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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Maths** | **Approximately 1 hour**  Show everything you know about fractions on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Be as creative as you want.  **Time left?**  Play on prodigy maths or try the [White Rose Maths](https://whiterosemaths.com/homelearning/) or [BBC bitesize](https://www.bbc.co.uk/bitesize/dailylessons) lessons for today for your year group. | **Approximately 1 hour**  Practise [matching fractions](https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html) on this game. For an extra challenge try mixed numbers too!  **Time left?**  Play on prodigy maths or try the [White Rose Maths](https://whiterosemaths.com/homelearning/) or [BBC bitesize](https://www.bbc.co.uk/bitesize/dailylessons) lessons for today for your year group. | **Approximately 1 hour**  Try levels 4, 5 and 6 of daily [arithmetic](https://www.topmarks.co.uk/maths-games/daily10) for different areas of maths. Focus on fractions where you can!  **Time left?**  Play on prodigy maths or try the [White Rose Maths](https://whiterosemaths.com/homelearning/) or [BBC bitesize](https://www.bbc.co.uk/bitesize/dailylessons) lessons for today for your year group. | **Approximately 1 hour**  Work on your [reasoning and problem solving](https://primarysite-prod-sorted.s3.amazonaws.com/springcroft-primary-school/UploadedDocument/915522a464444cfa96a70bc9bdaee45d/ultimate-ks2-maths-sats-organiser-y6-daily-mini-videos-puzzles-for-y5.pdf) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on one of the topic areas listed to gain access to the questions. | **Approximately 1 hour**  Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on times tables, division facts and squared numbers.  **Time left?**  Play on prodigy maths or try the [White Rose Maths](https://whiterosemaths.com/homelearning/) or [BBC bitesize](https://www.bbc.co.uk/bitesize/dailylessons) lessons for today for your year group. |
| **Writing** | **Approximately 1 hour**  Write a letter/email to Thomas Moore, the man walking 100 laps of his garden before his 100th birthday. Perhaps you might want to congratulate him on his achievement, and why it means so much that people have raised an enormous amount of money for his cause. Why is this important? Maybe suggest some great ways to spend his 100th birthday too! If you want to send your letter with a card the address is:  **Captain Tom Moore, C/O Post Office Limited, 67 Bedford Road, Marston Moretaine, Bedfordshire, MK43 0LA**  or you could email it into school for us to send! | **Approximately 1 hour**  Put yourselves in your Mum’s or another family member’s shoes. Can you write a poem about how they might be feeling with what is happening in the world currently? | **Approximately 1 hour**  ***People should be able to express their opinion on social media platforms.*** Do you agree/disagree? Write a discussion about this statement; try to carefully consider all points of view. Have some for and some against points and try to match them up to balance each other out. | **Approximately 1 hour**  Write a blog post summarising the events from the day/week. Think about how the language you use may be more informal. How do you know that you’ve used informal language? | **Approximately 1 hour**  **Story Task:** You’ve now created a setting and character for a story genre of your choice. Think carefully about what is going to happen in your story by planning it out. Thinking about a book of the same genre can be helpful! Whose viewpoint are you going to write the story from? Remember to stick to either first or third person throughout. |
| **SPaG/Reading** | **Approximately 40 minutes**  Complete the SPaG tasks from the school website for your year group. Work through the powerpoint and worksheets and then mark them.  **Time left?**  Proofread your writing from the day. Use a dictionary to check the spelling of any words that you found tricky. This will also enable you to check that the meaning of the word is suitable for the sentence. | **Approximately 40 minutes**  Complete the reading comprehension from the school website for your year group. Read the text carefully, answer questions as fully and as accurately as you can and then mark them.  **Time left?**  Practise spellings on [Spelling Frame](https://spellingframe.co.uk/). Try to find the rule for your spellings this week if you can! Or write them out, some people find that writing the vowels or sounds within the word in different colours to the rest of the word helps them to remember it! | **Approximately 40 minutes**  Read a chapter from your reading book or a book that you have borrowed from the library. Write down any unfamiliar words from the chapter you have read. Explore the meanings of these words by using a dictionary or reading around the sentence- Can you find any clue to help you understand what it might meant?  **Time left?**  Create a word bank of feelings that you have felt over the week. Can you see any spelling rules the adjectives contain? Can you see any with a silent letter? | **Approximately 40 minutes**  Read a chapter from your reading book or a book that you have borrowed from the library.  Create a set of multiple choice questions about what you have read. Write a summary and see if an adult can answer your questions  **Time left?**  Go to [Love Reading](https://www.lovereading.co.uk/genre/bom/Books-of-the-Month.htm). Explore the Book of the Month and previous books of the month. How many have you read? | **Approximately 30 minutes**  Firstly, ask an adult to help you with your weekly spelling test.  Complete the [BBC bitesize](https://www.bbc.co.uk/bitesize/dailylessons) SPaG or reading session for your year group for this week.  **Time left?**  What is your favourite word? Why? Make a poster all about what it means, and give examples of it being used in a sentence. Perhaps useful ways on how to remember how to spell it too if it’s a tricky word! A bank of synonyms and antonyms could be useful too! |
| **Afternoon** | **Viewpoints and Mood (Approximately 1 hour)** Look into a room in your house and think about how it makes them feel. Draw something linked to how you feel when looking in the room or draw an object from the room and then colour, shade or paint it in a colour that reflects your current mood. You could do a different room each day! | **Calder Views (Approximately 2 hours)** The Halifax Minster, Wainhouse Tower, Stoodley Pike and the Piece Hall are just some of the famous viewpoints within our local area. Choose a local landmark and use Google Earth or Google Maps to create an accurate scaled map of the location of the landmark. Try to place more than one landmark on your map, and perhaps include your house or school too! | **Viewpoints from Around the World (Approximately 90 mins)**  Research famous viewpoints from around the world (e.g. The Eiffel Tower, London Tower, Taj Mahal). Can you draw what you think you would see looking away from it, as if you had your back to it. After this, you can design and create a miniature scale of the landmarks that give these viewpoints. | **Change in Viewpoints (Approximately 2 hours)** How did Martin Luther King & Rosa Park’s actions and views shape society today? Research what they did and compare & contrast views from then and now on people’s race, culture & religion. How has this improved society’s attitude? Can you show it on a poster, or a timeline? Have there been other events that have helped to change people attitudes and opinions? | **Debate (Approximately 90 minutes)**  Is good more powerful than evil? Is it worse to fail at something or never attempt it in the first place? Is it more important to be liked or respected? Choose a question to answer, write a speech and use real -life examples to include. You could also include why other people might have a different opinion. Maybe even record your speech and send it into school! |