

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				
9:30 – 9:50	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				
1.15-2.45	Computing	Spanish RE	Science	Geography	Art
2.45 - 3.15	Reading for pleasure				
3:15 - 3.30	Diary Entry				

**Other PE ideas:**

Create some relay style races.

Dance to your favourite music.

See how long you can perform a plank – attempt to beat your score at 5 different parts of the day

If you have access to a FitBit or a step counter, see how many steps you can do in 30 minutes. Record your score each day

## Work for Hepworth Class - Week Beginning Monday 18<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

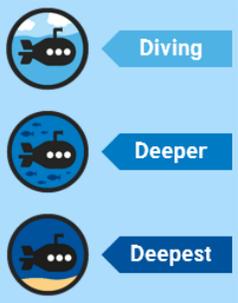
The children know that there are different levels of activity on *some* Twinkl resources – they are levelled in the bottom corner with stars – one star is easier, 2 stars is medium and 3 stars is harder. Please encourage your child to challenge themselves with their level of activity as we do in class.

Subject Area	Description of work and any links needed			
<b>Spellings for the week</b>	Objective: Words beginning with <i>pro-</i>			
		A	B	C
	1	<b>project</b>	<b>project</b>	<b>prohibit</b>
	2	<b>provide</b>	<b>provide</b>	<b>prohibited</b>
	3	<b>provides</b>	<b>propose</b>	<b>proposal</b>
	4	<b>provided</b>	<b>proclaim</b>	<b>probation</b>
	5	<b>provoke</b>	<b>provoke</b>	<b>proactive</b>
	6	<b>provokes</b>	<b>proceed</b>	<b>procedure</b>
	7	<b>provoked</b>	<b>proceeded</b>	<b>proceeded</b>
	8	<b>professor</b>	<b>produce</b>	<b>processor</b>
	9	<b>prolong</b>	<b>producers</b>	<b>processes</b>
10	<b>protest</b>	<b>producing</b>	<b>propeller</b>	
<p>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.</p> <p>This week's words all start with <b>-pro</b> The prefix, <i>pro-</i>, generally indicates approving, in favour of, for, forward or positive.</p>				
<b>Grammar focus for the week</b>	Expanded noun phrases (and up-levelling sentences with fronted adverbials and relative clauses)			
<b>English</b>	<p><b>Monday</b></p> <p>Plan</p>	<p><b>18<sup>th</sup> May 2020 – The Eye of the Wolf</b></p> <p>This week you are bringing all the work you have completed on this text together to write your own story. Today is your planning day.</p> <p>Your task is to tell the story of one of the other animals in the text. Your story can take whichever format you choose eg it could be a flashback, but does not need to be. Refer to the work you have been doing and think about how some of this can feature in your own story.</p> <p>You need to</p> <ul style="list-style-type: none"> <li>- Choose the animal you are writing about</li> <li>- Map out your story sequence (notes, rather than full sentences)</li> <li>- Make sure you have a clear structure and know how your story will develop</li> </ul>		

		<ul style="list-style-type: none"> <li>- Consider the other characters that will feature in the story - what words can describe them</li> <li>- Consider the events that take place</li> <li>- Think about the setting – how will you describe it?</li> <li>- What is the atmosphere like? How do the characters feel?</li> <li>- Make a note of any words you would like to include</li> <li>- Make a note of punctuation you plan to include</li> <li>- Think about the grammatical features you will include (modal verbs, active and passive voice, conjunctions, relative clauses etc)</li> </ul>
<b>Tuesday</b>	<b>19<sup>th</sup> May 2020</b>	
Write	<p>Today is your writing day.</p> <p>Write your story!  You will edit it tomorrow, so please just spend your session today writing.  Remember to refer back to your plan as you write, so that you stay focused and include everything you have thought about.  If you have your writing essentials book with you – Use it!</p>	
<b>Wednesday</b>	<b>20<sup>th</sup> May 2020</b>	
<b>Edit and publish</b>	<p>Look back at your writing from yesterday.  Read it through.  Now and edit and improve your writing.  Think about:</p> <ul style="list-style-type: none"> <li>- Words that could be up levelled</li> <li>- Do your sentences all make sense?</li> <li>- Is the punctuation the best it can be?</li> <li>- Can you change the word order of any sentences to have a different impact?</li> <li>- Have you created the atmosphere you hope for?</li> <li>- Do you have a range of grammatical devices included – modal verbs, active and passive voice, relative clauses, a variety of conjunctions?</li> </ul> <p>Once you have edited it, maybe you would like to publish it?  You could write or type it up and maybe add some illustrations.</p> <p>Please share your stories with us!</p>	
<b>Thursday</b>	<b>Complete one (or both) of the shorter news-based reading comprehensions and then complete the longer reading comprehension based on Eid Al-Fitr (choose a level to challenge yourself)</b>	

	<p>Reading Comprehension</p> <p><b>There is no need to print the sheets – just look at them and write answers in your books</b></p>	<ol style="list-style-type: none"> <li>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><a href="#">Astronauts Prepare for Mission to Space</a></u> or <u><a href="#">Scientists Grow Glowing Plants</a></u></li> <li>2. Eid al-Fitr is a Muslim holiday also known as 'Eid'. Eid al-Fitr directly translates to 'Festival of Breaking the Fast'. It is the first day of the Islamic month of Shawwal and marks the end of the Holy month of Ramadan - a month-long event where Muslims fast from dawn to sunset each day. <b>Your longer reading comprehension is all about Eid al-Fitr.</b> Choose the level that will challenge you using the star system as usual. <i>There are lots of other resources online that you could use to extend your learning about Eid – you could follow a recipe, make a lantern or craft, design and make a card to send to someone etc.</i></li> </ol>
	<p>Friday SPAG lesson</p> <p><b>There is no need to print the sheets – just look at them and write answers in your books</b></p>	<ul style="list-style-type: none"> <li>• Think about the ways in which you can add extra information to a sentence. We did this last week.</li> <li>• Look at page 39 in the eBook of <i>Eye of the Wolf</i>. Can you see where the author has added more detail to the description of the scene in the hunters' camp? (e.g. 'He saw the men <u>dancing in the firelight</u>' – adverbial; 'a <u>thick rope</u>', 'a sort of <u>wooden gallows</u>' - adjectives).</li> <li>• Think back to the start of the story, where you met the boy and the wolf for the first time. (refer back using the book if necessary.)</li> <li>• Have a go at the short activity 'Adding more detail' on the Hepworth page (no need to print!) to compose sentences describing the wolf and the boy. (E.g. 'the one-eyed wolf'.)</li> <li>• Read the opening paragraph of page 59. Look at how noun phrases are used to build a description of the desert from the viewpoint of the wolf: 'Snow. Big hills of snow, as far as the eye can see. A strange, yellow kind of snow...'</li> <li>• Look at the images of different environments on the Hepworth page. Write a paragraph describing one of these environments from the viewpoint of the wolf. Think about how the wolf would see the place you are describing, and try to use different ways to add detail to their sentences like we practiced last week.</li> </ul> <p>Challenge: Write two paragraphs describing one of these environments, one from the viewpoint of the wolf and one from the viewpoint of the boy. Think about how the wolf and boy would see the place you are describing differently from one another, and use different ways to add detail to your sentences.</p>
<p><b>Guided Reading (Daily)</b></p>	<p><b>Guided Reading (Activelearn Bug Club)</b> <b>Week 25 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>  <b>We have uploaded the times tables grids – Complete Grid 5, twice this week to keep on top of your tables.</b></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>          Today we are looking at finding time intervals, when we read from timetables.          Begin by watching the Corbett Maths video – the link is on the school website.</p> <p>Remember to use 'frog' where you can to help – counting up is always the best way to calculate time intervals.          Also remember how many minutes are in hours and not count up to 100!</p> <p>Year 5          Complete TB1 page 31 or 32 They are on the school website, as are the answers for you to self mark.</p> <p>Year 6          Complete Abacus TB3 pages 58, 59 or 60 (your choice) All are on the school website, as are the answers for you to self mark.          Extra Challenge: <a href="#">5 on the Clock</a> – Allocated in your Abacus section of Activelearn.          On a digital clock showing 24-hour time, over a whole day, how many times does a 5 appear? Is it the same number for a 12-hour clock over a whole day?</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>  <b>We finish our work on time today.</b></p> <p><b>Remind yourself of the different time facts eg how minutes minutes in an hour, days in a week, months in a year, weeks in a year etc – maybe create a fact poster to share with others.</b></p> <p>Year 5          Complete Abacus TB3 pages 87, 88 or 89 (your choice) All are on the school website, as are the answers for you to self mark.</p> <p>Year 6          Have a go at the questions on the website – problem solving.</p>
	<p><b>Wednesday</b>  <b>There is no need to print the sheets –</b></p>	<p>Arithmetic Wednesday #5          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.</p>

	<p><b>just look at them and write answers in your books</b></p>	<p>The papers are on the school website.</p> <p>You would usually have 30 minutes to complete one of these.</p>
	<p><b>Thursday</b></p>	<p><b>Protractor Practice</b>          Today I would like you to continue your protractor practice with some activities.</p> <p>On the Hepworth page there are 2 sets of slides – work through the activities on the slides. Then complete the questions on the sheets</p> <p>For these activities – the slides and the activity sheets have “dive” icons – for how far you want to dive into this, depending on your level of confidence. Challenge yourself!</p> 
	<p><b>Friday</b></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>Last week we looked at angles on a straight line, around a point and (year 6 only) opposite angles. Today I would like you to continue practicing this to consolidate your learning.</p> <p>You can re-watch the videos from last week to help you. They are here:  <a href="https://www.youtube.com/watch?v=q5tV5V56Hr0">https://www.youtube.com/watch?v=q5tV5V56Hr0</a>  <a href="https://www.youtube.com/watch?v=mdAwUsf0k1s">https://www.youtube.com/watch?v=mdAwUsf0k1s</a>  <a href="https://www.youtube.com/watch?v=HiflZrowToA">https://www.youtube.com/watch?v=HiflZrowToA</a> (Year 6 only)</p> <p>Then, I have put ‘Target Your Maths’ pages on the Hepworth page for you to complete – remember to choose the section (A, B or C) that challenges you.</p> <p>Extra challenge: See sheet on Hepworth page</p>
<p><b>Science</b></p>	<p><b>Wednesday</b></p>	<p>We are continuing our unit on living things and their habitats.</p> <p>Look back at the work you have completed over the past two weeks on plant reproduction. Today I would like you to choose a plant and research it further to find out how it reproduces; which processes are involved?</p> <p>Do processes alter by country? In a different part of the world do plants of the same family reproduce in the same way?</p> <p>Using what you already know about life cycles of plants, create a presentation about the lifecycle of the plant you have chosen.</p> <p>It would be great to see</p> <ul style="list-style-type: none"> <li>- pictures / diagrams / art work that represent the plant</li> <li>- writing in the style of a non-chronological report – factual, technical/scientific vocabulary</li> </ul>

		<ul style="list-style-type: none"> <li>- reference to all you have learned over the past two weeks</li> <li>- a clear life cycle pattern</li> </ul>
<b>Topic</b>	<b>Thursday</b> (Geography)	<p>For this week, I would like you to do some research into two different rivers, in two different locations – preferably different in climate etc. They could both be UK rivers, or anywhere in the world. Refer back to your work a few weeks ago to think about which river you might like to find out more about. It may be that you’ve been able to visit one of the rivers in the past and you might have photos etc.</p> <p>Present this research in any way that suits you best. Some ideas are: powerpoint, video, written, poster, booklet, blog post/web page or any way that you’d like!</p> <p>Find out:</p> <ul style="list-style-type: none"> <li>• Key facts, such as the length of the rivers, where they pass through, where the source/mouth is</li> <li>• What interesting features does it have?</li> <li>• What is the land used for around the river? It may be different in different places.</li> <li>• Is the river used in trade? If so, how?</li> </ul>
Spanish	Tuesday	<p>Go to <a href="http://www.languagenut.com">www.languagenut.com</a> if you are unsure of your password please email the office.</p> <p>In the Spanish section, click on <b>Vocab trainer</b>, then go to the <b>yellow section</b> and explore <b>Weather</b> – learn, practice then test yourself on different elements of the weather.</p> <p>You could take this further by producing a Spanish weather fortune teller, create a weather chart to use in a classroom or a display poster showing the types of weather in Spanish and English.</p>
ICT	Monday	<p>This week is all about ‘Race games’ in <b>Kodu</b>.</p> <p>Computer racing games have developed over time. Today you are going to work on developing a race game in Kodu.</p> <p>Watch video clips 6-5a and 6-5b on the school website, then design your own track for a racing game using Kodu.</p> <p>Next watch video clip 6-5c about adding a vehicle and explore how to change the speed and turning abilities of the vehicle to increase realism.</p> <p>Video clip 6-5d is about creating a computer controlled vehicle. Watch this, then explore how to add your own computer-controlled vehicle.</p> <p>Extra Challenge: can you design two paths of different colours, and then create two computer controlled vehicles?</p> <p>Next, you can explore the player winning and the algorithm needed – watch video clip 6-5e. Can you add winning/losing algorithms to your games?</p>
RE	Tuesday	<p>We continue our RE unit of <b>Symbolism</b></p> <p>This week take some time to think about the beliefs in the different religions about Creation.</p> <p>Is God a creator?</p> <p>Is creation represented through symbols in the different religions?</p>

		Produce a poster that shows the differences and similarities in the creation stories between Islam, Hinduism and Christianity. There are some slides on the school website that may be useful. You do not need to do the work mentioned on them.
ART / DT	<b>Friday</b> (Art)	<p>The final part of our art unit is to create a final masterpiece painting in the style of Georgia O’Keefe. Some of you may have practiced this last week if you have paints. For this lesson, we are meant to be using watercolour and developing our brush techniques by using <i>fine brush strokes</i>. Please do not worry if you do not have these! See below.</p> <p>Watch this video - <a href="https://www.youtube.com/watch?v=YRn2HKa8sQ4">https://www.youtube.com/watch?v=YRn2HKa8sQ4</a> to see some great ways to use your brush effectively to create fine brush strokes.</p> <p>If you have watercolour paints at home, please have a go at creating your own final masterpiece to show the skills we have covered in the last few weeks.</p> <p>If you don’t have watercolour paints, there are lots of other things you can try – simply using a different art resource if you have pens, chalks, pastels etc.</p> <p>Alternatively, the Georgia O’Keefe website has a fantastic section with some lovely creative art ideas that you can choose from. You may even do a couple – especially as half term is almost here and you may need some activities to keep you going!</p> <p><a href="https://www.okeeffemuseum.org/creative-activities/">https://www.okeeffemuseum.org/creative-activities/</a></p>