




Subject:	Description of Task:	Resources:
English Spelling	<p>Practice your spellings using colouring pens and pencils. Do you remember 'Look, cover, write, check' ? Make a sheet for your words and fold when you need to cover the spelling word. Can you write the words with and without consonants ?</p> <p>Challenge: Do you have a Scrabble game? Find out the value on each letter of your spelling words this week. Add up the value of each word and see which has the most points.</p>	<p>Rule: de- prefix 'de' means to undo or reverse.</p> <p>deactivate debate debug deflate decompose defuse decode de-ice (watch out for the hyphen)</p>
English Comprehension	Read the story " The Snack Money " and answer the questions below.	See attached story and questions.
English Writing	<p><u>Using Prefixes</u></p> <p>A prefix is a group of letters placed in front of the 'root' word e.g. compose – decompose or happy – unhappy. The prefix changes the meaning of the word, depending on what it is.</p> <p>Use the chart below to find some of the different suffixes used in English. How many words do you know that use these prefixes? Remember that not every word that begins with these letters is a always a prefix. Always ask 'what is the root word?'</p> <p>Write a short paragraph or story using as many prefix words as you can. Underline them and count them up. How many did you include? Does your story still make sense?</p>	See attached worksheet and instructions.
English Punctuation & Grammar	<p><u>Using prefixes</u></p> <p>Watch the short videos about prefixes: https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/z9hjwxs https://youtu.be/H2Z4p0au1yk</p>	See attached worksheet to practise using prefixes.

English Reading	<p>If you've completed the books you took home from school, make sure you've chosen a new book from home to practise your reading. Read the next three chapters of your book. Write down three different places described in your story.</p> <p>Now change one of the places where the story is happening.</p> <p>What difference would it make to your story?</p> <p>e.g. The wolf in The Three Little Pigs would try to blow down a house made from feathers, a house made from candy floss and a house made from cinder toffee!</p>	Copy of the book
Maths Key Fact	<p>Practise your 6, 9 and 12 Times Tables using TT Rockstars or Topmarks – try to do 15 minutes per day if you can.</p> <p>Can you see any links between them?</p> <p>Can someone at home test you, or even time you to improve your score?</p>	IPad or computer
Maths Revision 1	<p>Complete the SAFE maths sheet. We've done lots of these in class. Don't worry about timing yourself</p>	Worksheet attached. Write the answers on paper.
Maths Revision 2	<p>Can you complete the 'Learn It' challenge in 5 minutes? Or can you do it in less? Let me know if you can!</p>	Worksheet attached. Write the answers on paper.
Maths Written Method	<p><u>Ordering Fractions</u></p> <p>Do you remember what a fraction is? What is the numerator and what is the denominator? Fractions come in different sizes and we can put them in order of size by comparing the numerator and denominator.</p> <p>e.g. $\frac{3}{5}$ is bigger than $\frac{4}{5}$ and $\frac{6}{10}$ is smaller than $\frac{8}{10}$.</p> <p>Sometimes we need to find equivalents before we can order them.</p> <p>https://www.youtube.com/watch?v=nH7s9Sljwus</p>	Worksheet attached. Write the answers on paper.
Other Subjects	See activity grid for choices	

Select which activities you prefer to do or those that you have the available resources to do. You should complete at least 6.

Science	History	Geography
<p><u>Animals including humans:</u> <u>Naming bones (2)</u></p> <p>https://quizlet.com/301925/match-bones-to-scientific-names-flash-cards/</p> <p>Last week we looked at the names of bones in your body. How did you do in the quiz? (see above)</p> <p>Have a look at the skeleton with all of the common names for bones labelled. (see worksheet) Can you match the scientific names for the bones to the ones labelled?</p> <p>Try and draw your own skeleton and label it with scientific names, like a doctor would.</p>	<p>Remember when we all learnt about the Ancient Egyptians?</p> <p>We have already looked at the Ancient Egyptian method of writing, (hieroglyphics) but what about number? Egyptian scribes needed to be able to calculate how much and how many, so a system of number was developed called Hieratic numerals.</p> <p>Have a look at the Egyptian Hieratic numeral sheet then try some of the challenges from the link below:</p> <p>https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/the-egyptian-number-system/</p> <p>Can you make some challenges of your own using the Ancient Egyptian number system? Ask someone at home if they can solve one of your challenges.</p>	<p><u>Results of the River Quiz (week 9)</u></p> <p>Apologies you didn't get these last week but here they are:</p> <ol style="list-style-type: none"> 1. Source 2. Bend in the river 3. Waterfall 4. Confluence 5. Upper course 6. The flow of water that removes rocks and soil 7. Tributary 8. River Severn <p>How did you do?</p> <p>Task: Make a 3D model of a River System</p> <p>Below you will see some models children have made to show a river basin, from the source up in the mountains to the estuary where it meets the sea.</p> <p>You can use any materials you may have at home (recycled packaging is great for this) as well as paints, pens, wrapping paper, old magazines etc. An old cardboard box could be your starting point. You need to include as many examples of river features that you can e.g. upper course, waterfall, meander. Label the areas on your model and include as much information as you can.</p> <p>There will be 3 weeks to complete this project and I would love to see your photographs to share on the website!</p>

Art / Design & Technology	PSHE	PE
<p>Artist study: Frida Kahlo (2).</p> <p>Frida spent many years of her life married to the famous painter and much older Diego Rivera, another icon of Mexican art. The painting 'Frida and Diego Rivera' was made shortly after their wedding</p>  <p>Can you make a Mexican 'Day of the Dead' portrait of Frida and Diego using anything you have at home?</p>   <ol style="list-style-type: none"> 1. Start with large, basic pieces and add to them. 2. Build up layers, using patterns inspired by Frida and Diego's appearance and personality. Watch video about her life for ideas. https://www.youtube.com/watch?v=wfbLR15Bh74 3. Talk about Mexican tradition of Dia di los Muertos (Day of the Dead) and how important it would have been to Frida. 4. Use additional paper types, shapes, sequins, outlines. Think how important colour would be to Frida. 	<p>People who help us</p> <p>Write a list of the people you could go to if you ever needed help. Think about why these people are safe people to go to for you. You could draw a picture of these people and label qualities they have which makes them people you can trust e.g. trustworthy, kind.</p> <p>e.g. parents; a firefighter; a doctor; a teacher</p>	<p>Garden Circuits</p> <p>If you have a garden or yard, you could try these suggested exercises at different 'stations'. Do as many as you have space for and in any order you like.</p> <p>How many can you do at each 'station'?</p> <p>Can you challenge a member of your household?</p> <p>Try a few each day and aim to challenge yourself too.</p> <p>(see attached)</p> <p>Take part in #WRITEUNITE !</p> <p>Sports Day Poem</p> <p>Do you remember the last School Sports Day you took part in? Did you watch someone else's?</p> <p>Sports Day is a special and important time of the year for everyone and although we can't take part in quite the same way this year (have you tried our virtual sports day from the school website?) we are asking you to write a poem to celebrate your memories.</p> <p>What do you enjoy most about sports day?</p> <p>What are the important values that sports day teaches us?</p> <p>e.g. teamwork; sharing, supporting</p> <p>Your poem can be in any style, any length and doesn't always have to rhyme!</p> <p>Read some examples in the worksheet below.</p> <p>I would like you to share your sports day poems by emailing them to the school office (<u>you have up until 8th July 2020 and there may be prizes!</u>) Good luck!</p>

Quiz Master	What if?	In the World...
<p><u>Morse Code</u></p> <p>Have you heard of Morse Code? It has been used in wars to send secret messages and is a series of dots and dashes. It can be short and long sounds or short and long flashes of light. Learn how to write Morse Code using the information sheet below. Send a friend or a family member a secret message and see how long it takes them to decode it!</p>	<p>What if all of the usual Sports Day races were abandoned and we had to think of new ones?</p> <p>Imagine: no more egg and spoon, no more relay, no more dressing up race ...</p> <p>Which races would you like to see in a <u>new look Sports Day</u>? Describe how to do them.</p>	<p><u>Shops reopen in England</u></p> <p>https://www.bbc.co.uk/newsround/53034690</p> <p>Food shops have always been open during the lockdown, but this week other shops are opening too. How do you feel about this? Would you be happy going to the MetroCentre or to Newcastle city centre again?</p>

Reading Comprehension

Read the passage below and answer the questions that follow.

The Snack Money

Read the story and answer the questions below.

Samantha was worried. She looked long and hard at her friend –something wasn't right. Jody had been very quiet this week, too quiet! She didn't want to play and she had hardly laughed or smiled. Jody glanced up from her writing book to find Samantha staring at her. "Why are you staring at me? Do I have something on my face?" Jody asked anxiously.

"Oh no, don't worry you look fine. I was just wondering whether you were ok?" asked Samantha.

"Why wouldn't I be ok?" asked Jody, suddenly looking annoyed. Their conversation was ended suddenly by Mr Smith (their class teacher) who had been watching them.

"Wow Samantha and Jody, I guess you've finished as you have time to chat! I shall find you some more work to do," he said with a knowing look on his face.

"Sorry Mr Smith, it was my fault. I won't interrupt her again," mumbled Samantha as she picked up her pen and got back to her writing.

The bell rang for break time and everyone rushed out to play. Samantha collected her purse from her bag and joined the snack queue by the Year 6 door. Her mum gave her some money each day so that she could buy some hot, buttery toast at break time. Jody normally joined her in the line but she hadn't been doing so this week. When Samantha asked her about it yesterday, she said that she just wasn't hungry.

Once she had paid for her toast, Samantha went to find her friend. Jody was stood, leaning against the wall with her head down, chewing her lip and looking miserable. Samantha skipped up to her. "No snack again today? Are you sure you are feeling alright?" she asked once more.

“Look, I’m fine, just stop asking me ok!” snapped Jody. Now Samantha really was worried, they never spoke to each other like that. Jody realised that she hadn’t been very kind.

“Sorry, I didn’t mean to snap,” she said, looking rather sad and forlorn. Samantha gave her friend a hug, she hated seeing her look so unhappy.

“Come on, share my toast and then we can rehearse our words for assembly,” Samantha said, quickly changing the subject. Jody took the toast and the girls went off to practise.

The following morning Samantha’s mum dropped her off at the school gate. After a hug and a kiss, Samantha bounded off to find Jody. It didn’t take long before she spotted her by the adventure playground. She was with someone else. Samantha stopped suddenly. It was Marjory Moore from Year 5. This had to mean trouble – she was not a nice girl! As Samantha watched she saw Jody take her purse out of her bag. She unzipped it and took some money out. Marjory snatched it out of her hand and marched away with a satisfied smirk on her face. Now it all made sense to Samantha. This was why Jody had been unhappy all week! This was why poor Jody hadn’t been having her snack! Marjory Moore had been taking her snack money!

A sudden rage filled Samantha. This was not fair! No one was going to do this to a friend of hers! Jody was still by the adventure playground. As Samantha got closer she could see that her friend was crying. She walked straight up to her and gave her a hug. “I saw everything! This needs to stop now! We are going straight into class to tell Mr Smith!” said Samantha firmly.

“We can’t!” said Jody, looking horrified. “Marjory said she would get me if I tell anyone!”

“Rubbish!” said Samantha. “She can’t hurt you if her parents and teachers know about it, she wouldn’t dare!” Samantha softened a little, suddenly realising how scared her friend must be. “Look. I will come with you and help you explain what has been happening. The best way to beat a bully is to tell a person you trust. It can stop right now if you come with me.” Jody stopped crying and took a deep breath.

“You are right. I thought I could cope with this on my own, but I can’t. I need to talk to Mr Smith. Will you come with me?” she asked.

“Just try and stop me!” replied Samantha. She took Jody by the hand and led her into school to find Mr Smith.

Mr Smith was amazing. He listened very carefully to Jody and told her what a brave, sensible girl she had been for coming to tell him. Next, he was on the phone to Marjory’s parents, arranging a time for them to come into school to discuss the issue with himself and the headteacher. As for Marjory, she was taken straight to the headteacher’s office to discuss her behaviour and punishment.

By the time break time had arrived the girls were ready for their snack. Mr Smith had made Marjory give the money back to Jody, so they both sat on the bench enjoying their delicious, hot toast together. “I wish you had told me what was happening,” said Samantha.

“I know, I should have told you sooner. It feels lovely now that it’s all stopped. Marjory kept telling me that it was all my fault. She said that I would be in trouble if I told on her,” sighed Jody.

“It was never your fault, bullies just like to say that to keep people quiet. They get to bully for longer!” replied Samantha.

“I know that now! Mr Smith said he is going to hold an assembly, to remind us what to do if we get bullied,” said Jody.

“So –what do you do if you get bullied?” asked Samantha with a cheeky smile on her face.

“Tell everyone!” shouted Jody. The two girls jumped up laughing and raced off to play.

Questions:

- 1. Why was Samantha worried about Jody?**
- 2. Did Mr Smith really think that the girls had finished their work?**
- 3. Identify ONE word/phrase which tells us that Jody was unhappy as she was leaning against the wall.**
- 4. Why was Samantha worried when she first saw Jody talking to Marjory?**
- 5. Why do you think Samantha felt 'a sudden rage' when she realised what was going on?**
- 6. In what ways has Samantha been a good friend? Think about her actions in the text.**
- 7. Identify TWO more words which mean the same as 'delicious'.**
- 8. Why do you think the author wrote this story?**

Sorting PREFIXES:

1. Draw the chart. Each of the words below have a prefix. Sort them into the correct place in the chart.

inter	super	anti	sub	auto

view

cue

heading

power

biotic

ordinate

bacterial

national

correct

natural

2. Match the prefix to their correct meaning. Use a dictionary or the internet to help you.

inter

against

sub

above

auto

self or own

anti

between

super

under

3. Josie says,



Submarine means 'a ship that can go under the sea'.

What could the dictionary definition of the word 'subway' be? Explain how you know.

Use as many prefix words from any of the groups above to write a short paragraph/story. Underline them.

English Grammar and Punctuation

1. Fill in the blank with

~~super~~ , ~~anti~~ or ~~auto~~

"Well done, Barry. Some of those questions were difficult. You are a _____ star!" exclaimed his teacher.

2. Jade thinks there is one prefix in the sentence below.

Zoe regularly lost her important documents and later found them in the most peculiar of places.

Do you agree with Jade? Explain why.

3. Choose the correct word given below to complete each of the sentences.

A. The _____ deadline of the essay is at 1 o'clock.

B. The show will restart after the _____

C. The branches of the tall, ancient tree _____ like a puzzle.

D. I want to _____ to the weekly magazine.

submission

intertwined

subscribe

intermission

4. Write out the sentence below and underline the prefixes.

~~The superhero convention was a great success and the car park was full of automobiles.~~

SAFE Maths

1

How many days are in September? _____ days

2



- ☐ 15 to 6
- ☐ 15 past 9
- ☐ 15 to 10

3



Write this time on the digital clock

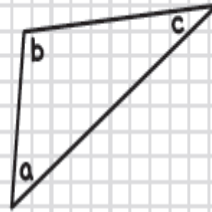
4



AM

Write this time on the digital clock using 24 hour notation

5



Which angle is obtuse?

6

Which fraction is equal to 1?

$$\frac{13}{15} \quad \frac{13}{13} \quad \frac{3}{9}$$

7

$$\frac{1}{3} \text{ of } 12 =$$

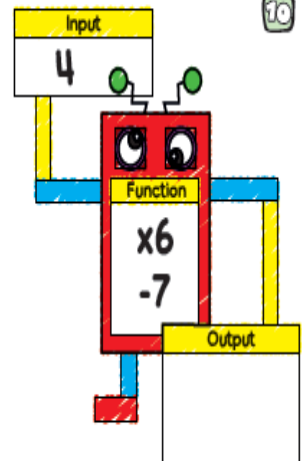
8

$$\frac{2}{3} \text{ of } 27 =$$

9

$$\frac{2}{9} + \frac{2}{9} + \frac{4}{9} =$$

10



Learn Its Maths

Step 10

$5 \times 3 =$	$9 \times 3 =$
$3 \times 10 =$	$7 \times 3 =$
$3 \times 3 =$	$3 \times 4 =$
$3 \times 6 =$	$8 \times 3 =$
$1 \times 3 =$	$3 \times 2 =$

Step 11

$5 \times 4 =$	$4 \times 7 =$
$4 \times 6 =$	$4 \times 8 =$
$10 \times 4 =$	$3 \times 4 =$
$4 \times 2 =$	$1 \times 4 =$
$9 \times 4 =$	$4 \times 4 =$

Step 12

$8 \times 6 =$	$8 \times 8 =$
$8 \times 10 =$	$3 \times 8 =$
$4 \times 8 =$	$8 \times 5 =$
$8 \times 2 =$	$1 \times 8 =$
$9 \times 8 =$	$7 \times 8 =$

Maths written method: Equivalent Fractions

1. Write out the set of fractions that are written in DESCENDING order correctly.

A. $\frac{2}{8}$ $\frac{4}{8}$ $\frac{1}{8}$ $\frac{7}{8}$ $\frac{6}{8}$ $\frac{3}{8}$

B. $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{8}$ $\frac{1}{10}$ $\frac{1}{12}$

C. $\frac{8}{9}$ $\frac{7}{9}$ $\frac{5}{9}$ $\frac{6}{9}$ $\frac{4}{9}$ $\frac{3}{9}$

2. Write/draw the fractions below in ASCENDING order.



B. $\frac{11}{12}$

C. $\frac{5}{12}$



E. $\frac{6}{12}$



3. Write out the fraction calculations, filling in the missing fractions.

A.

$$\frac{2}{9} + \frac{\boxed{}}{\boxed{}} = \text{rectangle with 9 vertical strips, 8 shaded purple and 1 white}$$

B.

$$\frac{8}{12} + \frac{\boxed{}}{\boxed{}} = \text{octagon divided into 12 triangles, 10 shaded purple and 2 white}$$

C.

$$\frac{\boxed{}}{\boxed{}} + \frac{3}{11} + \frac{2}{11} = \text{circle divided into 11 sectors, 8 shaded pink and 3 white}$$

D.

$$\frac{2}{7} + \frac{1}{7} + \frac{\boxed{}}{\boxed{}} = \text{circle divided into 7 sectors, 2 shaded brown and 5 white}$$

4. Jill and Dave are both ADDING fractions. Who is correct? Explain how you know.



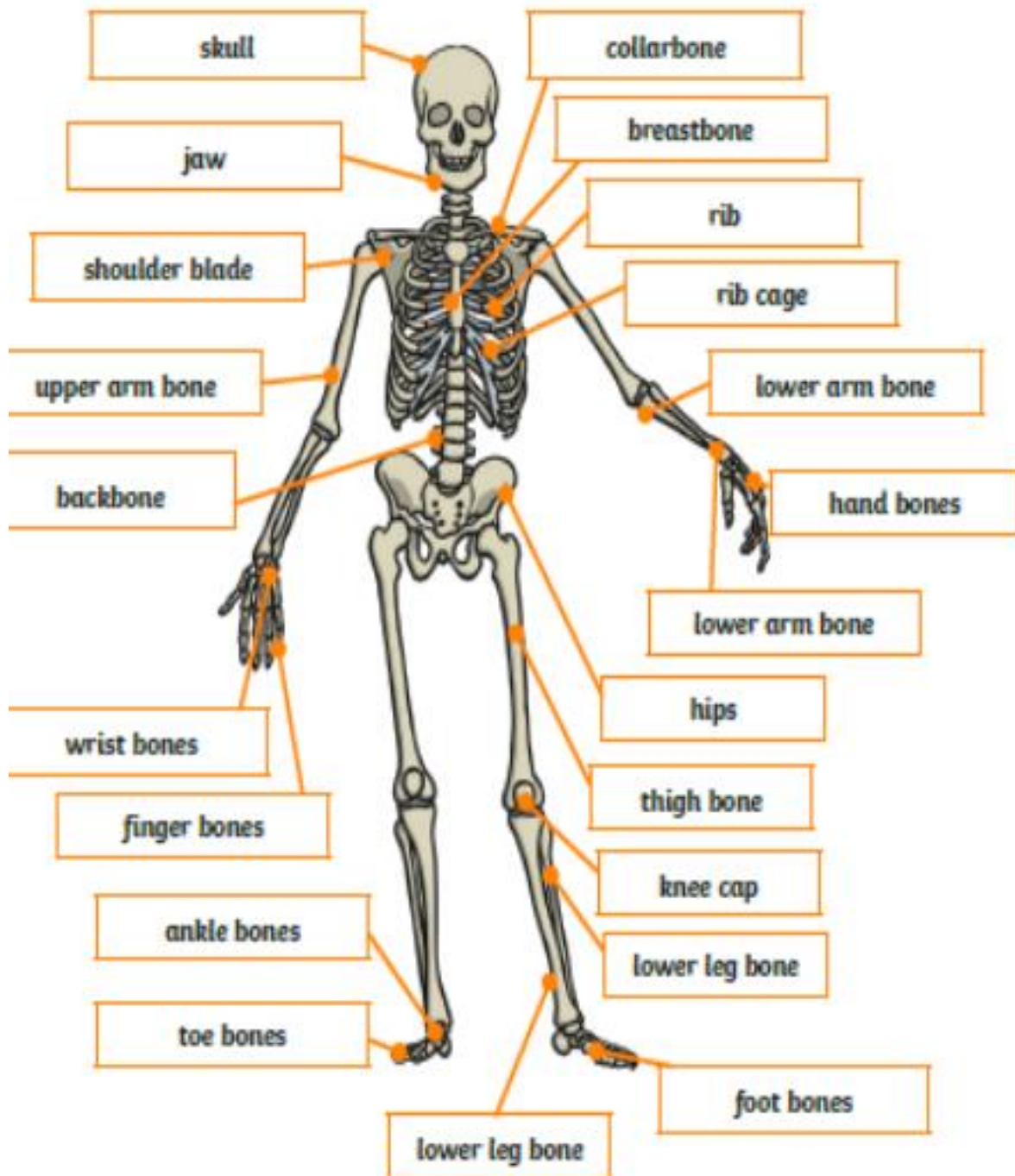
Adding two fractions, there are three different ways I can make $\frac{8}{11}$.

Adding two fractions, there are four different ways I can make $\frac{8}{11}$.



Animals including humans: naming bones (2)

Common names for bones



Scientific names for bones

cranium	humerus	humerus
vertebral column	tibia	tibia
metacarpals	metacarpals	metatarsals
metatarsals	ulna	ulna
pelvis	talus	talus
scapula	scapula	clavicle
clavicle	carpals	carpals
mandible	phalanges	phalanges
phalanges	phalanges	sternum
patella	patella	fibula
fibula	radius	radius
costal	femur	femur
thoracic cage		

Ancient Egyptian Number System:

Egyptian Hieratic Numerals

1	I	10	人	100	一	1000	千
2	II	20	入	200	二	2000	二千
3	III	30	𠂇	300	三	3000	三千
4	IIII	40	𠂇	400	𠂇	4000	四千
5	𠂇	50	𠂇	500	𠂇	5000	五千
6	𠂇	60	𠂇	600	𠂇	6000	六千
7	𠂇	70	𠂇	700	𠂇	7000	七千
8	𠂇	80	𠂇	800	𠂇	8000	八千
9	𠂇	90	𠂇	900	𠂇	9000	九千

So, e.g, $1328 = \equiv \lambda_{\text{III}} \mu$

River Basin Models



Models of River Systems (River Basin)



The sound collectors came to
 visit
 Our school sports day,
 They took all our favourite
 sounds away.
 The laughing of the children,
 The thudding of the Dad's Race,
 The plop of the welly,
 The thud of a child falling.
 The shouting of the children,
 The cheering of the parents,
 The ringing of the bell,
 The tweeting of the singing of
 the birds.
 The sound collectors came today,
 Now they've taken all the sounds
 away,
 Now the field is quiet.
 By Anya

Supporting your team
Participating in all sports
Organising down to the last second
Running, leaping, jumping, hopping
Time running short
Sunny weather

Daring to push our limits
Always supporting, never criticising
Yielding the victory cup!

by Willow in P6/8

Fasten your laces,
 Toes behind the line,
 The sun is shining,
 It's Sports Day time!

 It's time to have races,
 It's time to have fun,
 On your marks, get set...

 Jump!
 Skip!
 Run!

 It's time for a cold drink,
 It's time for a rest.
 Well done everyone,
 You've all done your best!

A sunny day, a clear blue sky
 The pupils came out,
 Their heads held high!
 Four different colours,
 Excitement to come,
 All supported
 By their dads and mums!
 Pupils are strong, determined and fast
 Here comes the parents' race,
 Hope mine isn't last!
 But who are the winners
 Red, blue, yellow or green?
 Hurrah it's a victory
 For Callendar's team!

by Ruby in P5/1

Examples of Sports Day Poetry

Learn Morse Code

You can write Morse code, or send it via sounds or lights.
Dots represent a short sound or light, and dashes a long sound or light.

A .. -	B -	C - . . -	D - . . -	E .	F .. . -
G - . - .	H	I ..	J - . - -	K - - .	L
M - -	N - .	O - - -	P - . . -	Q - - . -	R .. - .
S ... -	T -	U ... -	V ... -	W - . - -	X - . . -
Y - . - -	Z - - . .	0 - - - -	1 - - - -	2 - - - -	3 - . . .
4 -	5	6 - . . .	7 - - . .	8 - - . .	9 - - - .

PE: Exercise Stations

Jogging on the Spot

Jog on the spot and try your best to keep in the same place.



Garden circuits

Press-Ups

You can put your knees on the floor to make the move easier.



Step-Ups

Carefully, step on and off the bench, one foot at a time.



Plank

Hold your body in the plank position for as long as you can. Take a rest when you need to. You can put your knees on the floor to make the move easier.



Burpees

Try to maintain the same pace completing burpees. Try to keep your toes pointed and your legs straight.

What is a burpee?

Standing with your feet at shoulder width apart, bend from the knees and place both palms on the floor. Place your right foot back and then your left foot so that you are in a plank position. Bring your right leg and then left leg back onto squat position and jump. Repeat.



High Knees

Raise each knee in front of you, one at a time, as high as you can. To make this more challenging, try to do this quicker.



Leg Raises

Lie on your back and slowly raise one leg. Lower your leg slowly back down to the floor. Repeat with the other leg.



