn't always required because the device connects to the iTunes or Google Play store. Many free apps use in-app purchasing – so be careful! Sharing registration information is fine on a legitimate site or app and in fact part of what helps keep them safe – you should always ask an adult to help with this to ensure it is above board. Remember to look for https and/or the 'padlock' symbol in the address bar. It is also important to look at privacy settings – do you know what these are and how to set them?</p>

		<p>Each browser, social media site and app will have different privacy settings that may be accessed and changed in different ways – and the settings will also have different significance depending on the information that app/site has access to. Everyone should always think about and check these settings, and if specific instructions are required it may be possible to search online for these.</p> <p>On the website there is an up to date privacy instruction sheet from Barnardos- this also shows the age requirement for using some apps.</p> <p>Sharing personal information online within an app is different to registration information, as others can access it if they are on, for example, information you share on a gaming or social networking site may be seen by people you don't know, depending on your settings and if the account is public or private. This allows you to control who can and cannot see your information.</p> <p>Do you use any gaming apps and have any online gaming friends? These are probably mainly the friends you have in the real world. It is a great way to meet like-minded people and it can seem fun to have lots of 'friends' on other 'networking' apps as well. But, how do they know though that they are the people who they say they are?</p> <p>Watch the video on the website from Horrible Histories, talking about privacy settings, then do the online activity (link on school website).</p> <p>There is also a document with challenges to work through if you wish to – these are scenarios that you can think about and decide what is safe.</p> <p>You could talk to your parents about these and discuss together what you think.</p>
PE	Tuesday	<p>The Sports Partnership are asking for KS2 children to take part in some competitions – where there will be prizes awarded! Please spend some time doing the following activities, then send your work to mywork@chenies.bucks.sch.uk if you would like to be entered into the competitions.</p> <p>Competition 3 – Design a Medal Competition 4 – Fascination profile of an athlete/sports person</p> <p>Mrs Tillyer needs to receive entries by Thursday 9th July</p>
DT	Friday	<p>As previously mentioned, you may well be working through the DT project at your own pace now – perhaps using weekends or a more convenient time for you and whoever is helping you at home.</p> <p>If you're following the DT process diary – you'll need to work on the designing stages – use pages 4, 5 and 6 to generate design ideas for your recipe. Think about what you'd like to use based on your taste testing last week. You may need to test several ideas out before coming up with your perfect recipe!</p>