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Monday	<p>PSHE</p> <p>Choose an activity from the kindness Calendar</p>	<p>MATHS</p> <p>Maths Escape Room</p> <p>View the instructions on pages and 3 of the presentation.</p> <p>Children need to view the clue cards and when complete go through the remainder of the presentation.</p> <p>Clue cards can be printed 2 or 4 to a page.</p>	<p>ENGLISH</p> <p>GROUP A – In School</p> <p>I can write a letter to my Year 6 teacher.</p> <p>Using the reflection sheet, numbered 1-10, work through each page, looking at each statement and make notes.</p> <p>Think about:</p> <ul style="list-style-type: none"> What do you want your new teacher to know about you? What do you want to learn about, get better at or achieve next year? How do you learn best? To write a letter to my new teacher, I need to include the following information. <p>If you are unsure, there is a list on the next page.</p> <p>Before writing the letter, let's recap the correct layout of a formal letter.</p> <p>https://www.bbc.co.uk/bitesize/articles/z6hvgwx</p> <p>Task – Write a letter to your new teacher. Think about the layout and include as much information as possible. There is a Success criteria on Pg. 18.</p> <p>Email your letter into school for your new Year 6 teacher to receive. (If not coming into school at all).</p> <p>GROUP B – At Home</p> <p>I can identify and write about a dream holiday using a variety of techniques.</p> <p>Think about:</p> <ul style="list-style-type: none"> Where might you go? Who might you take with you? <p>Look at the language features checklist before recapping some of those features.</p> <ul style="list-style-type: none"> What is a compound sentence? What is a complex sentence? <p>Have a go at the quiz.</p> <p>https://www.educationquizzes.com/ks2/english/complex-sentences/</p> <ul style="list-style-type: none"> What is a simile? Can you think of one? What is a metaphor? Can you think of one? How are they different? Look at Similes and Metaphors <p>https://www.bbc.co.uk/bitesize/articles/z4nybdm</p> <p>There is a short clip and a quiz.</p> <p>There is space for you to jot down some ideas on the 'writing task sheet' before starting to write.</p> <p>You might like to use the Ice-cream writing paper.</p>	<p>TOPIC</p> <p>I can identify which North American Animal made which track.</p> <p>Work through the mystery track PowerPoint.</p> <p>How many did you guess correctly?</p> <p>Extra - North American Animal Track Matching Sheet.</p>

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Tuesday	<p>SPaG English Escape Room</p> <p>View the instructions on pages and 3 of the presentation.</p> <p>Children need to view the clue cards and when complete go through the remainder of the presentation.</p> <p>Clue cards can be printed 2 or 4 to a page.</p>	<p>MATHS</p> <p>Solve the mystery of the burgled bangers.</p>	<p>ENGLISH GROUP A – In School I can make a booklet 'All about Me!'</p> <p>Think about: Do you have a specific skill/ party trick which no-one else/few others can do? E.g. Be able to reach the tip of your nose with your tongue. Have you been somewhere or done something which few others have? E.g. Ran a marathon or snorkelled on the Great Barrier Reef!</p> <p>Task - Complete the activities/ answer the questions in the booklet.</p> <p>You could email this in too for your new Year 6 teacher to see. (If not coming into school at all).</p> <p>GROUP B – At Home I can make a choice about what I'd like to write about. You can choose from 1 of the options below to write about.</p> <p>Option 1 It's the last day of school and you get locked in after everyone leaves. Write about what happens next.</p> <p>Option 2 Describe the perfect day of school. In your description, include details about how the day would be, from beginning to end.</p> <p>Option 3 In your opinion, which job is the most important at your school? Write a piece that clearly supports your opinion.</p> <p>Think about the option you would like to write about. You can use pages 54, 55 or 56 to brainstorm your ideas.</p> <p>Can you use any of the techniques we looked at yesterday?</p>	<p>TOPIC I can sketch North American animals.</p> <p>Look at a variety of North American animals. Which ones would be harder to draw? Easier? Explain why?</p> <p>Looking carefully at one of the animals, have a go at sketching it. Look carefully at all the details. What about shading and tones?</p>

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Wednesday	<p>MATHS</p> <p>Summer Themed maths booklet</p>	<p>ENGLISH</p> <p>I can use evidence in the text to answer questions. I can identify prefixes. I can identify and use relative pronouns.</p> <p>Task - Complete the Year 5 Summer Activity Booklet.</p> <p>There are a variety of activities within the booklet based on reading comprehensions and SPaG activities.</p> <p>How many can you complete?</p> <p>There is a spelling challenge at the end. Ask an adult to test you. Don't cheat!</p>	<p>SCIENCE</p> <p>Mars Diary</p> <p>CHAPTER SIX: MARS AND BEYOND</p> <p>You did it! You created a habitat on Mars – the first ever settlement of human beings on an off-Earth planet.</p> <p>Now you need to let people back on Earth know what life on Mars is like and why they should be as excited about it as you are.</p> <p>Get ready to impress the Earthlings with your achievements...</p> <p>Alternative activity</p> <p>PSTT Science Fun at Home – Liquids</p> <p>TRY THIS OUTDOORS IS IT SOLID OR LIQUID?</p> <p>This activity can be very messy. It is a good idea to wear old clothes or an apron.</p> <p>Put 4 tablespoons of cornflour into a bowl. Gradually add water, stirring in a small amount at a time, until you have made a very thick liquid. Now you can explore what happens when you do different things with it. Stir it in the bowl with a spoon or your hand, first slowly then quickly. Roll it into a ball in your hand, and see what happens when you stop rolling it. Try dropping a toy into the bottom of it and then lifting it up again.</p> <p>WHAT DO YOU NOTICE? Things to talk about ...</p> <p>Is it easy or hard to stir or roll it? How does mixing it very vigorously compare with stirring it slowly? How hard is it to remove objects from the bottom of the bowl?</p>	<p>TOPIC</p> <p>I can sketch North American animals following step by step instructions.</p> <p>How to draw a coyote. Watch the drawing clip on YouTube: https://www.youtube.com/watch?v=PKaD_Zr3HJY.</p> <p>Have a go yourself.</p> <p>You might also like to try a racoon. https://www.youtube.com/watch?v=XeNVlkg3Vkg</p> <p>A bison. https://www.youtube.com/watch?v=y1-4RLoZYdQ</p> <p>Or a beaver. https://www.youtube.com/watch?v=ZBcu7chi-c</p> <p>There are also easier step by step guides available to copy for each of these animals.</p>

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Thursday	<p>PSHE</p> <p>Choose an activity from the kindness calendar</p>	<p>MATHS</p> <p>Summer Themed maths booklet</p>	<p>ENGLISH</p> <p>GROUP B – In School</p> <p>I can write a letter to my Year 6 teacher.</p> <p>Using the reflection sheet, numbered 1-10, work through each page, looking at each statement and make notes.</p> <p>Think about:</p> <ul style="list-style-type: none"> What do you want your new teacher to know about you? What do you want to learn about, get better at or achieve next year? How do you learn best? To write a letter to my new teacher, I need to include the following information. <p>If you are unsure, there is a list on the next page.</p> <p>Before writing the letter, let's recap the correct layout of a formal letter.</p> <p>https://www.bbc.co.uk/bitesize/articles/z6hvgw</p> <p>Task – Write a letter to your new teacher. Thin about the layout and include as much information as possible. There is a Success criteria on Pg. 18.</p> <p>Email your letter into school for your new Year 6 teacher to receive. (If not coming into school at all).</p> <p>GROUP A – At Home</p> <p>I can identify and write about a dream holiday using a variety of techniques.</p> <p>Think about:</p> <ul style="list-style-type: none"> Where might you go? Who might you take with you? <p>Look at the language features checklist before recapping some of those features.</p> <ul style="list-style-type: none"> What is a compound sentence? What is a complex sentence? <p>Have a go at the quiz.</p> <p>https://www.educationquizzes.com/ks2/english/complex-sentences/</p> <ul style="list-style-type: none"> What is a simile? Can you think of one? What is a metaphor? Can you think of one? How are they different? Look at Similes and Metaphors <p>https://www.bbc.co.uk/bitesize/articles/z4nybdm</p> <p>There is a short clip and a quiz.</p> <p>There is space for you to jot down some ideas on the 'writing task sheet' before starting to write.</p> <p>You might like to use the Ice-cream writing paper.</p>	<p>TOPIC</p> <p>I can represent North America in an original way.</p> <p>Look at the images of how artists have chosen to represent North America.</p> <p>Which image was your favourite?</p> <p>Why?</p> <p>Which image was your least favourite?</p> <p>Why?</p> <p>Think about all you have learnt over the last few weeks. How many different ways can you think of to fill a blank map of North America?</p> <p>If this is tricky, some examples are provided on the next page.</p>

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Friday	READING COMPREHENSION Roald Dahl Comprehension	MATHS Summer Themed maths booklet	ENGLISH GROUP B – In School I can make a booklet 'All about Me!' <p>Think about: Do you have a specific skill/ party trick which no-one else/few others can do? E.g. Be able to reach the tip of your nose with your tongue. Have you been somewhere or done something which few others have? E.g. Ran a marathon or snorkelled on the Great Barrier Reef!</p> Task - Complete the activities/ answer the questions in the booklet. You could email this in too for your new Year 6 teacher to see. (If not coming into school at all).	TOPIC I can represent North America in an original way. Today you are using a blank map of North America and filling it using one of your ideas from the previous session. This is to be completed over the next couple of sessions. Make it colourful and eye-catching. Think of the images in the first session and remember what you liked or disliked about them. Use these opinions to guide your outcome. Once you have completed your map of North America, make sure you upload a photo to ClassDojo or email some pictures of your work to your class teacher.