

Barn Owls



Dear Parent/Carer

Although the school is temporarily closed due to the Coronavirus, we are continuing to provide education for your child.

Please see the attached home learning tasks for your child to complete this week:

- Reading (minimum 20 minutes per day)
 - 5 hours of English across the week
 - 5 hours of Maths across the week
 - Please supplement with online learning and record this as part of your child's learning timetable
 - Please refer to class dojo where there will be PowerPoints and tutorials to support learning.
-
- Please upload learning onto Class Dojo.

English

Please note the new English plans for this half term- please read the introduction below.

This fortnight we are going to follow the Talk 4 Writing plans, which are structured in a similar way to how we might teach an area of English in school. The plans are attached on Class Dojo and available on the school website.

The plans should last over a couple of weeks with sometimes more than one task per day. The work is set out in a workbook, so you can either print it out, or work on lined/plain paper. Please make sure that you put the date on each piece of work, so that Mr P can see what the work links to. It would be great if you could upload the work regularly rather than all at the end of the week, as this allows feedback to have an impact.

One Chance- By Dean Thompson

I wish I....

Monday –

Read the information on page 2 and complete the task at the bottom brainstorming what you might wish for. I want to see lots of different examples.

The Downside- Think of the positives and negatives of having that wish granted. Look at how they have structured the sentences, can you write the positives and negatives.

Now try to think what you would like to happen if anything was possible.

Tuesday –

Choose either The Mirror of Wishes or The Mirror of Despair. P5/6

Make a list of the people who might look into the mirror and what they might see as shown in the examples. You may keep the same people but might see different things- it's up to you. Your poem shouldn't rhyme but should follow the same pattern.

Online learning resources:

Nessy: www.nessy.com (pupils with access only)

Read theory: www.readtheory.org

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Literacy shed: www.literacyshed.com

Primary Resources: www.primaryresources.co.uk

Learning by Questions: <https://www.lbq.org/>

Classroom secrets kids:

<https://kids.classroomsecrets.co.uk>

Phonics play: www.phonicsplay.co.uk

Twinkl: www.twinkl.co.uk

Pearson Education:

<https://www.pearson.com/uk/educators/schools/update-for-schools/primary-support.html>

Oxford Owl: www.oxfordowl.co.uk

Other free resources:

<http://www.amazingeducationalresources.com/>

Wednesday –

Read or listen to 'One Chance' narrative.

Predict what will happen next. Expand your answer to at least a paragraph. Think of a few options of what might happen.

Read on to find out how close your predictions were. Write down what you think

Thursday –

What do the words mean?

See if you can work out what they might mean without looking them up and just reading around in the story.

Then use the similar words to help box.

Check your definitions using a dictionary or an online dictionary.

Friday –

Similar meaning or opposite meaning (synonyms and antonyms)

Look at the list of words, produce a list of synonyms and antonym of each of the words provided.

Choose one of the group of words to put into order of weak to strong (like we do in class for modal verbs)

Now use some of the words that to produce interesting sentences. They do not have to link to the story and can be about any subject, but must include some ambitious vocabulary.

Extra tasks (only complete if you wish):

Spag.com

StudyLadder tasks

Read theory

Maths

Each school day this week, you will be asked to go to the White Rose Home Learning website shown below to watch the video.

Year 5- <https://whiterosemaths.com/homelearning/year-5/>

Year 6- <https://whiterosemaths.com/homelearning/year-6/>

On this website you will find a video that explains how to use the methods necessary for the lesson. Please remember to show your working. If you are struggling with anything at all, then please write on Class Dojo and I will get back to you as soon as I can. If you are working online so not able to show your working, just write a quick message to say how you found it or did you find anything really difficult on Class Dojo. Please ensure that you do the correct week.

The worksheets should be accessed using the link below: (sorry it's a long one, I will post it in the Class Story also.) https://exbourneceprimaryschool-my.sharepoint.com/:f:/g/personal/head_exbourne-primary_devon_sch_uk/EqY6589IQXBAh6DF319K98oBS99Ckn_49M8hl_xwhJNi0g?e=N8Yzjt

Online learning resources:

RM Easimaths: www.rmeasimaths.com

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Timestables rockstars: www.ttrockstars.com

Percy Parker times tables: www.percyparker.com

Prodigy maths: <https://www.prodigygame.com>

Top Marks: <https://www.topmarks.co.uk/>

Nrich: <https://nrich.maths.org/>

White Rose: <https://whiterosemaths.com/>

	Year 5	Year 6
Monday	<p>Multiply unit and non-unit fractions. Remember a whole number is the same as it with a denominator of 1 e.g. $7/1 = 7$ and $9/1$ equals 9.</p> <p>Multiply fractions across.</p>	<p>Fractions to percentages. Percentage is just a fraction with a denominator of 100. Convert by multiplying or dividing.</p>
Tuesday	<p>Multiply mixed numbers by integers. Break the calculation down and don't forget to then put it back together into the original form.</p>	<p>Equivalent Fractions, Decimals and Percentages. Consider what they are out of. Remember multiply and divide by powers of 10- this will help.</p>
Wednesday	<p>Fractions of an amount. Divide by the denominator and multiply by the numerator. Draw to help you when needed.</p>	<p>Order Fractions, Decimals and Percentages. Convert them all into the same units and then compare. Think about which has the biggest gap to compare (not crocodiles!!!)</p>
Thursday	<p>Fractions as operators. Of means to multiply. Divide by the denominator and multiply by the numerator.</p>	<p>Percentage of an amount. Divide by the denominator and multiply by the numerator.</p>
Friday	<p>Can you complete the June Maths Masters questions for the week? Or complete the Friday Maths Challenge from White Rose.</p>	

Extra tasks (only complete if you wish):

- Use RM Easimaths
- Practise your times tables
- Studyladder
- Timestablesrockstars

Wider curriculum tasks

During the next half term, we will be setting you a project to complete at your own pace across the 7 weeks. The main project will focus on DT but will also incorporate other wider curriculum subjects. The project will be 'Design a Healthy Snack' and you can present your work in a way which suits you e.g. fact file, display board, powerpoint etc. We will also continue to provide tasks for some wider curriculum subjects and give suggestions of extra activities/ideas to do at home which do not link to the project. We have placed the tasks in the order of the subjects which we see best fits for a build-up of a full project.

Science/PSHE

Research healthy eating and healthy living and what the benefits are for our bodies.

- Look at the healthy eating powerpoint – can you remember the different types of food we need to consume. Use the healthy food plate to identify food in the different sections, while completing this start to think of food which you may use for your healthy snack.
- Thinking about what you learnt from the healthy eating powerpoint and your healthy food plate. Sort food into 'healthy' and 'unhealthy' categories.
- Look at the healthy living powerpoint – what other ideas can you think of which go with the different questions? Make a poster about how you can be healthier (remember it isn't just about what we eat)?

DT

Plan and design a healthy snack – this could be anything from a fruit kebab, healthy cereal bar or healthy drink/smoothie.

- Design your healthy snack (you can use the template as support) – think about what you have learnt about healthy food in science. What type of snack will you design? What will you include in your healthy snack and what proportions?
- Write a recipe for your healthy snack, remember what you have learnt about instructional writing and how to form the layout.
- Design and make packaging for your healthy snack (you can use the template as support). You will have to consider what type of material you will use, what logo you will have and what information you will put on the packaging. Have a look at food packaging you have at home, is there anything you like and could use to help you design and make your own?

Geography and History

Research where/how food is grown/made and the history of how healthy snack bars/smoothies have been developed over the years.

- Research how and where different food is grown – is different food grown in different countries? Research how healthy snacks are made – are they made in factories with machines or are they handmade?
- Food has developed over the years and there are now many different healthy snacks which we can buy. Can you find out what the first healthy snacks were made and where were they made? Are they still the same now or have they changed?

Art & Music

Plan and produce an advertising campaign, this could either be an advert for a magazine/paper/display board, for the television or for the radio.

- Watch/read different food advertisements – what do they include (what you see and hear)? How do they stand out? What would make you want to buy the product they are advertising? Draw and write down ideas which you like and could include in your own advert.
- Plan your advertisement – will it include a slogan? Will it include a jingle?
- Produce your advertisement – remember this could be in a variety of ways, written for a magazine, filmed for a TV, recorded for the radio.

PE

Make a fact file about an athlete. Try to include the following ideas:

- What do they eat as part of their healthy diet? – What are their favourite healthy snacks, how much do they need to eat when they are training?
- What do they do to ensure they live healthily?

Computing

A few ideas of how computing could be used to support your learning for your project.

- Use the internet to research and find out information.

- Use powerpoint or word to record your learning.
- Use a video to record your advertisement.

RE

Food eaten by different religious groups.

- Now you have researched and designed your own healthy snack, research what different religions eat and identify what food types they include in their meals. You could use the healthy meal plate template you used for Science/PSHE.
- Find the difference and similarities between meals and healthy snacks you eat and other religions eat – why do you think they are similar/different?

Other wider curriculum tasks

PE (choose 1 activity)

- Ride your bike/ scooter for at least twenty minutes
- Super movers video - <https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw>
<https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q>
- How many skips can you do in 30 seconds?
- Create your own obstacle course – how long does it take you to complete it? Can you improve your time?
- Go for a walk
- Complete a yoga session at <https://www.youtube.com/user/CosmicKidsYoga>
- Complete a workout with Joe Wicks (on Youtube)
- Complete a dance routine with Oti Mabuse (on Youtube)
- Try a session on GoNoodle: <https://www.gonoodle.com/>
- Daily Mile- Can you run a mile every day? How fast can you run a mile? Can you beat your previous time?

PSHE

Over this half term, we are going to focus on emotions and being mindful. What this means and how it can help will become clearer over the weeks. We will not be expecting you to write anything down in these sessions (unless you would like to) instead we would like you to take this time to reflect either alone or by sharing the experience with a member of your family.

Take some time to look in the mirror and explore how your face can reflect how you are feeling. Show some of these faces to someone else in your house and see if they can guess the feeling you are showing. It isn't always possible to tell how someone is feeling in the inside by how they look on the outside. Explore some of the ways you have felt over the last couple of months. E.g. I felt excited when it was my birthday but angry that I couldn't have my party. Can we explore what happens to our body when we have these feelings? Could others around you tell that you were feeling this way? Eg When I'm excited, I can't stay still, I make lots of noise and don't listen to instructions very well. Watch:

KS1: <https://youtu.be/ZxfJicfyCdg>

KS2: <https://www.youtube.com/watch?v=dOkyKyVFnsS>

We feel many different emotions throughout a day, sometimes this can get too much so finding ways to be mindful can help.

Watch Mrs Harris's video on dojo – What is mindfulness?