

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Grammar</b>  <b>KS2 English Grammar – Understanding and using adjectives</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z6rnrdr">https://www.bbc.co.uk/bitesize/articles/z6rnrdr</a></p> <p>Learn and revise the importance of adjectives.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> <li>two videos to help you understand the importance of adjectives</li> <li>three practice activities</li> </ul> <p><b>Learn</b>  Watch this video to remind you of what adjectives are.</p> <p><b>Practise</b>  <b>Activity 1</b>  Check your understanding. Identify all the adjectives in the piece of writing.</p> <p><b>Activity 2</b>  Write a letter or email to someone you've not seen for a while. Describe the view from your window. Focus carefully on your choice of adjectives to give a clear and precise picture of what you can see and hear.</p> <p>Try and write at least six sentences.</p> <p><b>Top tip!</b></p> <p>You don't need to use lots of adjectives in a sentence – a few well-chosen adjectives can often be more effective.</p> <p>For example:</p> <p>A solitary cat is sitting in the empty road. I can hear the sharp blare of a siren.</p>	<p><b>Reading Viper Questions - Film Comprehension</b>  <b>The Ocean Maker</b></p> <p><a href="https://www.literacyshed.com/oceanmaker.html">https://www.literacyshed.com/oceanmaker.html</a></p> <p>Use the 'The Ocean Maker' discussion guide to answer the questions about the film.</p>	<p><b>Reading</b>  <b>KS2 English Vocabulary and Comprehension</b></p> <p>Read 'Jin Dragonborne'</p> <p><b>Activity 1:</b> Create your own poster: In One colour identify unfamiliar words within the text and write them down.</p> <p><b>Activity 2:</b> In a different colour write next to the word what you think it means.</p> <p><b>Activity 3</b> Using a dictionary find the actual meaning of the word and write it in a different colour alongside or underneath the word and meaning you wrote.</p> <p><b>Activity 4:</b> Answer the questions about 'Jin Dragonborne'.</p>	<p><b>Reading</b>  <b>KS2 English Vocabulary and Comprehension</b></p> <p>Read 'The Little Things'</p> <p><b>Activity 1:</b> Create your own poster: In One colour identify unfamiliar words within the text and write them down.</p> <p><b>Activity 2:</b> In a different colour write next to the word what you think it means.</p> <p><b>Activity 3</b> Using a dictionary find the actual meaning of the word and write it in a different colour alongside or underneath the word and meaning you wrote.</p> <p><b>Activity 4:</b> Answer the questions about 'The Little Things'.</p>	<p><b>Grammar</b>  <b>KS2 English Grammar – Apostrophes</b>  <a href="https://www.bbc.co.uk/bitesize/articles/z6d88xs">https://www.bbc.co.uk/bitesize/articles/z6d88xs</a></p> <p>Learn how to check your apostrophes are correct.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> <li>two videos to help you understand how to check your apostrophes are correct</li> <li>three activities</li> </ul> <p><b>Learn</b>  Watch this short clip to remind you of the two different types of apostrophes.</p> <p><b>Practise</b>  <b>Activity 1</b>  Check your understanding of apostrophes with this short activity.</p> <p>Highlight any instances below where apostrophes have been used incorrectly or are missing.</p> <p><b>Activity 2</b>  Take 10 minutes to collect together some examples of your own writing. These can be from your other subjects like history and geography, not just English.</p> <p>Read through the examples and check your use of apostrophes for contraction and possession. Can you see any patterns in your mistakes?</p> <p><b>Top tip</b>  It's always worth checking the apostrophes in a piece of writing, as missing one - or adding one that isn't needed - is the most commonly made punctuation mistake.</p>

<p><b>Activity 3</b> Have a go at the worksheet from Teachit and explore more unusual adjectives and their synonyms (words that have a similar meaning).</p>				<p><b>Activity 3</b> Try this quick apostrophe activity sheet from Teachit. You can either print out this activity sheet or write your answers on a piece of paper. Once you've completed the first page you will find the answers on page two.</p>
<p><b>Maths White Rose 22.6.20</b></p> <p><b>Area and Perimeter.</b> Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website. <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></p>	<p><b>Maths White Rose 23.6.20</b></p> <p><b>Area of a triangle</b> Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website.</p>	<p><b>Maths White Rose 24.6.20</b></p> <p><b>Area of a parallelogram</b> Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website. <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></p>	<p><b>Maths White Rose 25.6.20</b></p> <p><b>Volume of a cuboid</b> Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website. <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></p>	<p><b>Maths Arithmetic Year 6</b></p> <p><b>Attempt the one-page arithmetic test. (answers are provided so children can mark it themselves)</b></p>
<p><b>Writing task – Visual Literacy (resource booklet 1a)</b></p> <p>Using the “RUIN” Resources booklet throughout the week to support with writing tasks.</p> <p><b>Watch the film “RUIN” up to 40 seconds</b> <a href="https://www.youtube.com/watch?v=doteMqP6eSc">https://www.youtube.com/watch?v=doteMqP6eSc</a></p> <p><b>Lesson 1</b> To a range of descriptive techniques to write about a setting. <b>Outcome:</b> gather vocabulary and figurative language to describe the ruin.</p> <p>You will be using a variety of techniques to describe the film setting. You will gather adjectives for expanded noun phrases, will use your senses to totally immerse the reader – sights, sounds, smells etc, you will use a range of figurative language including metaphors and personification to bring the setting to life. Look at an enlarged version of <b>resource 1a</b>. You will gather as many ideas as possible</p>	<p><b>Writing task – Visual Literacy (resource booklet 2a, 2b)</b></p> <p><b>Lesson 2</b> To write a vivid setting description. <b>Outcome:</b> produce a setting description including prepositional phrases.</p> <p>Look at exemplar setting description, <b>resource 2a</b>. Read it and go through and highlight an example of each of the features listed out the bottom? Once you have highlighted the features – can you find these examples in your planning from yesterday and highlight them ready to use? Remember that the clip is called <b>Ruin</b>. Where in the text do they feel that the reader really gets a sense of ‘ruin’? Use synonyms for ruin such as devastation, destruction. You can use certain verbs to create an air of negativity- strangled, scramble, engulf, overwhelm. These are precise pieces of vocabulary chosen to help strengthen the description of the setting.</p> <p><b>Writing Task:</b> You will now write your own setting descriptions. Think about</p>	<p><b>Writing: task – Visual Literacy (resource booklet 3b)</b></p> <p><b>Lesson 3</b> To describe and develop a character. <b>Outcome:</b> explore the character in the film and produce a character profile</p> <p>Look at <b>resource 3b</b>. Today you will be filling out a character profile for the man in the film. Start with the appearance box and write in detailed full sentences. Extend the sentence further than the literal by adding information which answers a second question. E.g. What do the character’s eyes look like and what are they doing? He has deep, dark eyes that restlessly search for the truth.</p> <p>Move onto other boxes which have less familiar categories. DO you think he has any family or friends? If you think no, then think about what happened to them. Gather your ideas and again writing in full sentences.</p>	<p><b>Writing task – Visual Literacy (resource booklet 3a and 3b)</b></p> <p><b>Lesson 4</b> To develop a character’s story. <b>Outcome:</b> consider what life was like for the character before the ruin.</p> <p>Today you are going to develop your character’s background. You are going to build a profile of him before ‘the ruin’. You will think about every aspect of his life before the apocalyptic event took place. What made him the person he is today? What shaped him into the character seen in the film? Look at the character profile grid completed yesterday (resource 3b). This time you will be filling in the profile of the character in his previous life. These details will help you in tomorrow’s writing task – to write a flashback about his former life in role. Again, start with the appearance box. Write in detailed full sentences. E.g. He has soft, dark eyes</p>	<p><b>Writing task – Visual Literacy (resource booklet 5a, 5b, dictionaries, thesauruses. Surprises Editing Pack from previous weeks)</b></p> <p><b>Lesson 5</b> To write a flashback. <b>Outcome:</b> produce a short flashback narrative from the point of view of the character including details of what his life was before.</p> <p>You will be writing a flashback to the character’s previous life. A flashback is a vivid memory from a past event. Close your eyes and imagine you are the man in his previous life. Use these prompts – you are sitting at the kitchen table at home. Your family are there. You are happy; life is good. Your partner is cooking breakfast. You can smell their perfume and the delicious food. Your daughter/son is playing in their highchair. You smile gently at them. They laugh and begin to clap (like toddlers do) You are proud of them. You are filled with joy. You chat about</p>

<p>to use in your writing tomorrow. Fill in the boxes and try to use expanded noun phrases for emphasis and detail wherever possible.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>• What can you see? e.g. futuristic, derelict buildings and tall, twisting trees etc. (discuss choosing the best vocabulary and the use of alliteration where appropriate).</li> <li>• What can you hear? e.g. An endless, eerie monotony broken only by the sounds of animals running wild and, sometimes, something more sinister... The deafening buzz of insects searching for their next, scarce meal etc.</li> <li>• How does the setting feel (its aura)? E.g. A city bursting with sorrow and loss; the air is thick with death and destruction etc. (discuss capturing a sense of what has happened here using personification, also discuss the use of the semi-colons). Move onto looking at figurative language together. Explain that boxes might cross over.</li> <li>• Can you include any similes to make appropriate comparisons? e.g. Nature engulfs and overwhelms the city like an untamed beast. (look for effective verbs)</li> <li>• Can you include any metaphors? (Again, discuss the use of punctuation here). E.g. derelict sentinel skyscraper</li> <li>• Can you use personification to bring the scene to life? E.g. Tall, twisting trees tighten their grasp and suffocate the skyscrapers. Once you feel children are confident, send them away to complete the activity.</li> </ul> <p><b>Writing Task:</b> Use your senses to describe a setting. You can select the best vocabulary and use figurative language. Consider a range of punctuation for effect. (<b>resource a</b>)</p>	<p>including all the features highlighted in the example and your planning. Also think about editing and improving your sentences as you write and using DADWAVERS techniques and consider the punctuation they use. <b>Use 2b and 2a to support</b></p>	<p><b>Modelled example:</b> Family – during ‘the ruin’ he and his family were split up due to the confusion and chaos. He hasn’t seen them since but he doesn’t give up hope that they are somewhere safe.</p> <p>If the you are unsure about the meaning of the words then use a dictionary to find the definition of these words and ask them what they think the man’s mission is? What does he hope to achieve? What does he want for the future?</p> <p><b>Writing Task:</b> Use full sentences to complete your character profiles. Complete each boxes in detail with considered answers. <b>Use resource 3a for support.</b></p>	<p>which are framed by laughing lines. He enjoys life; he is happy. Move onto the other boxes. Think about his family and friends. Family – He has a partner and a young daughter. They mean the world to him: he loves them very much. Can you remember the definition of weaknesses and goals. What do you think the man’s ambitions were in his previous life? What did he hope to achieve? What did he want for the future? Complete the grid.</p> <p><b>Writing Task:</b> Children use full sentences to complete their character profiles. They complete boxes in detail with considered answers. <b>Use resource 3b for support.</b></p>	<p>mundane, day-to-day things and feel at ease in your surroundings. Look at <b>resource 5a</b> and record your ideas.</p> <p>Look at exemplar flashback <b>resource 5b</b>. Read through the example, what makes it successful? Look at the vocabulary, it has been carefully chosen. Can the you find examples of each sense? See, hear, smell, feel? Can you see where figurative language has been used to bring the scene to life – similes, metaphors, personification? <b>Remember:</b> this writing is very similar to the writing you did earlier in the week – the only difference is that the setting and people are imagined!</p> <p><b>Writing Task:</b> Write a flashback using your senses and a range of figurative language. You can select the best vocabulary and use a range of DADWAVERS techniques to start their sentences. Consider the punctuation they use.</p>
<p><b>Science – Reversible and irreversible changes</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zn_dmhg8">https://www.bbc.co.uk/bitesize/articles/zn_dmhg8</a> Follow this link to access the videos.</p>	<p><b>PSHE– Understand what I would like to do independently and what I will do.</b></p> <p>Ask what being independent means? Do they think you have a lot of independence at the moment?</p>	<p><b>PE – PE with Joe Wicks</b></p> <p><b>30 minutes with a variety of exercises.</b></p> <p><b>Can be done every day.</b></p>	<p><b>ART – Create our POP art work</b></p> <p>Recap our learning from last week. Explain how we created a plan for our art work.</p>	<p><b>Geography - Sustainability and plastics</b> <a href="https://www.bbc.co.uk/bitesize/articles/z6dj7nb">https://www.bbc.co.uk/bitesize/articles/z6dj7nb</a> - Follow this link to access the videos.</p>

<p>Learn all about reversible and irreversible changes.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> <li>• Three videos to support your learning.</li> <li>• Three activities to apply your learning.</li> </ul> <p><b>Learn</b> Watch the video to revise reversible and irreversible changes.</p> <p><b>Practise</b> <b>Activity 1 - Can you sort the reactions correctly?</b> Drag the reactions to the correct box - which are reversible? Which can't be reversed?</p> <p><b>Activity 2 – Quiz</b> Test your knowledge of reversible and irreversible changes with this quiz.</p> <p><b>Activity 3</b> You may need a pen and paper for this activity.</p> <p>How many different reversible and irreversible changes can you spot in the video?</p> <p>You could draw a table with the two headings: <b>Reversible changes</b> and <b>Irreversible changes</b></p>	<p>Do they think this will change when you go to secondary school? Discuss these questions, perhaps recording your responses.</p> <p>Explain that at secondary school you will have to be more independent – this can be scary at first but you will soon be fantastic! What type of things do you think you will have to do independently OR want to do independently? Some suggestions include remembering books/equipment on certain days;</p> <p>Discuss that with increased independence comes responsibility! It's like Spiderman – with great power, comes great responsibility! You must earn certain aspects of your independence and agree them with parents/carers.</p> <p>Activity - (You do not need to print the sheet, use it as a guide). Record what you will need to do independently and what you would like to be able to do independently.</p>		<p>Fold your paper into four squares. If you have your template from last week, use this to create your piece of art work. If not pick an object that you like and draw it but remember that you will need to ensure the object is identical in all four parts of the paper. For colouring, you can either shade it with a pencil in different ways or use 3 different colours for each box.</p> <p>Compare your work with some of Andy Warhol's pieces. Does it look similar to his pieces of art work? Think about what went well with your art work and how it can be improved.</p>	<p>Learn about sustainability, plastics and recycling.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> <li>• one animation about sustainability and plastics</li> <li>• one short film of young people answering the big questions on plastics</li> <li>• one short film about sustainability at school</li> <li>• three activities to build knowledge</li> </ul> <p><b>Learn – What is recycling?</b> Watch the video to discover about difference types of recycling.</p> <p><b>Practise</b> Here are a few activities to help you remember what you've learnt about sustainability and plastics.</p> <p><b>Activity 1 - Quiz</b> Test your knowledge of sustainability and plastics with this quiz.</p> <p><b>Activity 2 - Sustainability presentation</b> Imagine you are giving a presentation on everything you have learnt about sustainability. What would you say? Download the activity sheet and have a go at planning the presentation.</p> <p><b>Activity 3 - Take part in the Plastics Challenge</b> - This new challenge lets pupils aged 8-14 develop solutions to the problems caused by plastic waste globally, including:</p> <ul style="list-style-type: none"> <li>• practical science investigations and enquiry based learning</li> <li>• designing and making products from waste plastic</li> </ul> <p>Use this website for support and more information: <a href="https://practicalaction.org/schools/plastics-challenge/">https://practicalaction.org/schools/plastics-challenge/</a></p>
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