

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Grammar KS2 English Grammar – Punctuation and Paragraphs https://www.bbc.co.uk/bitesize/articles/zhv72sg</p> <p>To recap basic punctuation and understand how to use paragraphs effectively. This lesson includes:</p> <ul style="list-style-type: none"> Two videos to help you understand punctuation and paragraphs Three activities <p>Practise You may need paper and a pen or pencil for some of these activities.</p> <p>Activity 1 Select the first word of each sentence where a new paragraph should begin. Remember, each topic in a piece of text should have its own paragraph.</p> <p>Activity 2 Watch the video all about the ‘problem’ with Brussels sprouts.</p> <ol style="list-style-type: none"> Watch the video once without making any notes. Watch the video again. Note down the key points made in the video. Imagine the speech in the video was written down as a piece of text. Can you think of a title for each paragraph/section? <p>Top tip! One easy way to spot the start of a new paragraph in a book or magazine is to look for where the text has been ‘indented’ from the left margin. This is often a way that authors show where a new paragraph starts.</p> <p>Activity 3 You can either print out this activity sheet or write your answers on a piece of paper. Can you rewrite the information in this activity into paragraphs?</p>	<p>Reading Viper Questions - Film Comprehension Alma https://www.youtube.com/watch?v=flDEM_9JNsw</p> <p>Use the ‘Alma’ discussion guide to answer the questions about the film.</p>	<p>Reading KS2 English Vocabulary and Comprehension Read ‘The Listeners’ Activity 1: using the table identify unfamiliar words and place them in the table. Activity 2: Fill out the ‘What I think it means’ column. Activity 3: Fill out the ‘Actual meaning in context of the writing’ column. Activity 4: Answer the questions about ‘The Listeners’.</p>	<p>Reading KS2 English Vocabulary and Comprehension Read ‘Stages of Human Life’ Activity 1: using the table identify unfamiliar words and place them in the table. Activity 2: Fill out the ‘What I think it means’ column. Activity 3: Fill out the ‘Actual meaning in context of the writing’ column. Activity 4: Answer the questions about ‘Stages of Human Life’.</p>	<p>Grammar KS2 English Grammar – Linking ideas and using conjunctions https://www.bbc.co.uk/bitesize/articles/zmjxt39</p> <p>To revise the different types of conjunctions and link ideas in your writing. This lesson includes:</p> <ul style="list-style-type: none"> two videos to help you explore how to link your ideas by using conjunctions and other methods three activities <p>Practise</p> <p>Activity 1 Use the quick quiz to check your knowledge of conjunctions.</p> <p>Activity 2 Create your own conjunction revision mat to use when you’re writing. Try and include some less commonly used conjunctions like ‘consequently’ and ‘whereas’.</p> <p>Think carefully about:</p> <ul style="list-style-type: none"> what headings and sections to use - you could even colour code the different types of conjunctions how you chose to group the conjunctions including examples to see each conjunction in action the overall look and design of your mat – could you use a border or some images? whether you are going to handwrite your mat on paper, or use a computer or tablet to create your mat? <p>If you are able, you might like to take a photo of your conjunction mat and send it to a friend, or email the image to your teacher.</p>

				<p>Activity 3 Test your knowledge of conjunctions using these exercises from Oxford University Press. You can either print out these exercises or write your answers on a piece of paper.</p>
<p>Maths SATs Question Book</p> <p>Adding and subtracting fractions page 34 and 35</p> <p>Remember to make the denominators equivalent so you can add them.</p>	<p>Maths White Rose 2.6.20</p> <p>Equivalent fractions, decimals and percentages. Complete what you can of the worksheet on the website. Answers are available as well. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website.</p>	<p>Maths White Rose 3.6.20</p> <p>Order fractions, decimals and percentages Complete what you can of the worksheet on the website. Answers are available as well. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website.</p>	<p>Maths White Rose 4.6.20</p> <p>Percentages of amounts. Either complete percentages from Maths arithmetic book page 45 and page 46 or complete the white rose sheet available on the website.</p> <p>Answers are available as well. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website.</p>	<p>Maths Challenges Year 6</p> <p>Attempt to solve each of the challenges. The challenges get harder as you go through them.</p>
<p>Writing task – Visual Literacy Using the “Alma” Resources booklet throughout the week to support with writing tasks.</p> <p>Watch the film “Alma” https://www.youtube.com/watch?v=aOo7pl052Ww</p> <p>(resource booklet 1a, 1b, 1c, 1d): Task 1: Using resource 1a, summarise the story in note form.</p> <p>Look at the images on resource 1b. What story genre could each image be from and why- what clues can you find? What genre would you categorise Alma in and why? Did you predict this from the beginning of the film or did the genre become more apparent towards the end (Discuss the effect of the music which accompanies the clip as well as Alma’s initial behaviour/physical movements)? Next, think about the themes of the film. Did anything stand out to them/ did you notice any recurring themes or things that were repeatedly shown or suggested? Look at resource 1c, read and define each word (use dictionaries if necessary) then explain</p>	<p>Writing task – Visual Literacy (resource booklet 2a, 2b screenshot images of dolls and shop front from the clip)</p> <p>Task 1: Look at the word COLD- give an alternative word which is more specific. Accept answers such as wintry, bitter or frost. Could they go even further- can you give an alternative word which is even stronger? Accept answers such as biting or raw. Using resource 2a. Can you identify the word class as adjectives? Then, using thesauruses, improve each one with a synonym, the strongest replacement being written in the darkest colour. Discuss how the improved words have a greater descriptive impact.</p> <p>Task 2: Use the image of the shop window at 0:40 or 4:47 to stimulate ideas.</p> <p>Around the screenshot image of the shop front create a mind map and annotate it using rich description. Use words/phrases to describe the shop. How would you describe the shape of the window? Can you use examples of</p>	<p>Writing: task – Visual Literacy (resource booklet 3b - 4c)</p> <p>Task 1: Think about the five sense (smell, taste, touch, sight, sound). Imagine you are in the shop and write a sentence for each sense. “What is imagery?” Spend some time discussing how the writer has used the five senses to create an image of the setting in the reader’s (your) mind. Discuss the use of figurative language to do this. Identify aspects of figurative language used in the extract (resource 3b) to stir up imagery (Opportunity to recap/ list methods of fig. lang.)? Highlight the description of the shop window- where is the simile/ metaphor? Why has the writer used these to make the shop seem ‘alive’ (link to what the you know about what happens inside the shop)? Have a go at writing your own simile and metaphor to describe the shop on white boards using one of the five senses. Think about the use of language to paint a rather sinister image of the shop such as grimace, stared, clawed and enticed.</p>	<p>Writing task – Visual Literacy (resource booklet 7a – 7c and Alma Vocabulary Ninja Pack)</p> <p>Task 1: You are going to write the narrative of the story in 3rd person, but with some dual perspective- from the point of view of the doll.</p> <p>To do this, you will use the writing methods you have learned so far, but will also need to think about ways in which to hook in the reader and keep the tension and suspense rising then falling to evoke mood. Look at the paragraph on resource 7a- what is wrong with it? Do you think it is a poor or good example of writing/ why? Has anything been done well? What would you do to improve it?</p> <p>Next, study DADWAVERS for sentence openers using resource 7b. Think of an example for each one. Study resource 7c the improved version (featuring DADWAVERS starters). Underline/highlight the different kinds of sentence starters? This example follows the sequence for</p>	<p>Writing task – Visual Literacy</p> <p>Task 1: Children should work as independently as possible to compose their narrative. Remind the children to use their work from previous lessons to help them. <i>As extension complete the self-evaluation sheet on resource 9a.</i></p> <p>Task 2: (SURPRISES editing pack) This will be an editing workshop.</p> <p>You are going to spend the time scrutinising your own writing: proof reading, checking for mistakes, editing and making improvements to the first draft using the resources from the previous lesson.</p> <p>Look at the SURPRISES editing method. Look at how each step covers a different element and helps them to focus upon different skills. You will use the process to edit and improve your own work.</p> <p>Make any changes to your own work in a different colour pen/ pencil. The task is to remain independent, although you</p>

<p>how they relate to the character of Alma and what happens.</p> <p>Task 2: Complete the theme chart on resource 1d, explaining how/when each one is depicted in the clip. You may wish to complete this with adult support, more as a discussion task for deeper thinking than a writing task.</p>	<p>simile/ expanded noun phrase to describe it? What does the frontage look like (a face)? Is it colourful? Knowing what lies inside, why do you think the shop is depicted as such? Show the children resource 2b. Look at how the information is told from the girl's point of view, though it is still 3rd person. Look at the effect of the language. Why do you think the word 'screaming' has been used? What about the word 'watching'? What impact do the ellipses have? How is the sinister quality implied without giving too much away? Why do you think the author has included the last line? The best horror/mystery writers do not reveal too much. They give enough away to interest the reader and keep them hooked. You might want to create a word bank before beginning your writing.</p> <p>Task 3: Use the mind map created to develop ideas into sentences describing the outside appearance of the shop. Write a short paragraph describing what Alma saw when she came across it.</p>	<p>Children are to write a paragraph describing how Alma is drawn towards the shop. The description should feature imagery, figurative language and effective language use.</p> <p>Task 2(resource booklet 4a – 4c): Play the film once again have a copy of resource 4a. Read the resource and think how each event might impact upon Alma's emotions- what could she be thinking/ feeling at certain points? Encourage children to describe 'Show don't Tell' in their answers: if you say she is frightened, how would her facial expression/ body language/ inner physical reactions mirror this (heart beating, dry mouth, stomach churning etc.)? Look at the emotion graph on resource 4b-look at the layout and how to chart the graph.</p> <p>Complete the emotion graph on resource 4b to show how Alma might feel throughout the clip. <i>As an extension activity, children should think about how Alma's body language would change throughout the clip. Add notes onto the emotions graph or complete on a separate graph.</i></p> <p>Complete the thoughts and feelings bubbles on resource 4c.</p>	<p>DADWAVERS though there are no set rules as to how it should be used. DADWAVERS may be used in or out of sequence. There may be opportunities to add short snappy sentences, examples of figurative language, descriptive sense sentences, show don't tell sentences or emotions work between the DADWAVERS sentences. These are just some of the ingredients which can help to improve the overall 'recipe' but they need to be used with creativity and flare for best effect.</p> <p>Begin to use the DADWAVERS sentences to tell the scene from the doll's perspective- as in the first paragraph in 7c.</p> <p>Independently write Alma's discovery of the doll to her entrance to the shop. Ensure that you switch from 1st to 3rd person to show the two perspectives.</p>	<p>may ask adults for support with certain factors.</p>
<p>PE – PE with Joe Wicks</p> <p>30 minutes with a variety of exercises.</p> <p>Can be done every day.</p>	<p>PSHE– Celebrating Good Times</p> <p>Think about or discuss with a family member how you are feeling about your move to secondary school – write ideas down on paper. All of these emotions are completely valid and normal.</p> <p>Before moving on, we need to celebrate what has come before and today we will be celebrating our time at Heathlands. Think about your time at school:</p> <ul style="list-style-type: none"> • What have you achieved? • Who have you met? 	<p>Science - The Art of Being Human – Nutrient Detective (Resource booklet)</p> <p>To know that nutrients and water are transported around the body in the blood</p> <p>To know that diffusion and <i>osmosis</i> are processes that move nutrient & water in the body</p> <p>To investigate diffusion and osmosis</p> <p>Activity 1 Experiment: You will need to set up the jelly worm</p>	<p>Geography/Art and Design– Comparing people and places – photographing the Grand Canyon – Ansel Adams (Geography Resource booklet session 3)</p> <p>Ansel Adams was a famous photographer who took many images of the Grand Canyon.</p> <p>Explore his work using the weblink below and pick out two topographically contrasting images that you particularly like. Why do you</p>	<p>Computing – 3D Modelling (Computing session 3 Resource booklet)</p> <p>Study the Information sheet on Award-winning buildings (session resource). Print out copies of your buildings and the fiction samples available. Study the images of Jordan College, (from Philip Pullman's Golden Compass). You may want to have the video of the music on in the background while you read the excerpt from the book.</p> <p>Identify the style of writing as fantasy prose, with a highlighter pen, pick out</p>

- Where have you been? E.g. school trips
- What have you overcome? Challenges with learning, friendship issues, being in a new class/new teachers, making the right decisions.
- What is your favourite memory?

Complete the worksheets or if you are unable to print them record your answers to the questions above and some of your memories from nursery/reception up to year 6. You can share some of these memories with us on Seesaw.

experiment the day before and prep the egg experiment 48 hrs before the session (see instructions on weblink), and have the gelatine petri dishes ready.

Have a plate of multi-coloured Skittles and to add ~100ml of water to the plate. On another plate have the jelly worm experiment from yesterday (see instructions). Observe what happens to the Skittles, then look at and measure the jelly snake (the snakes should have grown).

The Science: nutrients come from food and we need water to function and explain in your experiments, the colour from the Skittles represents our nutrients, and the water in the snake experiment represents the water in our bodies. What happened in each experiment and how does this relate to the movement of nutrients and water within our bodies to help transport it to all our body parts?

Once the nutrients have broken down, the nutrients are absorbed through the walls of our intestines into the blood in a process called *diffusion* (like in the Skittles experiment) water doesn't need breaking down and moves between membranes in the body to arrive in the correct place, again via our blood through a diffusion process called *osmosis* (you don't need to know the scientific details

like them and what features can you see (cliffs, rock layers, rivers, etc.) *How would a contour map of the photo be drawn?* (Consolidation from Session 2.)

Activity: You are going to create a form of collage art that uses these two contrasting images to make a 'new' more abstract piece of art.

Print off multiple copies of your two chosen Adam's photographs and look at the photo collages. Discuss with chn the different effects they might like to create (exploding, recreating like a jigsaw, forming a new overall shape). Cut the photos into 2 or 3 pieces and play around with the ways in which you might like to create your collage, so that the two contrasting geographical features are evident.

Weblinks
<http://www.archives.gov/research/ansel-adams/> - The photographs of Ansel Adams.

the key words and phrases that provide information about the building itself.

Now describe different parts of the building using geometric language, (see examples), then in pairs try to combine the geometric mathematical language with the more creative descriptive prose (see examples for reference).

You are now going to do this for their own building as though it were a setting in a story.

You can use the examples given as a basis on which to create your own 'mathematically creative' descriptions of your buildings. You can use a thesaurus to develop descriptive language while using accurate descriptions for the geometrical shapes in your building.

Weblinks
<https://www.youtube.com/watch?v=8b0aZLtoC1M> – The Golden Compass music.

of diffusion & osmosis, just that they are processes used to transport nutrients and water).
This is true of all animals, not just humans.

Osmosis only applies to water (or a solution) and is dependent on a semi-permeable membrane to move from higher concentration to lower concentration, while diffusion is the general movement of molecules or particles from an area of higher concentration to an area of concentration lower (see link for your own reference). What else is transported around the body using the process of diffusion (O₂, CO₂, toxins, hormones, etc.).

Activity 2: Diffusion prints: You are going to create a piece of art that reflects the processes involved in the journey of our food and water into the blood stream and to the various parts of our body through diffusion and osmosis.

Set up dishes with gelatine (available in supermarkets - Dr Oetker's Vege-gel is an acceptable substitute for this experiment) and explain that chn are going to further investigate the process of diffusion. Based on your Skittles experiment, what do they think will happen to ink if drops are added to the gelatine? Write down your predictions and then add a few drops. Observe take 'prints' using circles of paper placed onto the surface at regular

intervals. Create a piece of abstract art using the prints. Your art-work will need a statement about how the art links to the absorption of nutrients. **Osmosis art:** Look at your egg experiment, set up over the past two days and note what has happened. Crack an 'extra' egg open and note that although the outer membrane (note that the vinegar dissolved the shell!) and white have been dyed, while the yolk hasn't. Why do you think this is? The outer membrane is a semi-permeable membrane, while the yolk is impermeable. Osmosis needs a semi-permeable membrane. Photograph the eggs up close and create an abstract photomontage with an accompanying statement explaining how your 'art' links to the absorption of water in the body.

Resources

Investigation instructions, investigation equipment (see links); Skittles™; Jelly worms.

Weblinks

<http://www.majordifferences.com/2013/11/difference-between-diffusion-and-osmosis.html#.WBNI0vor12w> -

Differences between diffusion and osmosis;

<http://kitchenpantryscientist.com/diffusion-and-osmosis-experiments/> -

Gelatine investigation (scroll

down);<http://www.schoolingamonkey.com/osmosis-for-kids-blood-cell/> -

Egg investigation instructions.

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