



Hatherleigh Community Primary School

Home learning Week beginning: 22nd February 2021

Welcome back, I hope you've all had a good half term

I'm in school on Tuesday and Friday. To keep things simple, I'm going to do guided reading at 11:30 every day.

As last week, our serial will be at 3:20 through the Maples 2021 class google meet.

There will be a general "I'm stuck" drop in from 8:55 to 9:25 but this is through the "Whole School Google Class" meet link. See last week's newsletter for more details.

Activities with * are easiest, *** are hardest. I have uploaded work on the website and on google classroom this week.

Year 6	English	Maths	Science & the wider curriculum
Monday	<p>Reading Group 2/3/ independent reading.</p> <p>Group 4 - Re-read the chapter about school. What do you think will happen next? Talk to someone about it and write it down.</p> <p>Group 1 guided reading preparation for tomorrow's live session.</p> <p>Please find this week's guided reading document which is the address made by Greta Thunberg to the U.N.'s Climate Action Summit in New York in 2019. I want you to read it and make some notes</p>	<p>Warmup for all: Flashback 4 Jamboard on google classroom.</p> <p><u>Maths; Measurements, Perimeter, Area and Volume. This is a joint unit of work for Year 5 and Year 6.</u> Learning Objective: Finding area.</p> <p>Today's lesson is looking at the area of rectilinear shapes. Reminder; Area is the term used to define the amount of space taken up by a 2D shape or surface. We measure area in square units: cm² or m². To find the area of a rectangle you multiply the width by the height. eg</p>	<p>PSHE: This half term in PSHE we are thinking about our rights and responsibilities. We will continue to follow the SCARF at Home planning. This week's PSHE is all about money and making good decisions about how to spend it. You can find this on the website; it's called Monday PSHE</p> <p>French We are continuing to develop our sentences, writing about what we enjoy at school and why. Use Monday French Writing to write some more complicated</p>

about whether you think this was an effective speech and why / why not.

Spelling: This week we will be learning about the when to use hyphens to join prefixes

* / ** / *** Monday Spelling worksheet. Read it and then write your spelling words in a pyramid.

English: This week we are starting a new unit of work. We will be learning about constructing a non-chronological report. This will be a joint unit of work for Year 6 and Year 5.

Writing:

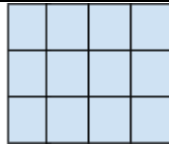
Read Dr Drake's letter of introduction (Monday English 1) from the front cover of the book.

What will you need to know as dragonologists?

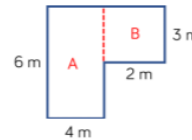
Make a list of questions and ideas.

*Listen to the letter instead of reading it.

Elicitation task - The resource Monday English 2 is a double page from the book called "Western Dragons". Look carefully at the pictures and try to imagine what might be written in the boxes. Your task is to fill these in. You can write on plain paper (number each paragraph to match the box) or access the assignment on



So this shape is 4 wide and 3 high.
So $4 \times 3 = 12$ (There are 12 squares in the shape).
If the shape is made up of rectilinear shapes then split the shape into parts, find their area of each part then combine the areas together.



$$A = 6m \times 4m = 24m^2$$
$$B = 3m \times 2m = 6m^2$$
$$24m^2 + 6m^2 = 30m^2$$

Task 1

Put each shape's letter into the correct part of the diagram.

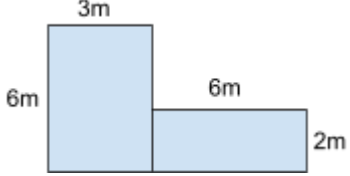
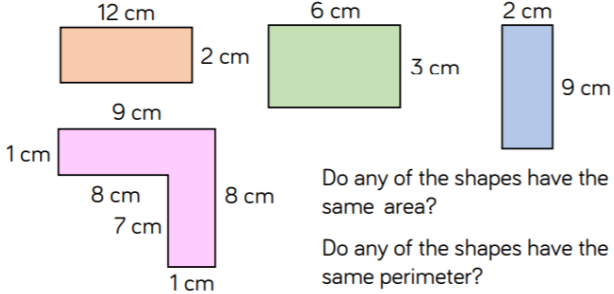
	Quadrilateral	Not a quadrilateral
Area of 12 cm ²		
Area of 16 cm ²		

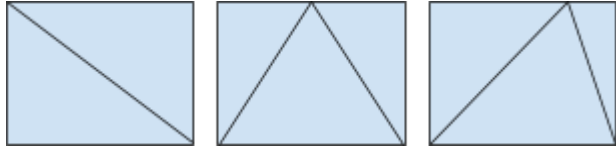
A B C D E

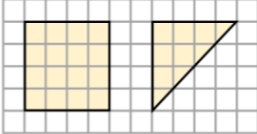
Task 2

How many rectilinear shapes can you draw with an area of 30?
Make sure you label each side of your shapes and show how you know they have an area of 30.
Eg


sentences and then have a go at the reading comprehension (Monday French Reading)

	<p>google classroom (type directly into the boxes)</p> <p>**/** box 9 has some letters that relate to the image of the dragon. Can you use these?</p> <p>At the end of the unit, your task will be to write your own page/s from an “ology” book</p>	 <p>$(6m \times 3m) + (6m \times 2m) = 30m^2$</p> <p>Task 3 Optional Complete ** and *** task</p>	
	English	Maths	Science & the wider curriculum
<p>Tuesday</p>	<p>Reading Group 3/4 Independent reading. Group 1 live guided reading 12:00 on google meet Group 2 guided reading preparation for tomorrow’s live session. Please read the extract on Google classroom</p> <p>English Getting to know the text</p> <p>Read some or all of the page scans. (See Tuesday English) What are your impressions of the book? What do you like / dislike about the book? Are there any patterns that you notice? Things that keep on repeating? These could be about the language that is used, the way the text is organized or anything else. Is there anything that doesn’t make sense; that you don’t understand? This could be a word, a phrase, a sentence or more. Record these likes / dislikes / puzzles /</p>	<p>Warmup for all: Flashback 4 Jamboard on google classroom. Answers on a post-it with your name, please!</p> <p>Maths; Measurements, Perimeter, Area and Volume Learning Objective: Finding area and perimeter Reminder; The perimeter is the total distance around the outside of a shape.</p> <p>Task 1 Watch the video link below. Spr6.8.2 - Area and perimeter on Vimeo</p> <p>Task 2 Look at the shapes below.</p>  <p>Do any of the shapes have the same area? Do any of the shapes have the same perimeter?</p> <p>Task 3</p>	<p>Topic:</p> <p>As you know, Britain was on the winning side in WW2. It is often thought and said that “Britain stood alone”. Today you are going to explore this idea. Use the document Tuesday history.</p>

	<p>patterns on paper, or add yours to the class jamboard (this is like a virtual working wall). You can return to this as we work through the unit.</p> <p>All: Identify different ways in which the book tries to seem authentic (real). This might be a like/dislike for you but it is also a pattern</p> <p>Y5 **/** look for patterns of vocabulary use.</p> <p>Y6 **/** look for patterns relating to levels of formality.</p> <hr/> <p>Spelling</p> <p>* Tuesday Spelling Easier</p> <p>**/** Tuesday Spelling Harder</p>	<p>Complete Tuesday - All Worksheet</p> <p>Task 4 Optional</p> <p>Complete Tuesday ** and *** Worksheet</p>	
	English	Maths	Science & the wider curriculum
<p>Wednesday</p>	<p>Reading</p> <p>Group 1/4 Independent reading. Group 2 live guided reading. Group 3 guided reading preparation for tomorrow's live session. Read the extract on google classroom</p> <p>Getting to know the text</p> <p>All: Look back at the book pages from yesterday. Learn some bits of the text that you like off by heart. Can you record yourself saying them and post it on dojo?</p>	<p>Warmup for all: Flashback 4 Jamboard on google classroom. Answers on a post-it with your name, please!</p> <p><u>Maths; Measurements, Perimeter, Area and Volume</u></p> <p>Learning Objective: Finding the area of triangles</p> <p>Task 1</p> <p>Draw and cut out a number of rectangles. Draw a triangle inside each rectangle (see below) eg</p>  <p>Cut the triangles out and lay the cut out pieces on top of</p>	<p>Science:</p> <p>This week we will be starting our new topic, all about life cycles.</p> <p>Today, I want you to try to remember what you can about the life cycles of these living things:</p> <ol style="list-style-type: none"> 1. A flowering plant (for example a sunflower) 2. An amphibian (for example a frog) 3. A reptile (for example a snake) 4. An insect (for example a butterfly)

	<p>Imagine that you are interviewing Dr Drake after his return from an expedition. What questions would you like to ask him? Try to use as much vocabulary from the book as you can.</p> <p>Draw your own map of where you found a dragon. Use as much information as you can from the book to help you. Annotate it with labels.</p> <p>Spelling: Use the document Thursday Spelling to write a short passage of text using the words that you have been learning.</p>	<p>your triangles. (See video on Dojo) What do you notice?</p> <p>Task 2 Watch video link Spr6.8.3 - Area of a triangle (1) on Vimeo</p> <p>Task 3 Complete Wednesday - All Worksheet</p> <p>Task 4 Optional Complete Wednesday ** and *** Worksheet</p>	<p>Divide a piece of paper into four and in each section, use pictures and words to explain the life-cycle. Don't go into too much detail. You might want to show it as a process that goes round in a circle.</p>
	English	Maths	Science & the wider curriculum
<p>Thursday</p>	<p>Reading Group 1/2 Independent reading. Group 3 live guided reading. Group 4 guided reading preparation for tomorrow's live session. Read the extract on google classroom.</p> <p>Getting to know the book Use the document "Thursday English" to learn about how to fly a dragon. Your task for today and tomorrow will be to imagine that you are the star of a youtube channel about dragonology. Give your channel a name. I want you to write the script for a video on your youtube channel called "How to fly a dragon". Make sure that you use</p>	<p>Warmup for all: Flashback 4 Jamboard on google classroom. Answers on a post-it with your name, please!</p> <p><u>Maths; Measurements, Perimeter, Area and Volume</u> Learning Objective: Finding the area of triangles</p> <p>Task 1 Review learning from the previous day Calculate the area of each shape by counting squares.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>What do you notice about the area of the triangle compared to the area of the square? Does this always happen?</p> </div> </div> <p>Task 2 Watch video link Spr6.8.4 - Area of a triangle (2) on Vimeo</p>	<p>Creative Thursday</p> <p>Over the next three weeks we are going to be thinking about using the idea of "found sounds" to create music at home.</p> <p>All sound is produced by vibrations. In the video link here, how do the performers make the glasses vibrate?</p> <p>https://www.youtube.com/watch?v=QdoTdG_VNV4</p> <p>I want you to take this idea and see if you can make your own bottle xylophone. PLEASE check with a parent before you get started, glass can be dangerous! I suggest</p>

	<p>information from the book (and make up as much as you want yourself) and make it sound like a real youtube video (think about the language that you use and the structure that you give it). If you want, you can ask someone to help you video you performing your script.</p>	<p>Task 3 Complete Thursday - All Worksheet</p> <p>Task 4 Optional Complete ** and *** Worksheet</p>	<p>using empty food jars instead of drinking glasses because they are stronger. I also suggest that you use a wooden spoon as a “beater” but be gentle!</p> <p>Challenge one: Make some low notes and high notes. What is the relationship between the amount of water in the jar and the pitch of the sound? Does it make a difference if you use a larger jar but the same amount of water?</p> <p>Challenge two: If you use six jars, can you make a xylophone that will play <i>Twinkle twinkle little star</i>?</p>
	English	Maths	Science & the wider curriculum

<p>Friday</p>	<p>Reading Group 1/2/3 Independent reading. Group 4 live guided reading.</p> <p>Writing Getting to know the book Finish your video, then watch the video (link on dojo) about the wardrobe of voices. Think about what voice you chose from the wardrobe for your video script and what voice has been chosen for the writing in the book.</p> <p>Spelling Get someone to test you on the words that you have been learning this week (focus words from Monday)</p>	<p>Warmup for all: Flashback 4 Jamboard on google classroom. Answers on a post-it with your name, please!</p> <p><u>Maths; Measurements, Perimeter, Area and Volume</u> Learning Objective: Finding the area of triangles</p> <p>Task 1 Watch video link Spr6.8.5 - Area of a triangle (3) on Vimeo</p> <p>Task 2 Complete Friday - All Worksheet</p> <p>Task 3 Optional Complete **</p> <p>Task 4 Optional complete *** Worksheet</p>	<p>PE</p> <p>Jump challenges.</p> <p>This week we are going to think about three different jumps:</p> <ul style="list-style-type: none"> ● A standing long jump ● A standing triple jump ● A standing high jump <p>Start by going for a gentle run to warm up. If you need to stay inside, either run on the spot or do some jumping jacks.</p> <p>Then do some gentle stretching. Since we are using our leg muscles, we need to focus on stretching them. Try these two stretches:</p>  <p>Vertical jump To do a vertical jump, you need a wall that you can mark. Stretch up as high as you can, and mark where your fingers end. Then jump as high as you can and get someone to spot where your finger</p>
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			<p>touched the wall. Your vertical jump is the distance between the two marks.</p> <p>There are three phases:</p> <p>Stand sideways on to the wall, tall with your arms up.</p> <p>In one movement, bring your arms down, and extend them behind your back. Bend your knees and bend at the waist. Your back should be straight and parallel to the floor.</p> <p>Now straighten up and jump in one movement. Try to imagine that you straighten your leg, then your ankles bend and your arms fly up at the same time.</p> <p>Standing long jump</p> <p>This is a similar technique to the vertical jump. We have done these at school before. Make sure you look upwards and forwards as you jump, think about moving high to low</p> <p>Standing triple jump</p> <p>This is a tricky technique! Here's an old video that shows you how to do it: https://www.youtube.com/watch?v=UoJE Xxm1pjY</p> <p>If you want to see someone with really good technique, watch this video: https://www.youtube.com/watch?v=g3941toQGx0</p>
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