

Year 6
Home Learning
Pack

22/2/21



Hello Year 6,

We hope you are all ok and staying safe. We miss you all lots and can't wait to see you all soon!

In this learning pack you will find:

- X5 English Lessons
- X5 Maths Lessons
- X3-4 Foundations Lessons (e.g. Art, History, Geography, Science etc.)
- X3 RE Lessons
- A basic skills Maths Lesson and basic skills Literacy lesson.
- There may also be a French activity and online you will find a Music Loom and activity.
- Online there will also be x5 Reciprocal Reading Lessons

Please complete 1 English Lesson and 1 Maths Lesson daily. They are numbered in the order you should complete them in (1-5). So, complete lesson 1 on Monday and lesson 5 on Friday.

There are 3 Foundation and 3 RE lessons you can choose to complete on whichever days you like but please do not try to do them all on the same day, they are also numbered.

We will also be uploading a daily reading lesson to class dojo every day.

Additionally, you should be logging into Times Table Rockstars and Spelling Shed for daily revision of your times tables and spellings. If you have lost your passwords please contact us or the school office.

Furthermore, please visit Oxford Owl eBook library for some daily reading. Mrs Coleman and Miss Tracey will be communicating with you via dojo about the progress of your reading. ☺

6P Oxford Owl Login		6B Oxford Owl Login	
Username:	class6parry	Username:	class6brooks
Password:	stmatthews	Password:	stmatthews

(all lowercase letters!)

There is a timetable below of what your week *could* look like. But please note that this is only an EXAMPLE and you can adapt it to suit your home learning as long as all work is completed!

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
AM	Literacy -1	Literacy -2	Literacy -3	Literacy -4	Literacy-5
	Maths -1	Maths -2	Maths -3	Maths -4	Maths -5
Break					
	Reading Lesson-1	Reading Lesson-2	Reading Lesson-3	Reading Lesson-4	Reading Lesson-5
Lunch					
PM	RE Lesson -1	Foundation -1	Foundation -2	Foundation -3	RE Lesson-3
	French	Extra Literacy SPaG-6	RE Lesson -2	Extra Maths Basic Skills-6	Music Activity
	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed	TTRockstars and Spelling Shed
	Break				
	Oxford Owl eBook Reading	Oxford Owl eBook Reading	Oxford Owl eBook Reading	Oxford Owl eBook Reading	Oxford Owl eBook Reading

We are really enjoying seeing all of your home learning and staying in contact with you all. We can't wait to see you all soon! Love, Miss Parry and Mr Brooks ☺

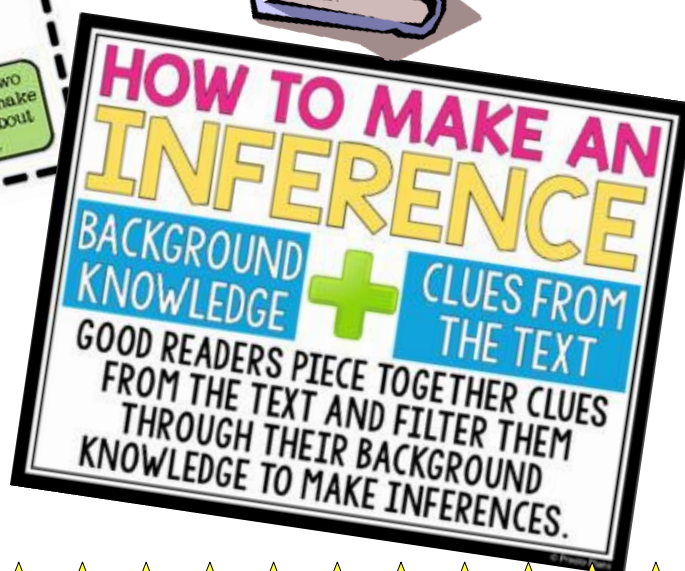
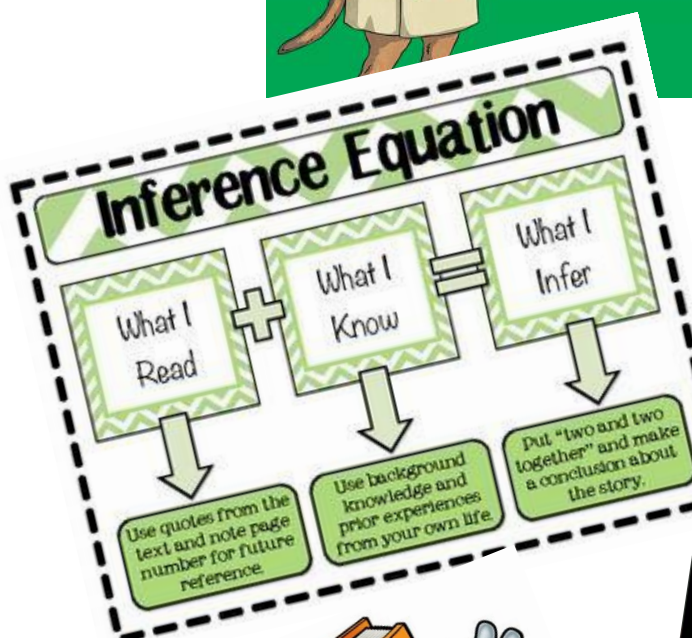
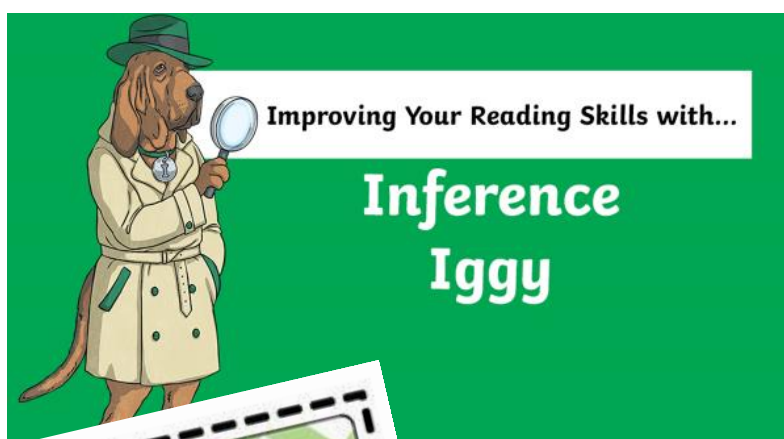
Hello Year 6, for our English lessons this week we will be revisiting and revising some key Year 5 and 6 SPaG objectives. We have chosen to revise these objectives based on areas we feel you may need some help with and also some areas that you may have asked for help with when we sat our NFER tests in Autumn term. Make sure you engage with these lessons as they will help you with your writing!

English – 1 **22/2/21**

Lesson 1 – Reading – Inference

Today we are going to complete a reading lesson, but we are going to concentrate on the skill of inference.

We are going to use Inference Iggy to help us do this.



What Does Inference Iggy Do?

Inference Iggy helps with understanding inference.:

Make inferences from the text/explain and justify inferences with evidence from the text.

This means that he is there to help you to **pick up ideas from the text** that are **not always written** in the text itself.

He helps you to do this by getting you to read the text as if you are a detective. **You're not looking for what is there – you're looking for what is meant by it.** For example, if the text says 'Jenni's face was red – she wrinkled her brow and began to shout', what could you infer about how Jenni feels?



 [Back](#)

What Might Inference Iggy Ask?

Inference Iggy might ask questions like these:

- What makes you think...? Give evidence to support your answer.
- What impression are we given about...? Why?
- Why did the character behave like this?
- How does this character feel about the situation? How do you know?
- Why is... important? Explain your answer.
- Which character would you most like to meet? Explain why.

Read the text below from Raider's Peril and have a go at answering the inference questions that follow.

Improving Your Reading with Inference Iggy: Raider's Peril



Catanna ran through the darkness of the White Desert night. She rarely ventured to the Silken City, and never alone. Despite its soft-sounding name, it was a cut-throat place.

Katka's thumb ached from pressing the forward button as hard as she could. It wouldn't make Catanna move any faster – Katka knew that – but her thumbs wouldn't listen to reason right now. She had to find Xandon and discover what the Gutvines were up to, before they tricked her into destroying her own guild.

The hazy light of the distant city grew brighter by degrees. Catanna didn't look to the left or right; she just ran – over dunes, through tented encampments, under the shadows of enemy strongholds. She even splashed through an oasis without swerving; her eyes never left that hazy light.

That was how the bandits got her.

Suddenly, flaming arrows rained down from the sky. Her vision flashed red and she staggered as her health bar dropped.

She'd been hit. Unfamiliar voices jumbled on her headset.

"Taste it!"

"One more hit."

"Grab the bag."

Too late, Catanna readied

her spear. But Katka couldn't see who to aim at, and the spear flew, glittering, into the night, landing uselessly in the sand ahead. Catanna tried to follow it, but she was knocked to the ground by another blow. Her health was critical.



Raider's Peril

"She's out."

"Taste it!"

"Shut up and search the bag."

"Topaz, nice."

"Who uses spears anyway?"

All Katka could see was black. She pressed every button on the controller, but Catanna just lay there, her health bar blinking a warning. She was helpless as her lootbag was snatched away and the unseen assailants emptied its contents and flung it onto the sand. She heard every thud as they ran away across the desert.

Eventually, her health bar climbed above the danger zone and stopped blinking. Katka let out a breath that she didn't know she'd been holding. Catanna stood, picked up her lootbag, and looked at the contents. Just some useless armour, precision gloves, and something called an ice cloak.

Great.

Catanna shouldered the bag. All that Gutvine loot, gone in seconds because of Katka's own stupidity. Fantastic.

Catanna limped in circles, searching for her topaz spear. She remembered the exact spot it had landed in, but it wasn't there. The further that Catanna limped, the deeper her heart sank until it dropped right into her stomach. Her spear was gone.

Katka flopped back on her cool pillows. She stared at the ceiling, at the crack that wriggled across it like a road on a map. She was the leader of the Brittlestar guild; despair was not an option. She had to find Xandon and get back what she had lost. With a sigh, she sat upright.

Catanna joined a crowd of raiders, merchants and warriors as she limped closer to the Silken City gates. Guards stood on either side, their formidable weapons ready in case of trouble. Catanna stayed to the middle of the crowd, who jostled and slowed as they reached the bottleneck.

Raider's Peril

As the bustling chatter and hanging silks of the city came into focus, Catanna was snatched to the side by a guard. The guard's animated face loomed down at Catanna, grinning. His teeth were black.

1. What evidence is there in the first paragraph of the Silken City being a hostile place to visit?

Give **two** points.

1. _____

2. _____

2. What impression is the reader given about the character of Catanna within the first three paragraphs of the chapter?

Explain two features of her character using evidence from the text to support your answer.

3. *Too late, Catanna readied her spear.*

Why did Catanna do this? Tick **one**.

- ☐ because she was anticipating an attack
- ☐ because she was prepared to defend herself
- ☐ because she was confused by the unfamiliar voices
- ☐ because she was following Katka's instructions

4. *...the spear flew, glittering, into the night*

Why do you think that the spear is described as *glittering*?

5. *Catanna stood, picked up her lootbag and looked at the contents. Just some useless armour, precision gloves, and something called an ice cloak. Great.*

What impression is the reader given about Catanna's mood in this extract?

6. Look at the paragraph beginning *All Katka could see was black.*

Explain two ways in which Catanna is portrayed as vulnerable in this paragraph, using evidence from the text to support your answer.

7. *The further Catanna limped, the deeper her heart sank until it dropped right into her stomach.*

How does this tell the reader that Catanna feels? Tick **one**.

- ☐ elated
- ☐ deranged
- ☐ devastated
- ☐ ecstatic

8. Why do you think that Catanna made the decision to join a crowd of raiders as she arrived at the Silken City?

9. Look at the last two paragraphs of the text.

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

Statement	Fact	Opinion
The guard's teeth were unpleasant to look at.		
He snatched Catanna to the side.		
His face was animated.		
The guard was considerably taller than Catanna.		

10. Look at the paragraph beginning Katka flopped back on her cool pillows.

a) How does Katka show her disappointment in this paragraph?

b) How does Katka show her determination in this paragraph?

Now have a go at reading this small paragraph and answer the inference questions.

Improving Your Reading with Inference Iggy: An Unexpected Guest



It was five o'clock in the afternoon; there can be no doubt whatsoever about that as I looked at my watch less than ten minutes before it happened. It was exactly five o'clock in the afternoon when I received a most unusual and remarkable visit – a visit which has left an indelible impression on my memory. I was seated in an armchair in my private study in a small town on the west coast of England. It was a splendid afternoon. I was reflecting, as I frequently do, on the pleasant memories of bygone days (especially the happy days that I spent long ago among the coral islands of the Pacific), when I heard a tap on the door.



"Come in," I beckoned. A stranger immediately burst into the room, shut the door in my landlady's face and locked it. I was naturally surprised, though not alarmed, by the abrupt and eccentric conduct of my visitor, who stood before me with his arms folded, gazing at me and breathing hard.

"You are agitated, sir. Please sit down," I said, pointing to a chair.

1. How is the narrator feeling in the first sentence of this extract? Tick **one**.

- ☐ resolute
- ☐ irritated
- ☐ dishevelled
- ☐ self-centred

2. Give two ways in which the narrator of the text is portrayed as a calm individual.

1. _____
2. _____

An Unexpected Guest

3. Explain why the landlady may have been offended.

4. What impression is the reader given about the strange visitor in this extract? Discuss two aspects of his character, using evidence to support your answer.

Here are some more inference challenge question cards. Have a go at answering the questions on these cards to ensure you are increasing your confidence with inference!

Inference



Where is this bench?

Who sits on it?

Is this bench new or old?

Does this bench look comfortable?

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Inference



What are these children doing?

Where are they?

How do they feel about what they are doing?

What are they going to do next?

Do these children know each other?

Photo courtesy of (familymwr@flickr.com) - granted under creative commons licence - attribution

Inference



What is happening here?

How can you tell that the men are putting in a lot of effort?

Why does the man at the back only have one hand on the rope?

How can you tell that these men belong to a club or group?

What is the weather like?

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Inference



What can you infer from this picture?

What makes you think that?

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Inference



What can you infer from this picture?

What makes you think that?

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English – 2 **23/2/21**

Lesson 2 – Prepositions

Prepositions

A preposition is a word that indicates place or direction.

Examples: across, into, between, above, beyond, towards, behind, over.

Prepositions describe the relationship between the subject of a sentence and another object.

Examples:

The apple was under the table.

The glider flew through the air.

The boy walked towards the school.

Which of the following words are **prepositions**?

in	to	house	location
travel	walk	inside	tomorrow
visit	mountain	beside	later
journey	upon	off	during

Prepositional Phrases

A prepositional phrase includes the object that the preposition in a sentence is referring to and any other words that link it to the preposition.

For example: He hid beneath the duvet.

A prepositional phrase usually includes a preposition, a noun or pronoun and may include an adjective. It does not include the verb!

Can you pick out the **prepositional phrases** from these sentences?

The general ordered the troops to retreat **to the valley**.

Jules was delighted to find a present **inside the egg**.

Mike didn't think he could run **up the hill**.

Where could it be? It wasn't **in the box** and it wasn't **round the back**.

When the siren sounded they all set off **into the ancient woods**.

Prepositions

Prepositions link nouns, pronouns and phrases.

Prepositional Phrases – Identify Prepositional Phrases

A prepositional phrase is a group of words that start with a preposition and explain the time or place that something happened. They are also used for cause. For example: 'from my grandmother', 'on Christmas Day', and 'due to the hot weather'. A prepositional phrase can also function as an adverbial phrase by modifying a verb.

Prepositional Openers

Prepositional phrases can also act as an adverbial phrase and, when used at the start of a sentence, they act as a fronted adverbial. When starting a sentence with a prepositional phrase, it has to be separated from the main clause with a comma. In the example below, the prepositional phrase has been moved to the start of the sentence.

Julie went for a walk in the morning.

In the morning, Julie went for a walk.

Using Conjunctions, Adverbs and Prepositions
- to express time and cause

Prepositions

Prepositions describe location, place and time. You can use prepositions to expand noun phrases.

underneath the bed	before morning
above the ground	between the buildings
around the corner	with all my friends
because of the weather	this evening
next to	every weekend
during the night	
alongside the road	
from my grandparents	
in the river	
below the night sky	

Missing Prepositions

The sentences below are all missing a preposition. Choose a preposition from the box below to complete each sentence so it makes sense.

on	in honour of	inside	at	Due to
under	across	In summer	before	through

1. "Dinner's ready!" said dad as he placed the pizza _____ the table.
2. Daniel always goes to breakfast club _____ school starts.
3. You have a doctor's appointment _____ 4 o'clock.
4. _____ the horrible weather, the BBQ was cancelled.
5. _____, we went on holiday to Greece.
6. Lucy hid _____ the wardrobe when they played hide and seek.
7. Ben finally found his missing toy; it was _____ his bed the whole time.
8. They held a party _____ the Queen's Jubilee.
9. Courtney had to squeeze _____ the crowd of people to get to her friends.
10. Micheala, my best friend, lives in a house _____ the road from mine.

A Messy Bedroom

Identify Prepositional Phrases

Below is a description of a messy bedroom. Underline all the prepositional phrases in the text. There are eleven altogether – can you spot them all?



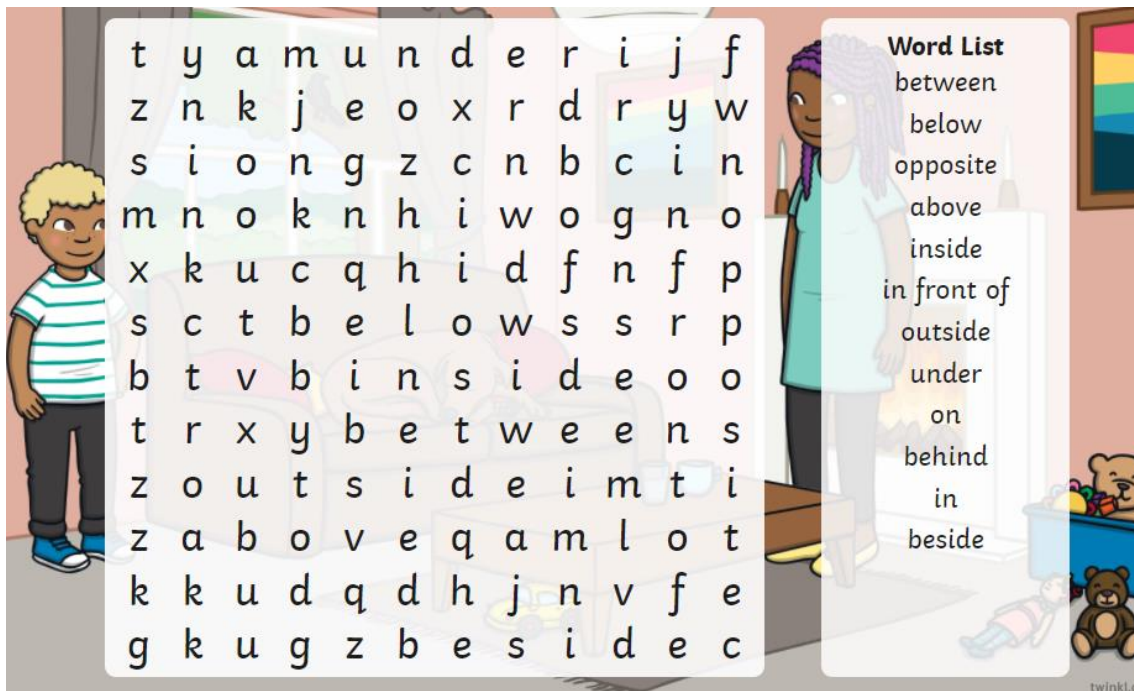
'I'll do it first thing in the morning,' he thought to himself as he shoved another dirty sock beneath his pillow.

[illegible]

Preposition Detective

Read the sentences below. Each one contains at least one preposition. Help Detective Dog identify the prepositions in each sentence by drawing a circle around each one. The first has been done for you.

1. Due to the terrible weather, the football match was cancelled.
2. The schoolchildren stood by the bus stop.
3. Jamie received lots of presents at Christmas.
4. The cat slept in the shadow of a tree.
5. Slowly, soft clouds drifted through the sky.
6. Thanks to the beautiful weather, the Brown family had a great BBQ in the garden.
7. Jacinta found a good hiding place under the table.
8. Dad managed to park his car between two large trucks.
9. I completed my homework after dinner.
10. We're here until Friday.
11. Her coat was hung behind the door.
12. My best friend lives opposite me.



Word List

- between
- below
- opposite
- above
- inside
- in front of
- outside
- under
- on
- behind
- in
- beside

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English – 3 24/2/21

Lesson 3 – Conjunctions

What are co-ordinating conjunctions?

We use co-ordinating or correlative conjunctions to join two parts of a sentence that are of equal weight or importance.

All these words are co-ordinating conjunctions:

- and
- but
- or
- nor
- yet
- so

Here are some example sentences using each one:

I am going shopping **and** I am getting my hair cut.

Mum wanted to make apple pie, **but** there were no apples on the shop shelves.

You can go to the park **or** you can stay at home.

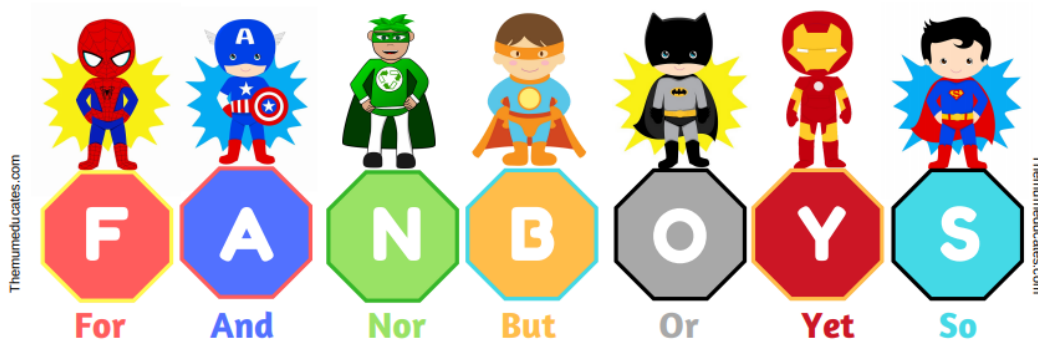
Peter did not finish the test, **nor** did he check his answers.

Tina often gets seasick, **yet** she has decided to take the ferry.

It was raining, **so** they went to the library.

Co-ordinating Conjunctions

These words connect words, phrases and clauses.



For	Sam drank some water, for he was thirsty.
And	I take milk and sugar in my tea.
Nor	Sara doesn't like apples, nor does she like pears.
But	All the children wanted to eat pizza, but no one wanted to buy it
Or	We could go to a zoo, or we could go to a theme park.
Yet	The weather was cold and wet, yet we enjoyed very much.
So	He is sick, so he is not going to the school.

Watch this Anchor Education video all about co-ordinating conjunctions:

<https://www.youtube.com/watch?v=yH3R9pyIU8M>

What are subordinating conjunctions?

A **subordinating conjunction** introduces a **subordinate clause** (a clause that does not make sense on its own), for example:

We couldn't go to the theme park **because** it was closed.

Get the steak off the heat **as soon as** it goes brown.

Don't go out on the waves **until** they calm down.

I can't go out and sunbathe **although** I would love to.

Frances is very brave, **whereas** Paula is not.

I feel safe **whenever** you are near.

Make sure you turn off the oven **if** it gets too hot.

Subordinating conjunctions include:

- after
- because
- if
- since
- though
- unless
- until
- when
- where
- why

A **conjunction** does not have to appear in the middle of a sentence. Here are some examples of conjunctions at the start of sentences:

Before folding up your clothes, check they are dry.

Because you have arrived late, you have disrupted everything.

Although I am content in my job, it is not very exciting.

SUBORDINATING CONJUNCTIONS

after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

Watch this Anchor Education son about subordination conjunctions:

<https://www.youtube.com/watch?v=8rZAdOgWDk>

Subordinating Conjunctions

A subordinating conjunction connects two full sentences.

The sentence which begins with a subordinating conjunction is called a **subordinate clause**.

e.g. The children were happy **although** it was raining.

e.g. **Before** we visit the park, we must find our boots.

e.g. Mr. Green, **once** he had marked all of the books, began his P.E lesson.

after, although, as, because, before,

due to (the fact that), once, since, unless, though



until, when, if, while, whether.

Conjunctions and other Connective Devices ...

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Opposition	Reinforcing/ in addition	Explaining/ listing	Cause and effect	Time
<ul style="list-style-type: none"> however nevertheless on the other hand instead in contrast looking at it another way the main reasons against some people do not believe for instance the evidence for this suggests disagree whereas as long as 	<ul style="list-style-type: none"> besides anyway after all many people believe this is an important issue because one reason is furthermore in addition a further point claim that ... 	<ul style="list-style-type: none"> for example in other words for instance first of all finally in conclusion after much thought in the end we decided I believe that 	<ul style="list-style-type: none"> therefore consequently as a result thanks to this because of this this causes the reason that this results in 	<p>Prior (at the beginning)</p> <ul style="list-style-type: none"> at first in the beginning until then up to that time firstly <p>Following (afterwards)</p> <ul style="list-style-type: none"> just then next in due course in the end after that later finally eventually a month later <p>Parallel (at the same time)</p> <ul style="list-style-type: none"> in the mean time simultaneously concurrently
<ul style="list-style-type: none"> but although despite 	<ul style="list-style-type: none"> and also moreover 	<ul style="list-style-type: none"> so therefore consequently 	<ul style="list-style-type: none"> because when so 	<ul style="list-style-type: none"> then before after until

Activity

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and

but

or

so

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although

because

so that

even if

whenever

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!
4. He goes abroad on holiday, _____ he doesn't like flying.

Cameron needs your help. He has to underline the conjunction in each of these sentences but he is a little confused. Please help him by underlining the conjunction in each sentence below.



1. Nina had no coat on although it was very cold.
2. Jeremy likes to watch television when he gets home from school.
3. I'd buy a huge house if I had lots of money.
4. Aman was late for school because her alarm was broken.
5. When the plane landed, the passengers got ready to disembark.
6. Sandra couldn't hear her friend because the music was too loud.
7. The dog slept on the carpet whilst the cat lay on the sofa.
8. I'll be there although I may be a little late.

A Birthday Party

Look at this picture of a birthday party scene. Write a paragraph to describe what is happening on the lines provided. Try to include each of the co-ordinating conjunctions below. Tick each conjunction as you use it in a sentence.



so

and

but

or

Handwriting practice lines consisting of ten horizontal lines.

Comic Book Capers

Now it is time to use a range of conjunctions in a comic book. Using the boxes provided, draw your own comic book superhero having an amazing adventure. They could rescue a cat from up a tree, help some children to get to school when their car breaks down, save animals at sea or do whatever your imagination creates! Below each scene in your comic, write a sentence to describe what is happening. Use the conjunctions provided to extend your sentences. Tick each conjunction that you use as you are creating your comic.

☐

when

☐

because

☐

if

☐

despite

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and

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as

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but

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since

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so

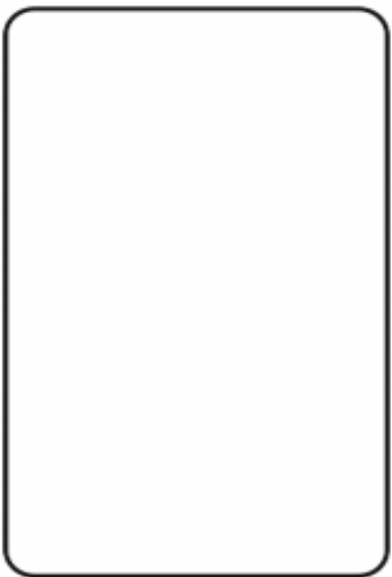
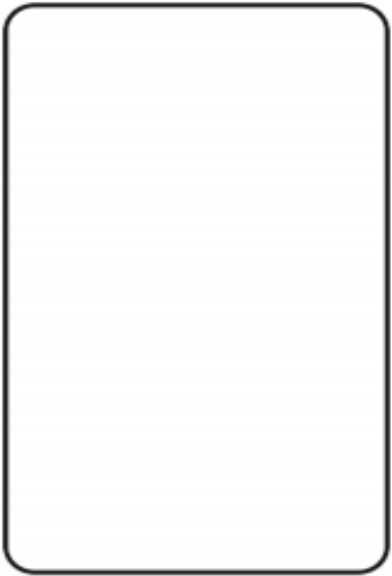
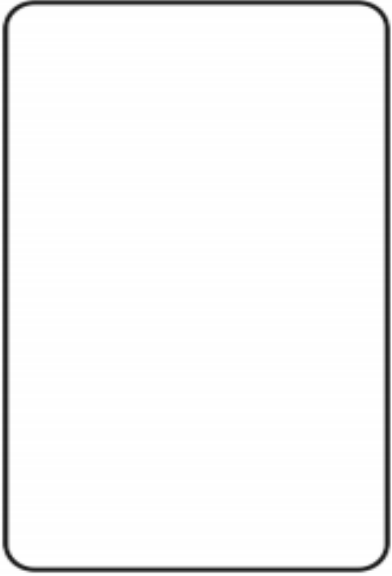
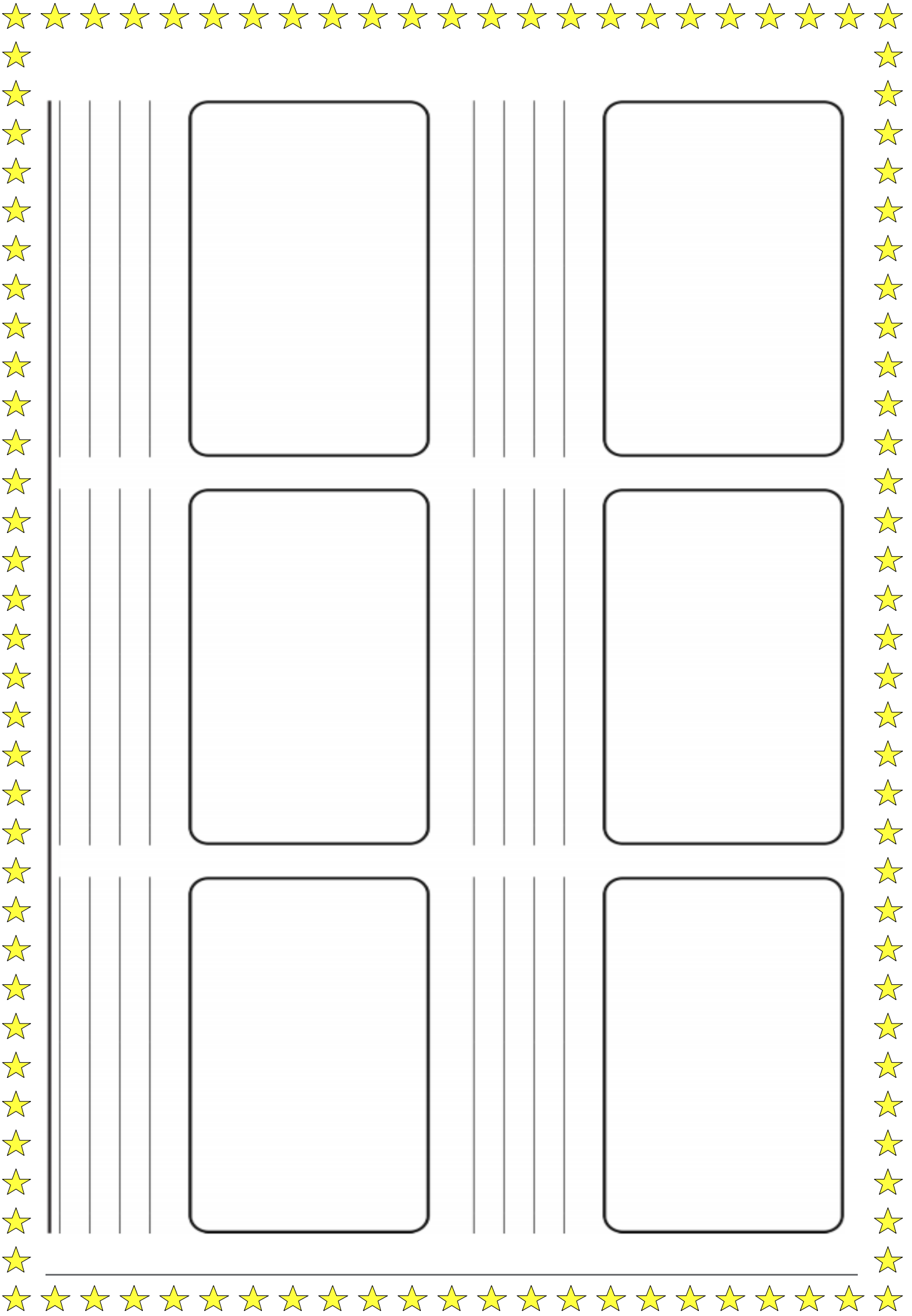
☐

until

☐

although





English – 4 25/2/21

Lesson 4

What is a clause?

A clause is a group of words that includes a subject and a verb.

There are two types of clauses,

independent clauses and **subordinate clauses**.

The **independent clause** makes sense on its own because it is a complete thought.

For example:
I went to town.
It was red.

A **subordinate clause** supports the independent clause. The opening words of subordinate clauses show that they are dependent on the independent clause.

For example:
after the storm cleared
because he didn't like chocolate

The Subordinate Clause

A subordinate clause can come at various points in a sentence.

You might use one at the **front** of a sentence.
For example, a fronted adverbial can be a type of subordinate clause:

Like a bullet speeding through the air, he ran through the door.

You might want to use one at the **end** of the sentence:

She went straight home after school because she needed an early tea.

Sometimes they even come in the **middle** of sentences:

My brother Richard, who lives in Australia, is coming home for Christmas.

When to Use a Comma

Sometimes you will need to use a comma to mark where your subordinate clause is. Here are some general rules to help you know when to use commas.

If the subordinate clause starts the sentence, use a comma after it. If it ends the sentence do not use a comma.

Before we go swimming, we have to go to school.
We have to go to school before we go swimming.

If the subordinate clause is adding additional information in the middle of your sentence, put commas before and after it. If you could put parentheses () around your clause, it needs commas.

Tomorrow morning, when the clock strikes nine, school will begin.

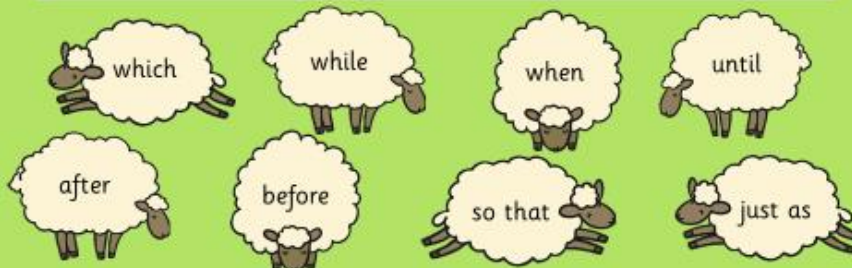
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Conjunctions

Conjunctions are used to start subordinate clauses.
Here is a collection of conjunctions.

Can you use the conjunctions to make subordinate clauses for this sentence?

She walked for an hour.



For example: After she had eaten lunch, she walked for an hour.

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Answer questions 1-3 adding more detail to the subordinate clauses. The next activity asks you to create different types of sentences by putting a subordinate clause at either the beginning, middle or end of the sentence.

1. Finish off the sentences by adding more detail to these subordinate clauses.

a) While the rain poured down, _____

b) Before the party had started, _____

c) _____ before it's too late.

d) _____ because I don't know the answer.

2. Now try adding an embedded clause into this sentence.

a) Alan the footballer, _____, scored the first goal.

3. These sentences begin with a main clause. Add a subordinate clause to each one to finish the sentences. Remember that the subordinate clause **should not make sense on its own**.

a) Jack plays rugby _____

b) Tim likes to draw _____

c) Flying a kite is fun _____

d) I love sunny mornings _____

e) Bathtime is fun in our house _____

Creating Sentences Using Subordinate Clauses

Can you extend these sentences by adding a subordinate clause at the **beginning**, in the **middle** and at the **end**? You can choose a different subordinate clause for each variation.

Remember to think about punctuation.

Existing sentence

Katy took a deep breath and blew out her candles.

Extended sentences

After we sang Happy Birthday, Katy took a deep breath and blew out her candles.

Katy took a deep breath, so that her lungs were full of air, and blew out her candles.

Katy took a deep breath and blew out her candles before we cut into the cake.

I think it's my turn to do the washing up.

Existing sentence

The whole car was full of our camping equipment.

Extended sentences

The bird flew down and landed on our bird table.

James lit the rocket and the fuse started to fizz.

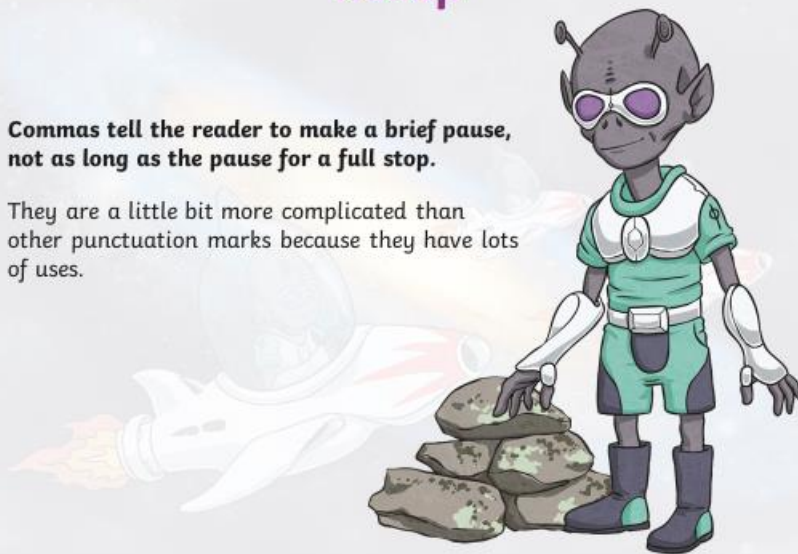
English – 5 26/2/21



Recap

Commas tell the reader to make a brief pause, not as long as the pause for a full stop.

They are a little bit more complicated than other punctuation marks because they have lots of uses.



Starter

The antiques shop sells silver, paper, lanterns, drawers and vases



Can you make this sentence mean different things using commas?



Introduction

Commas are used to separate items in lists, but 'and' is used instead of a comma for the last item.



In my fruit bowl, I have bananas, satsumas and kiwis.

Can you punctuate this list with commas?

My three favourite foods are fish pie stir fry and pizza.



Introduction

Commas can be used like brackets to separate extra information from the main sentence. These are sometimes called embedded clauses.



The boy, who was only eight, won the award for best actor.

Notice that the sentence still makes sense if you don't include the clause in the commas.

Can you separate the extra information in this sentence?

The sandwich which was the only one left was delicious



An embedded clause can also be known as a relative clause if it includes a relative pronoun (who, whose, that, which, whose, where, when.)

Introduction

Commas are used between clauses to break up long sentences. They are used before words like 'and', 'but', 'so', and 'for'.



I was feeling really tired, so I got up and went to bed.

Can you break up this sentence using a comma?

Yesterday I went to the shops but today I stayed at home.



Introduction

Commas can be used before speech marks begin.

Tommy shouted, "Help me please, I'm stuck in here!"



Commas are also used after fronted adverbials.

Fortunately, the next bus came five minutes later.



Plenary

Take it in turns to explain to someone at home why each of these commas are in the sentences:

On Saturday, I'm going to the water park.



Michael said, "I'm not going."

You can have your potatoes boiled, steamed, mashed or roasted.



I knew it was wrong, but I did it anyway.

Fix My Sentence

Repair the sentences by putting commas in the correct places.

1. The wrapping paper had blue white red and yellow stripes.
2. The Shard the tallest building in Britain is located in London.
3. The candle was burning brightly but I could see it was about to go out.
4. Thomas smiled warmly and said "Good afternoon."
5. Dramatically the song finished with a bang!

Complete the following tasks:

6. Write a list of five things you would need to camp out for the night.
Write your list as a sentence.
7. Can you add extra information to this sentence using an embedded clause?
Laura walked to school.
8. Can you use a second clause to extend this sentence?
The air was very cold.
9. Can you decide what Skye said?
Skye frowned and said
10. Can you use a fronted adverbial to describe how the door slammed?



Using commas in a list

I can use commas instead of 'and' when writing a list.



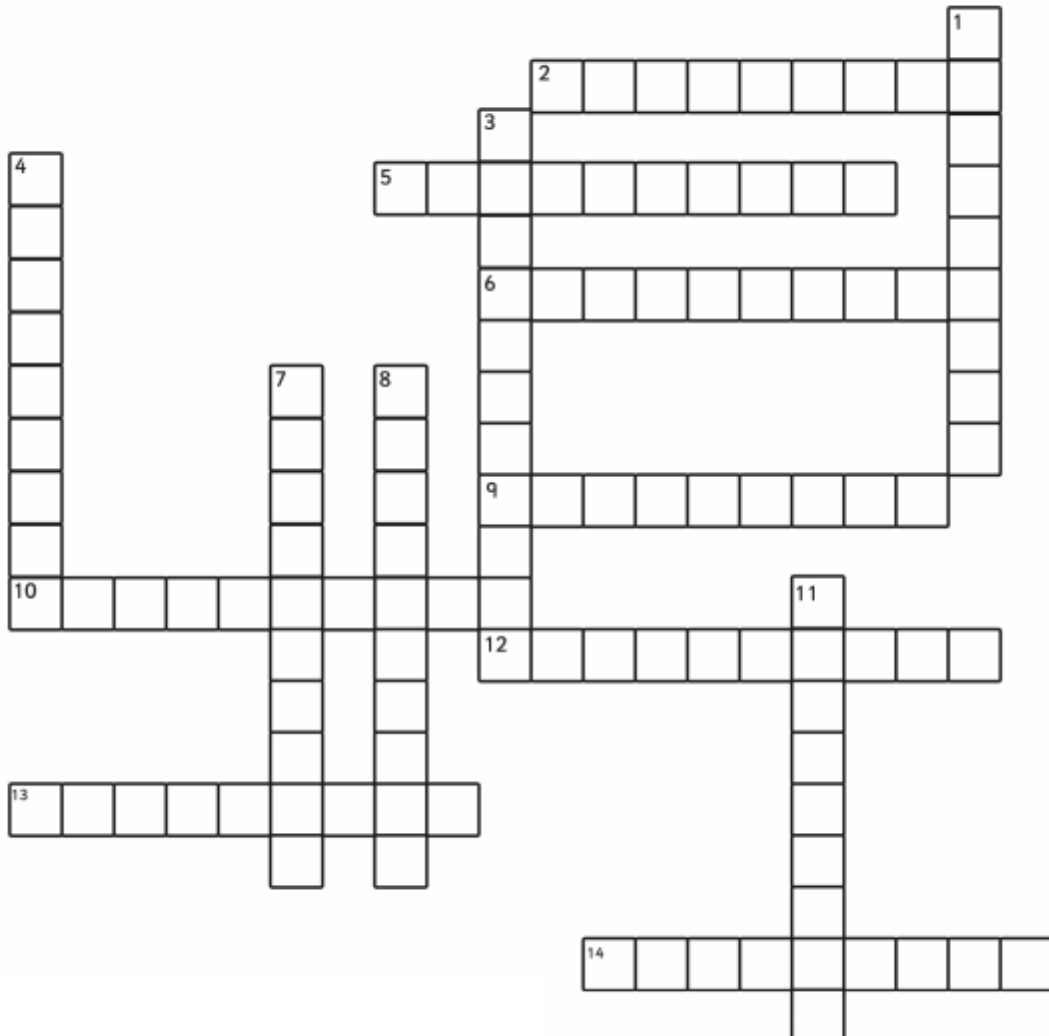
Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday I will need: a beach towel and several pairs of shorts and some sunglasses.
2	Down the back of the sofa I found an apple core and a felt-tip pen and a headless doll and a pound coin.
3	At the zoo we saw white polar bears and impressive lions and stripy tigers and cheeky monkeys.
4	Winter is cold and dark and wet, but people enjoy Christmas and warm fires and hot chocolate.
5	The bike was new and red and shiny and fast. It had a light which was bright and clear.
6	Fruit comes from all over the world but apples and pears and strawberries are also grown in the UK.
7	My favourite things to eat are pick and mix sweets and bread and butter and cheese and onion crisps.
8	I like playing football and hide and seek.

Extra SPaG

Complete the crossword to practise your double consonant words. All of the words you will need have been taken from the Year 5/6 statutory spelling list. There is a copy attached for you to see.

Spelling List Crossword Double Consonant



Across

2. He has a c__meeting after school.
5. Being a teacher is her chosen p__.
6. You have done a m__job.
9. I volunteer in my local c__.
10. They didn't have s__resources to do their job.
12. She liked to e__when telling stories.
13. His work was e__.
14. Which restaurant can you r__?

Down

1. It wasn't n__for me to be there any longer.
3. Many deaf people c__by using sign language.
4. She didn't mean to e__him in front of the whole class.
7. Tom didn't like exercise. He e__didn't enjoy dancing.
8. The findings c__to the results.
11. What is your favourite TV p__?

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Maths 1 – 22/2/21

Describing a Pattern

In Focus



arranges coins according to a rule.



What is the rule?

Let's Learn

1

Pattern number	1	2	3	4	5
Arrangement					

Can you show Pattern 6?

In Pattern 6,
there are 6 rows.

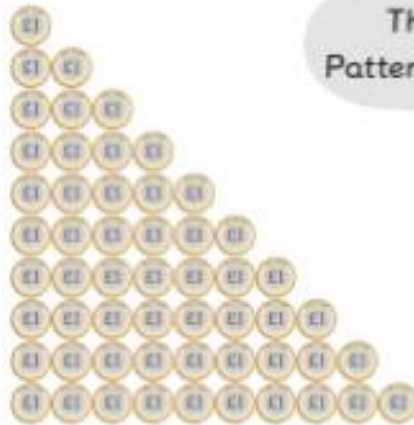


The longest row in
Pattern 6 has 6 coins.



2 How about Pattern 10?

In Pattern 10, there are rows.



The longest row in Pattern 10 has coins.



3 How about Pattern Δ where Δ is any whole number?

Pattern number	Number of rows	Number of coins in the longest row
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
10	10	10
Δ	Δ	

4 We can use a symbol (Δ) or a letter (x) to stand for any number.

In Pattern x , there are rows.



The longest row in Pattern x has coins.



Guided Practice



makes this pattern according to a rule.




Pattern number	1	2	3	4
Arrangement				

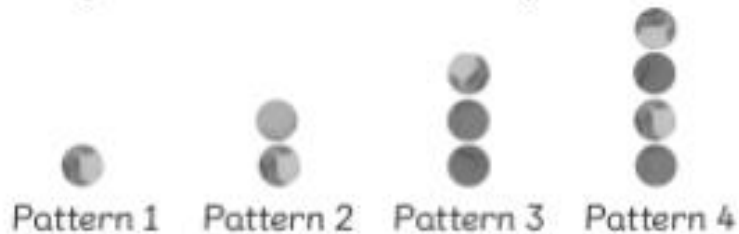
Complete the table.

Pattern number	Number of	Number of
1		
2		
3		
4		
10		
n		

Worksheet

Describing a Pattern

1  arranged some marbles according to a rule.



(a) Complete the table.

Pattern number	Number of marbles
1	1
2	
4	
10	
x	

(b) Draw Pattern 6 and Pattern 8.

Pattern 6

Pattern 8

2  made this pattern using building blocks.



Pattern 1



Pattern 2



Pattern 3

(a) Complete the table.

Pattern number	Number of cubes	Number of cuboids
1	1	1
2		
3		
7		
12		
y		

(b) Draw Pattern 5.

Pattern 5

How many cubes and cuboids are there altogether in Pattern 5?

Maths 2 – 23/2/21

Describing a Pattern

In Focus



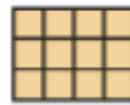
makes rectangles according to a rule.



Rectangle 1



Rectangle 2



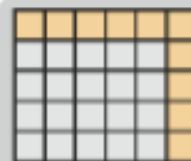
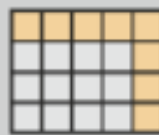
Rectangle 3

What is the rule?

Let's Learn

- 1 Make Rectangle 4 and Rectangle 5.

Rectangle number	1	2	3	4	5



2 Complete the table.

How is the rectangle number related to the length of its sides?



Rectangle number	Length of shorter side	Length of longer side
1	1 unit	2 units
2	2 units	3 units
3	3 units	4 units
4	4 units	5 units
5	5 units	6 units
10	<input type="text"/> units	<input type="text"/> units

3 Describe Rectangle 99 and Rectangle m .

m stands for any whole number.



The length of the shorter side is the same as the rectangle number.

The length of the longer side is 1 more than the rectangle number.



Rectangle number	Length of shorter side (units)	Length of longer side (units)
99	99	$99 + 1 = 100$
m	m	$m + 1$



$$m + 1$$

This means 1 is added to the number m .

Guided Practice


1, 2, 3 are consecutive whole numbers. So are 3, 4, 5 and 10, 11, 12, 13.


1 x ,  and  are consecutive whole numbers.

(a) Write  in terms of x .

(b) Write  in terms of x .

2  writes down 10 consecutive whole numbers starting with y .

(a) Write the second number in 's list.

(b) Write the tenth number in 's list.

3  writes down three consecutive odd numbers.

z , $z + 2$, 

(a) Is the second number correctly written? Explain.

(b) Write down the third number on 's list.

Worksheet

Describing a Pattern

1



drew squares and triangles to make a pattern according to a rule.



Pattern 1



Pattern 2



Pattern 3

(a) Complete the table.

Pattern number	Number of squares	Number of triangles
1	1	2
2		
3		
4		
8		
11		

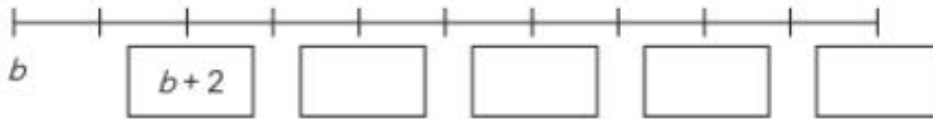
(b) Describe Pattern n .

Pattern number	Number of squares	Number of triangles
n		

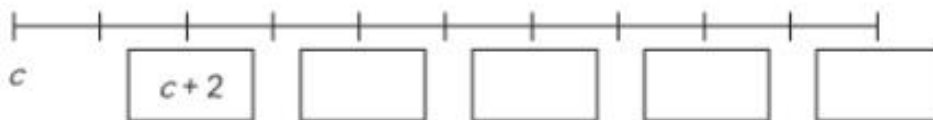
- 2 Write down the consecutive whole numbers starting with a .



- 3 Write down the consecutive even numbers starting with b .



- 4 Write down the consecutive odd numbers starting with c .



- 5 What is the fifth consecutive whole number starting with d ?

- 6 What is the seventh consecutive even number starting with e ?

- 7 The fifth term in a sequence of consecutive whole numbers is n . What is the first term?

Maths 3 – 24/2/21

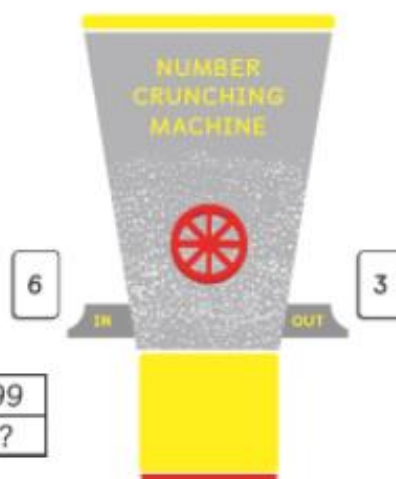
Writing Algebraic Expressions

In Focus

This number machine changes the input number according to a rule.

Input	5	6	7	8	9	10	99
Output	2	3	4	5	6	?	?

What is the rule?

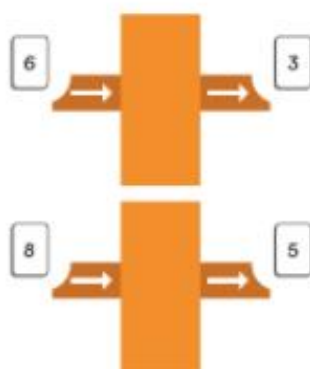



Let's Learn

1



thinks that the machine halves each input number.



Is  correct?



It does not work.

2



thinks that the machine reduces the number.

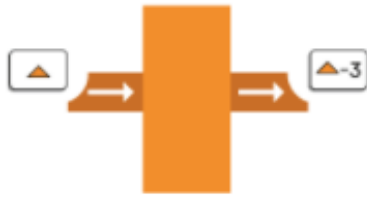


It works! The machine subtracts 3 from each input number.

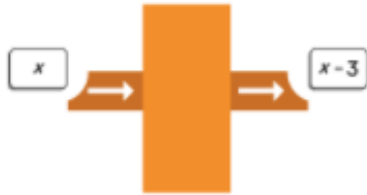


3

What if the number that goes in is \triangle ?



What if the number that goes in is x ?



$x - 3$ is an algebraic expression.

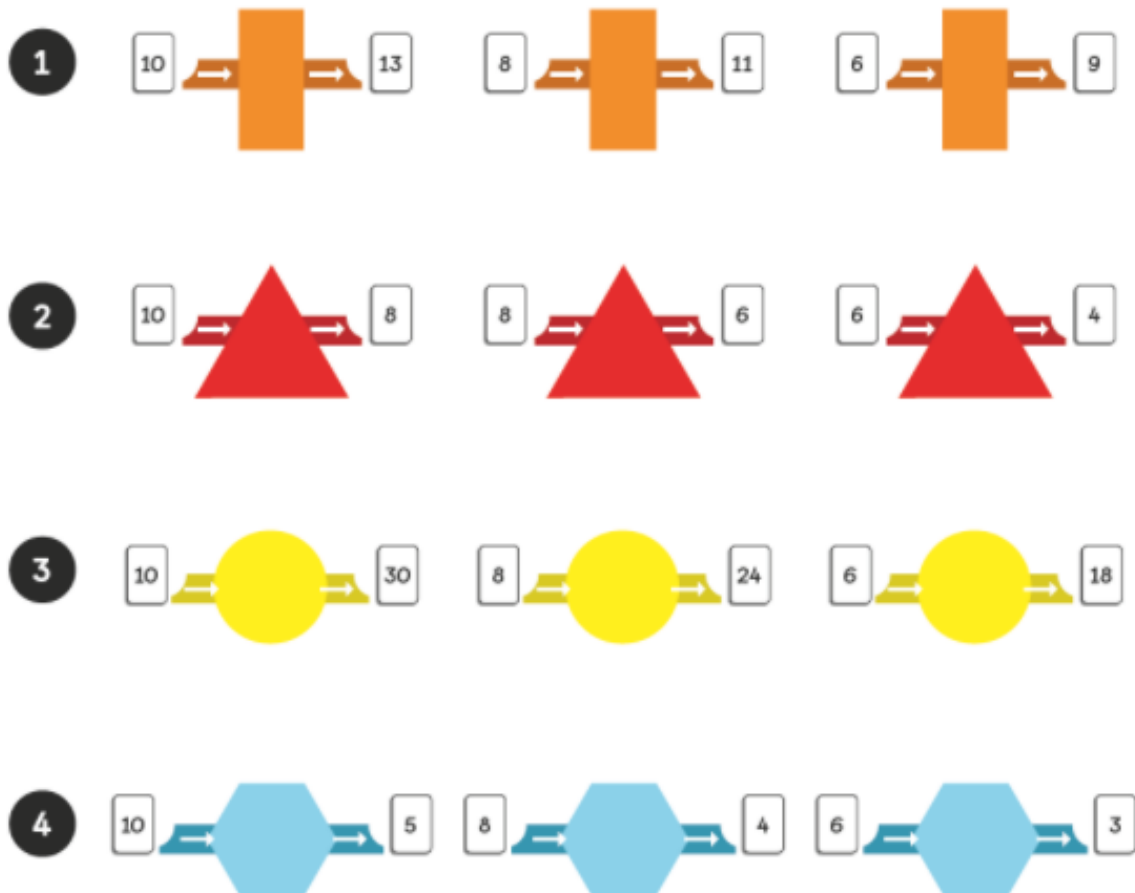
A green chalkboard with a wooden frame. On the board, the expression $x - 3$ is written in white chalk. To the right of the board, a female teacher with brown hair, wearing an orange patterned dress, is pointing her right hand towards the expression on the board.

$$x - 3$$

This means the number is 3 less than the number x .

Guided Practice

Write an algebraic expression to describe the rule used by each machine.

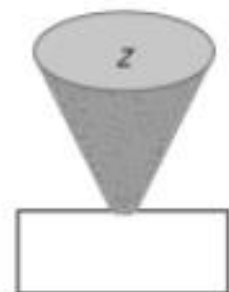
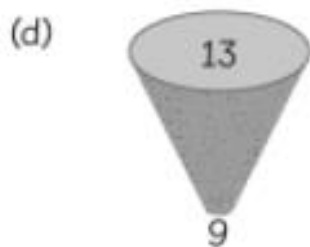
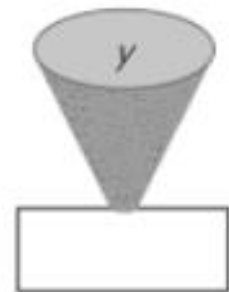
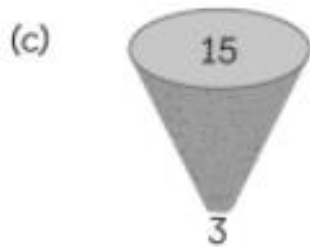
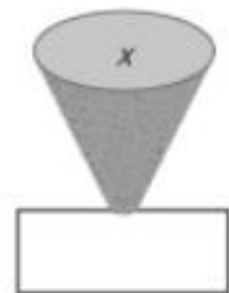
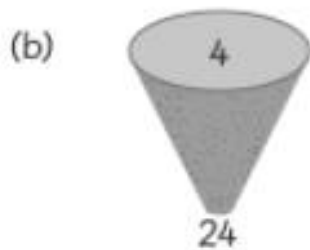
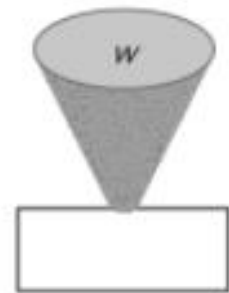
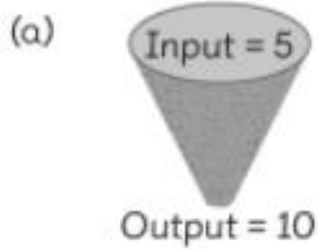


Let the number
put in be y .

Worksheet

Writing Algebraic Expressions

1 Write an algebraic expression to describe the rule.







2 Write the algebraic expression in terms of y .




(a) 5 more than y

(b) 4 less than y

(c) 6 times y

(d) half of y

3  baked y trays of cookies.  baked 3 more trays of cookies than  baked. Write an algebraic expression to show the number of trays of cookies  baked.

4  has z metal paper clips. She has twice as many paper clips as  has. Write an algebraic expression to show the number of paper clips  has.

Maths 4 – 25/2/21

Writing and Evaluating Algebraic Expressions

In Focus

What could the rule be?

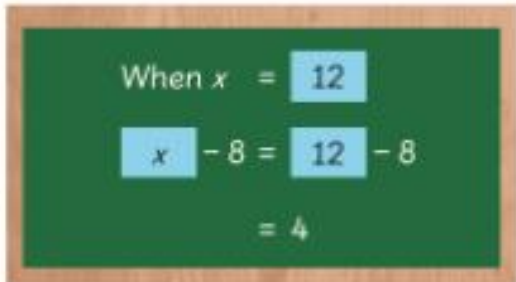


Let's Learn

1  thinks it is $x - 8$.

Is  correct?

When $x = 12$, $x - 8 = 4$



$$\begin{aligned}\text{When } x &= 12 \\ x - 8 &= 12 - 8 \\ &= 4\end{aligned}$$

2  thinks it is $\frac{1}{3}x$.

Is  correct?

When $x = 12$, $\frac{1}{3}x = 4$

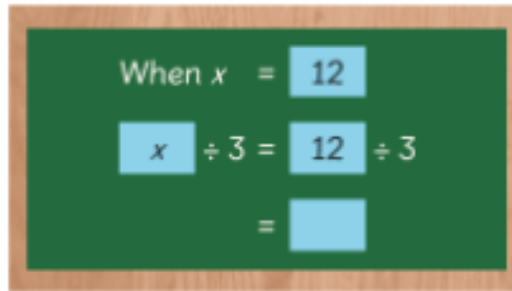

$$\begin{aligned}\text{When } x &= 12 \\ \frac{1}{3}x &= \frac{1}{3} \times 12 \\ &= 4\end{aligned}$$

 This means $\frac{1}{3}$ is multiplied by a number.

3



thinks it is $x \div 3$.



When $x = 12$, $x \div 3 = 4$

We write $x \div 3$ simply as $\frac{x}{3}$.



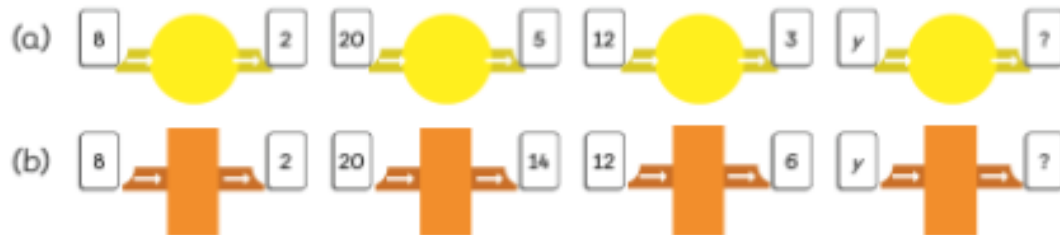
This means the number x divided by 3.

If we use a fraction bar for division, then we do not need the \div .

Guided Practice

1

Write an algebraic expression in terms of y to describe the rule used by each machine.



2

Complete each table.



Input	Output
10	
	10
3	
	3



Input	Output
10	
	10
	0

Worksheet

Writing and Evaluating Algebraic Expressions

- 1 A number machine changes the input number w to an output number x according to a rule.

(a)

Input w	8	9	10	4	15
Output x	16	18	20	8	30

Write an algebraic expression for x in terms of w to describe the rule used by the machine.

$x =$

- (b) Complete the table using the rule.

Input w	7			6
Output x		24	36	

- 2  wrote a spreadsheet programme that changed the input number k using the rule $\frac{k}{5}$.

Complete the table using 's rule.

Input k	Output
5	
10	
	7
	20
45	

Maths 5 – 26/2/21

Writing and Evaluating Algebraic Expressions

In Focus



makes a pattern using



Pattern 1



Pattern 2



Pattern 3



Pattern 4

How does the number of  depend on the pattern number?

How does the number of  depend on the pattern number?

Let's Learn

1 Show Pattern 5 and Pattern 6.











Pattern 5




Pattern 6

2 Complete the table.

Pattern number		
1	1	1
2	2	3
3	3	5
4	4	
5		
6		
10		
n		

3 Write an expression for the number of .

The number of  is 1 less than twice the pattern number.



Pattern 1: number of  = $2 \times 1 - 1$

Pattern 2: number of  = $2 \times 2 - 1$

Pattern 5: number of  = $2 \times 5 - 1$

Pattern n : number of  = $2 \times n - 1$

$$2n - 1$$



We write it this way.

4 Evaluate $2n - 1$ when $n = 3$.

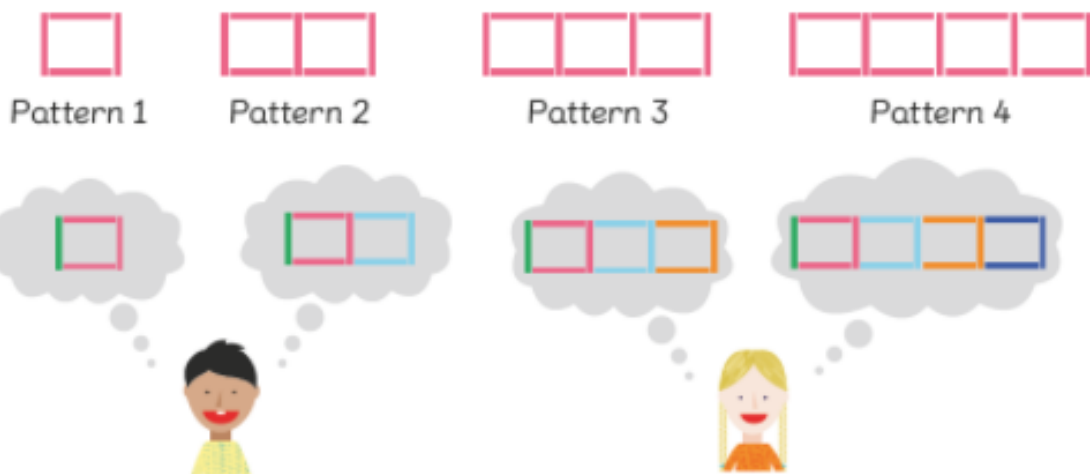
To evaluate means to find the value of.



$$\begin{aligned}
 2n - 1 &= 2 \times 3 - 1 \\
 &= 6 - 1 \\
 &= 5
 \end{aligned}$$




Guided Practice

Sticks of length 1 are used to make these patterns according to a rule.



1 Explain why the rule used can be written as:
number of sticks = $3n + 1$ where n = pattern number

2 Evaluate $3n + 1$ for different values of n .

n	$3n + 1$
1	
2	$3 \times 2 + 1 = 7$
3	
10	31
99	

when $n = 2$, $3n + 1 = 7$

Worksheet

Writing and Evaluating Algebraic Expressions

1



made these arrangements of some square tables and round stools.




(a) Complete the table.

Arrangement number	Number of tables, t	Number of stools, s
1	1	4
2	2	6
3	3	
4	4	
6	6	

(b) Write an expression for the number of stools s in terms of the number of tables t .

$s =$

(c) Use your expression to find the value of s when $t = 12$.

2  stacked playing cards to make these arrangements (side view shown).



(a) Complete the table.

Arrangement number, n	Number of playing cards, c
1	2
2	5
3	
5	
7	

(b) Write an algebraic expression for the number of playing cards c in terms of the arrangement number n .

(c) Evaluate your expression when $n = 11$.

Check that this answer is equal to the number of cards in Arrangement 11.



Maths 6 – 25/2/21

Basic Skills

Negative Numbers and Temperature

Amazing Fact

The warmest temperature ever recorded at the South Pole was a freezing -12.3°C in December 2011, making it one of the coldest places on Earth.

Challenge

Complete the activities using negative numbers in a temperature context.

1. Put these temperatures in order, the coldest first.

a. 2°C , -8°C , -1°C , -6°C , -4°C

b. 6°C , 10°C , -15°C , -11°C , 14°C

c. 16°C , 18°C , -23°C , -25°C , -13°C , 12°C , 20°C

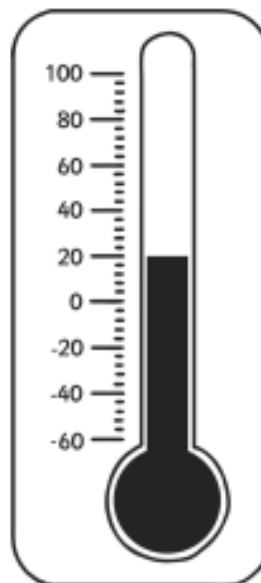
2. Which of these temperatures is lowest?

a. -4°C or -2°C

b. -8°C or 8°C

c. -16°C or -17°C

d. -5°C or -6°C



Top Tip! - For these next questions you may want to draw yourself a number line to help.

3. Answer the questions below:

a. The temperature rises by 15 degrees from -4°C . What is the new temperature?

b. The temperature falls from 11°C to -2°C . How many degrees does the temperature fall?

c. The temperature is 6°C . It falls by 8 degrees. What is the temperature now?

d. The temperature is -3°C . How much must it rise to reach 5°C ?

e. What is the difference in temperature between -4°C and 14°C ?

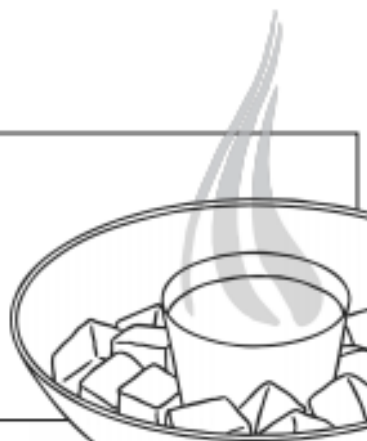
f. The temperature was -5°C . It falls by 6 degrees. What is the temperature now?

g. The temperature is -11°C . It rises by 2 degrees. What is the temperature now?

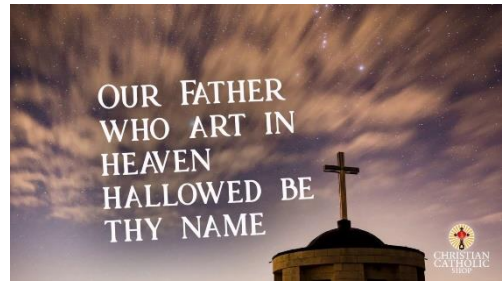
h. The temperature is -20°C . How much must it rise to reach -5°C ?

You could also try to find out:

- which places, if any, are colder;
- how scientists based at the South Pole survive the cold;
- when, and for how long, the South Pole gets sunshine;
- where the hottest place on Earth is.



RE 1 – 22/2/21



The Our Father.

The Communion Rite focuses on peace, unity and forgiveness. The Christian family comes to the Lord's Table united in love of Jesus and of one another. They pray the 'Our Father' between the Eucharistic prayer and the giving of Holy Communion. It sums up everyone's prayers and hopes. It is addressed to 'Our Father', not 'my Father', so uniting the family of God into the love of the Father. It was the prayer that Jesus himself gave us.

The disciples asked Jesus for help to pray and he gave them this prayer. It is the prayer which unities all Christians, whatever their denomination.

This version of the prayer is different from the one used at Mass. Go through the words highlighting those which are more unusual and think about their meaning. Notice the structure of the prayer:

"Pray then in this way:

Our Father in heaven, hallowed be your name.

Your kingdom come.

Your will be done, on earth as it is in heaven.

Give us this day our daily bread.

And forgive us our debts,

As we also have forgiven our debtors.

And do not bring us to the time of trial,

But rescue us from the evil one.

For if you forgive others their trespasses,

Your heavenly Father will also forgive you;

But if you do not forgive others,

Neither will your Father forgive your trespasses.

Matthew 6:9-15

- The first part is addressed to God: honouring and longing for the coming of God.

- The second part asks for our needs: food, forgiveness, avoidance of difficulty.

- The last part applies to our daily lives: forgiving others.

SOME KEY QUESTIONS

Q Why do you think the Christian family says this prayer before receiving Jesus in Holy Communion?

Q What challenges you most in the prayer and why?

Q What is Jesus teaching his followers: to give to God and to one another?

Q The prayer is often referred to as 'the perfect prayer'. Why do you think that is?

Task: Design and illustrate a bookmark with some or all of the words of the Our Father. (If you want, you can use the version that we are more familiar with on the page below.)



Our Father,

Who art in Heaven,
hallowed be Thy name;
Thy Kingdom come,
Thy will be done
on earth as it is in Heaven.
Give us this day our daily bread;
and forgive us our trespasses
as we forgive those
who trespass against us;
and lead us not into temptation,
but deliver us from evil

Amen.

RE 2 – 24/2/21



Prayer for peace and unity and Sign of Peace.

After the Our Father, and before the Christian family receive Jesus in communion, everyone prays for peace and unity:

Deliver us, Lord, we pray, from every evil,
Graciously grant peace in our days,
That by the help of your mercy,
We may be free from sin
And safe from all distress,
as we await the blessed hope
and the coming of Our Saviour, Jesus
Christ for the kingdom, the power and the
glory Is yours now and forever.

Lord Jesus Christ,
Who said to your Apostles:
Peace I leave you, my peace I give you,
Look not upon our sins,
But on the faith of your Church,
And graciously grant her peace and unity
in accordance with your will.
Who live and reign forever and ever.
Amen

The first part of the prayer is asking that God's peace might help us to be free from anything which may cause worry or distress. The second paragraph reminds us that Jesus gave us peace and asks Jesus not to consider our sins but the goodness and faith of everyone, the Church.

Then the priest says, "Peace be with you," and invites everyone to share the sign of peace. The people then greet one another as friends of Jesus. They say to one another, "Peace be with you", "The peace of Christ" or just "Peace" as they make a gesture of friendship e.g. shaking hands. They are sharing with one another the gift of peace and unity which Jesus gave to his followers. They are using the words with which Jesus greeted his friends after the Resurrection, 'Peace be with you'.


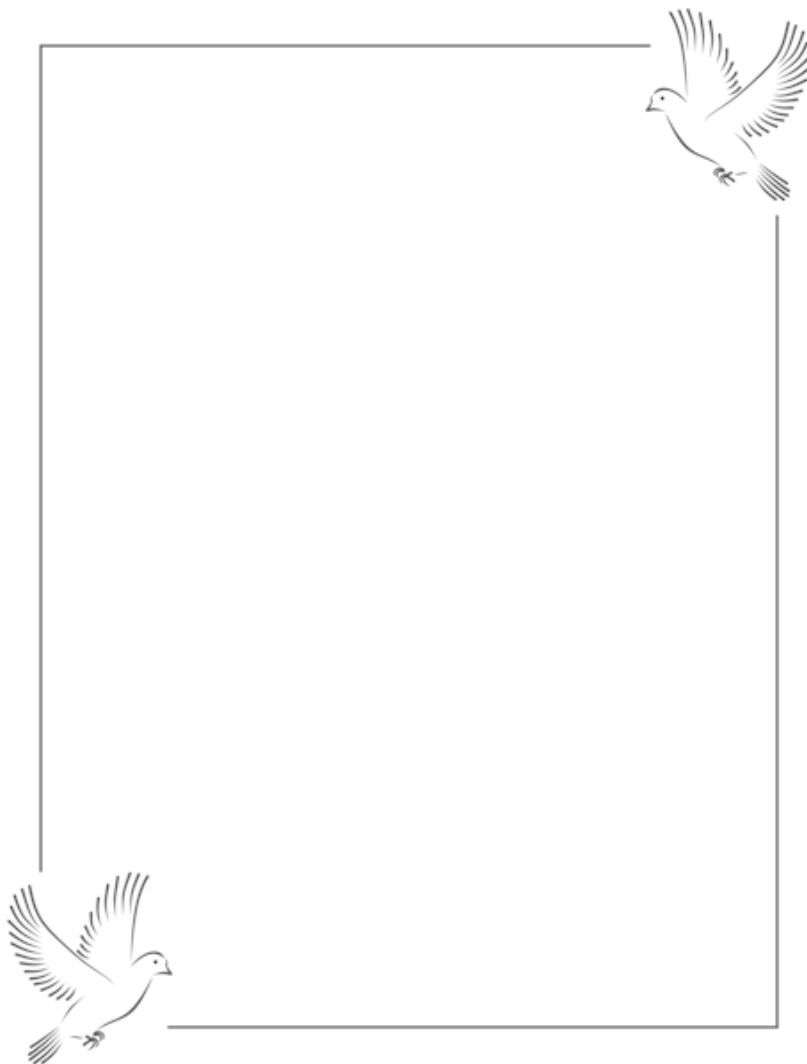
SOME KEY QUESTIONS

Q How do you think this prayer might reassure Christians?

Q Why do you think the prayer for peace and the Sign of Peace come before Communion?

Q What are the challenges and opportunities offered by making the Sign of Peace?

Task: Compose a prayer below for peace and unity making links to what you have learned so far.



RE 3 – 26/2/21



Holy Communion.

After the Sign of Peace everyone says or sings the prayer:
Lamb of God, you take away the sins of the world, have mercy on us.
Lamb of God, you take away the sins of the world, have mercy on us.
Lamb of God, you take away the sins of the world, grant us peace.

The priest prepares to receive Jesus in Holy Communion with a prayer. He then takes the host and, holding it up, says,

*"Behold the Lamb of God,
behold him who takes away the sins of the world.
Blessed are those called to the supper of the Lamb."*

The people reply, praying,

*"Lord, I am not worthy that you should enter under my roof,
but only say the word and my soul shall be healed."*

The priest receives the Body and Blood of Christ and then the people process to the altar. The priest or the Extraordinary Minister of Holy Communion raises the host to show to each person saying, *"The Body of Christ."* The same is done with the chalice saying, *"The Blood of Christ."* (The chalice is often but not always given). Each person responds, *"Amen."* Amen means agreement.

This is a most solemn moment. Christ is really present in the form of bread and wine, in the same way he gave himself to the disciples at the Last Supper, saying, 'This is my body, this is my blood'. When Christians receive Christ in Holy Communion, not only do they become one with him, in communion, but also with those whom Christ loves - all people. Paul reminds Christians in his first letter to the Corinthians 10:17:

*'And as there is one loaf, so we, although there are many of us,
are one single body, for we all share in the one loaf.'*

Anyone who is not a Catholic or has not yet made their First Holy Communion, may come up for a blessing and receive Christ in their heart.

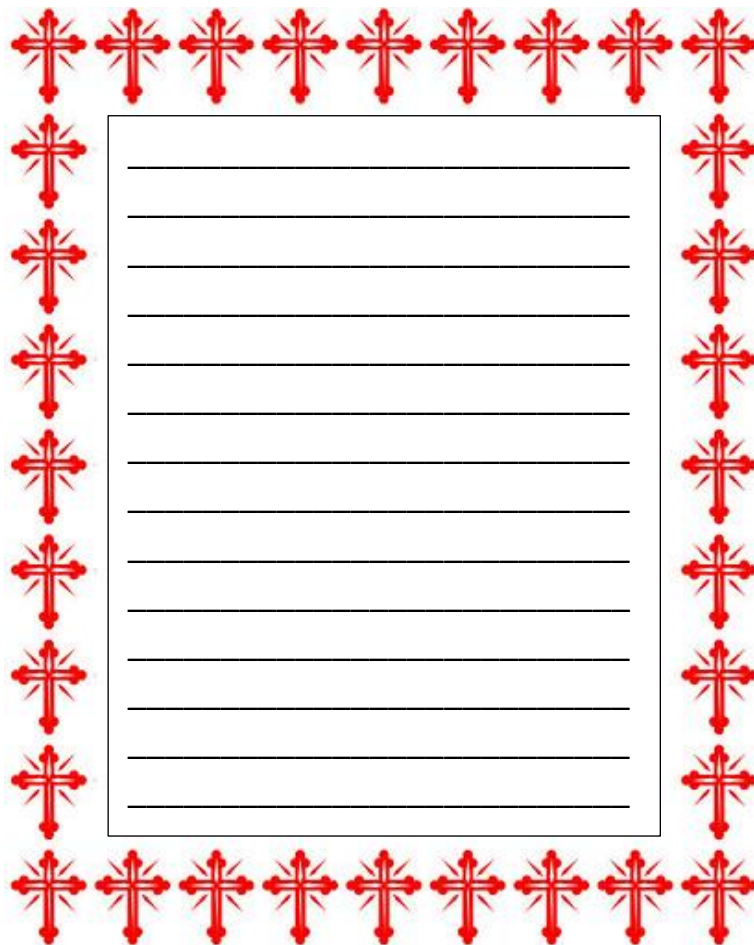
In the book of Revelation, Jesus is often referred to as a Lamb. In Jesus' day a lamb was always sacrificed in the Temple at the Feast of the Passover. The phrase, *'the supper of the Lamb'* refers to Heaven and is found in Revelation 19.

The phrase, *'Lord, I am not worthy that you should enter under my roof'*, is a reference to the story of the Centurion's servant in Luke 7:6. 'Entering under my roof' means 'entering my house'.

SOME KEY QUESTIONS:

- Q What do you think is the meaning of the phrase 'Lamb of God'? (In Jesus' day a lamb was always sacrificed in the Temple at the Feast of the Passover.)
- Q Why do you think there is so much preparation and prayers before the distribution of Holy Communion?
- Q Why do you think everyone says, "Lord, I am not worthy..."?
- Q What do you think would help people to be worthy?
- Q Why should people process to the altar reverently to receive Jesus in Holy Communion?

Task: Create a liturgy (religious script) focusing on Holy Communion. Explain the reasons for your choices and the scripture and symbols you have used.



A decorative border of red crosses surrounds a central box containing ten horizontal lines for writing a liturgy.

DT – 1 **23/2/21**

This week it is DT week!

Our theme is Playgrounds!

To watch some of the videos we have given you links for this week you will need the login and password below:

Login: jendillon

Password: Stmatthews1

Lesson 1

We will be designing our very own mini playground in this lesson and this week you are going to try to make a mini playground using recycled materials at home!

Watch the second video down on this link! You will need to log in to the website using the login given above. Have a look at their ideas for the apparatus they have included in their playground design. What apparatus would you include?

- Slide
- Swings
- See saw
- Bridge
- Tunnel
- Climbing Wall
- Ladders
- Swinging Ropes
- Monkey Barsthere's lots to include!



[Lesson 1: Plan For a New Playground-Kapow Primary](#)

Today you are going to design the playground you would like to make. What apparatus would you like to include in your playground? How will they be used? Which are your favourite/least favourite and why?

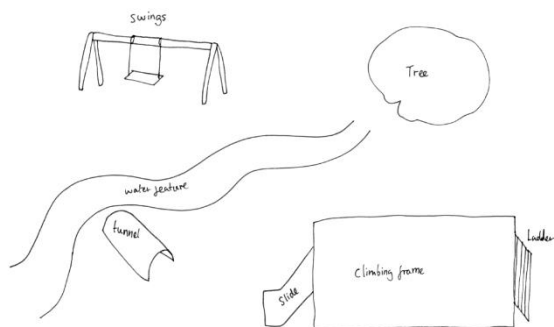
Use the sheet provided to design your playground and explain why you have designed it the way you have. Where is it located? Is it near a friend's house, near a park, obstacle course or abroad? Would this affect your design?

Does your playground have a theme? For example, fairground theme, jungle theme, underwater theme? These are all ideas you could include in your design!



My Playground Design

Example:

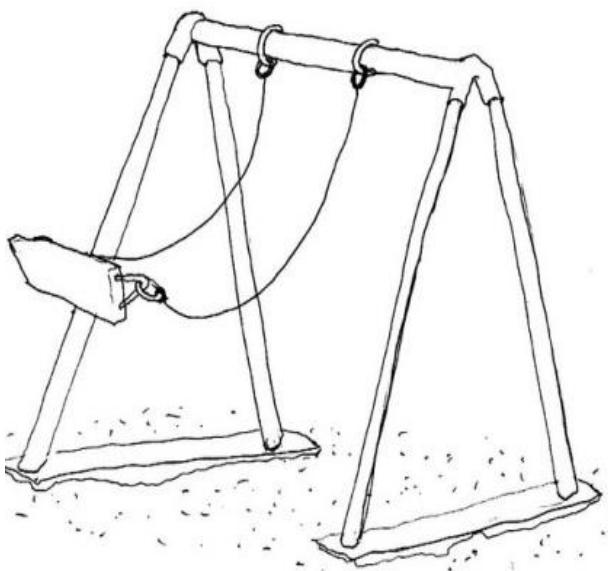


DT – 2 24/2/21

Lesson 2

You now need to draw in detail 3 of the different types of apparatus you want to include in your playground. Think about how they would be made in a real playground and how you could make them in your mini playground at home using recycled materials!

You need to label each one. Tell me what each part is made out of, what colours it will be and are there any special designs on it. There is an example to help you.



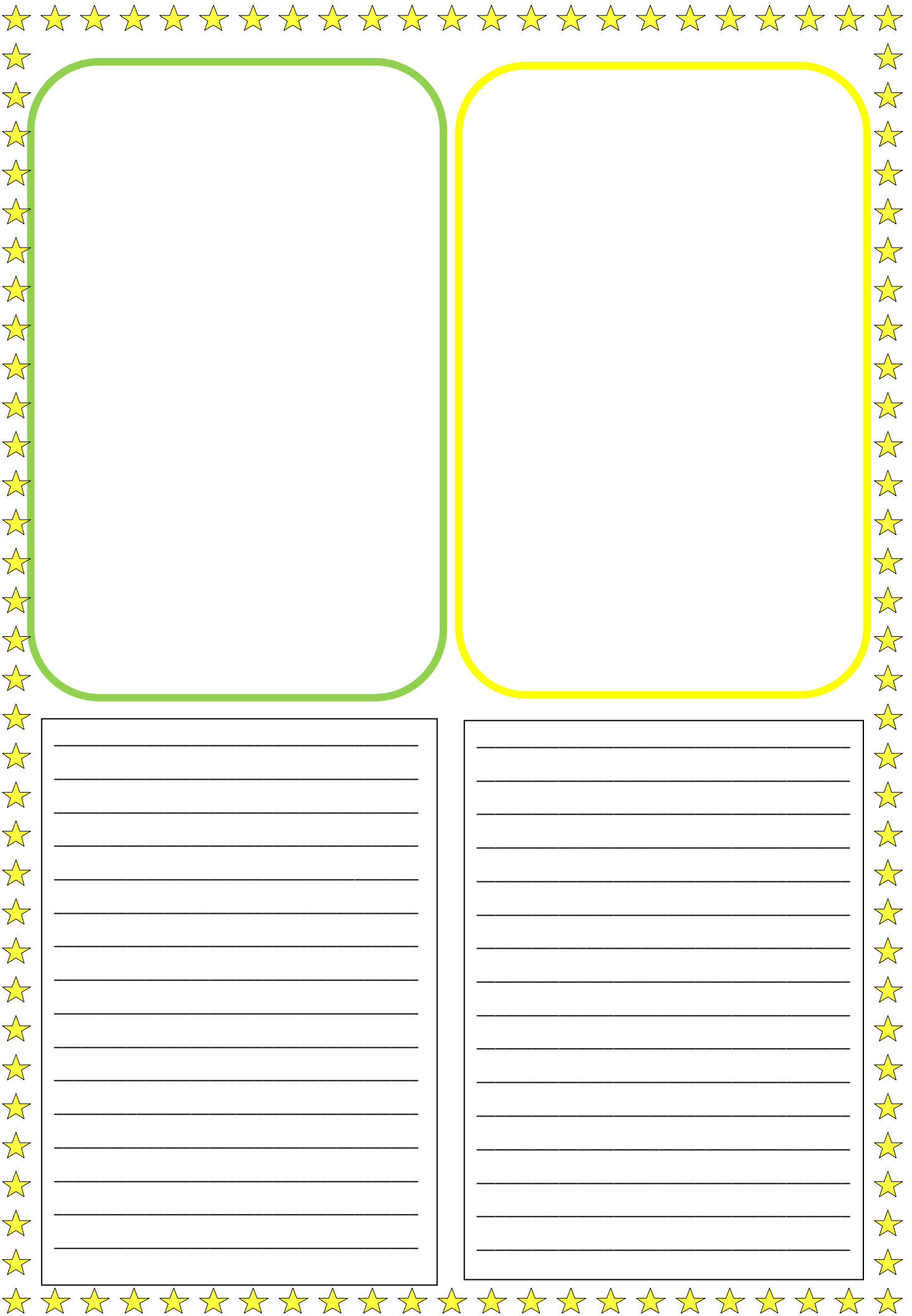
My swing is made from an 'A' frame structure.

In the park it is mostly made from solid oak beams. At home I will use old lolly ice sticks to make this.

The seat is made from a shiny red plastic with lovely golden buckles. I will use the top of a plastic bottle to make the seat.

The rope is made from red and white twists and my playground has a 'candy land' theme so I wanted the rope to look like candy canes.

I could also pain the wooden beams to look like candy canes or lollipops to fit with my candy land theme.



A large, empty rectangular box with rounded corners, outlined in green, intended for drawing or writing.

A large, empty rectangular box with rounded corners, outlined in yellow, intended for drawing or writing.

A rectangular box containing ten horizontal lines, intended for writing.

A rectangular box containing ten horizontal lines, intended for writing.

DT – 1 24/2/21

Lesson 3

Today you are going to try to make your mini playground using lots of recycled materials from around your house and even your garden!

Think about your original design for your playground- what was your theme?

What apparatus did you want to include?

How could you make the apparatus with recycled materials from around your home or garden? Have a look at some of the ideas below to help you.

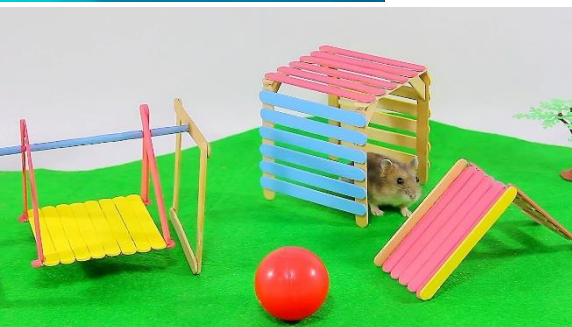
We are so excited to see your mini playgrounds and how creative you are!

Please remember to always ask an adult for help if you are using anything sharp like scissors!

Here are some materials you could recycle from around your home and garden to help you make your playground:

- Milk cartons
- Egg boxes
- Cardboard boxes (cereal boxes)
- Garden twigs
- Leaves
- Plastic bottle
- Crisp tubes/packets
- Lollipop/lolly ice sticks
- String
- Kitchen roll tubes
- Bottle caps
- Recycled food containers (ask an adult to help you clean them)
- Playdough
- Elastic bands/hair bobbles
- Pebbles
- Craft materials - paper, card, tissue paper, pom poms etc





Miss Parry and Mrs Coleman's Example:



- We have made a slide made out of wooden lollipop sticks and Lego type bricks.
- A sand pit from an egg container.
- A tunnel from a kitchen roll tube and some pipe cleaners.

- A swing from wooden lollipop sticks.
- A See Saw from sticks, blue TAC and a leg brick.






- A pond made out of a cake wrapper and some blue material. It even has a fish in.
- The floor is a green fluffy material with some foam flowers on it.
- We have made a fence with wooden lollipop sticks.





Geography – 1 **26/2/21**

Geography

Our new Geography topic is all about water and the question we will be thinking about is, '*Will I ever see the water I drink again?*'

To begin, let's first understand the different bodies of water we can find around the world. Research the following bodies of water and write definitions for them in the spaces provided.

River		
Lake		
Fjord		

Sea		
Ocean		
Gulf		
Pond		

Now, use the websites below to mark onto the map provided:

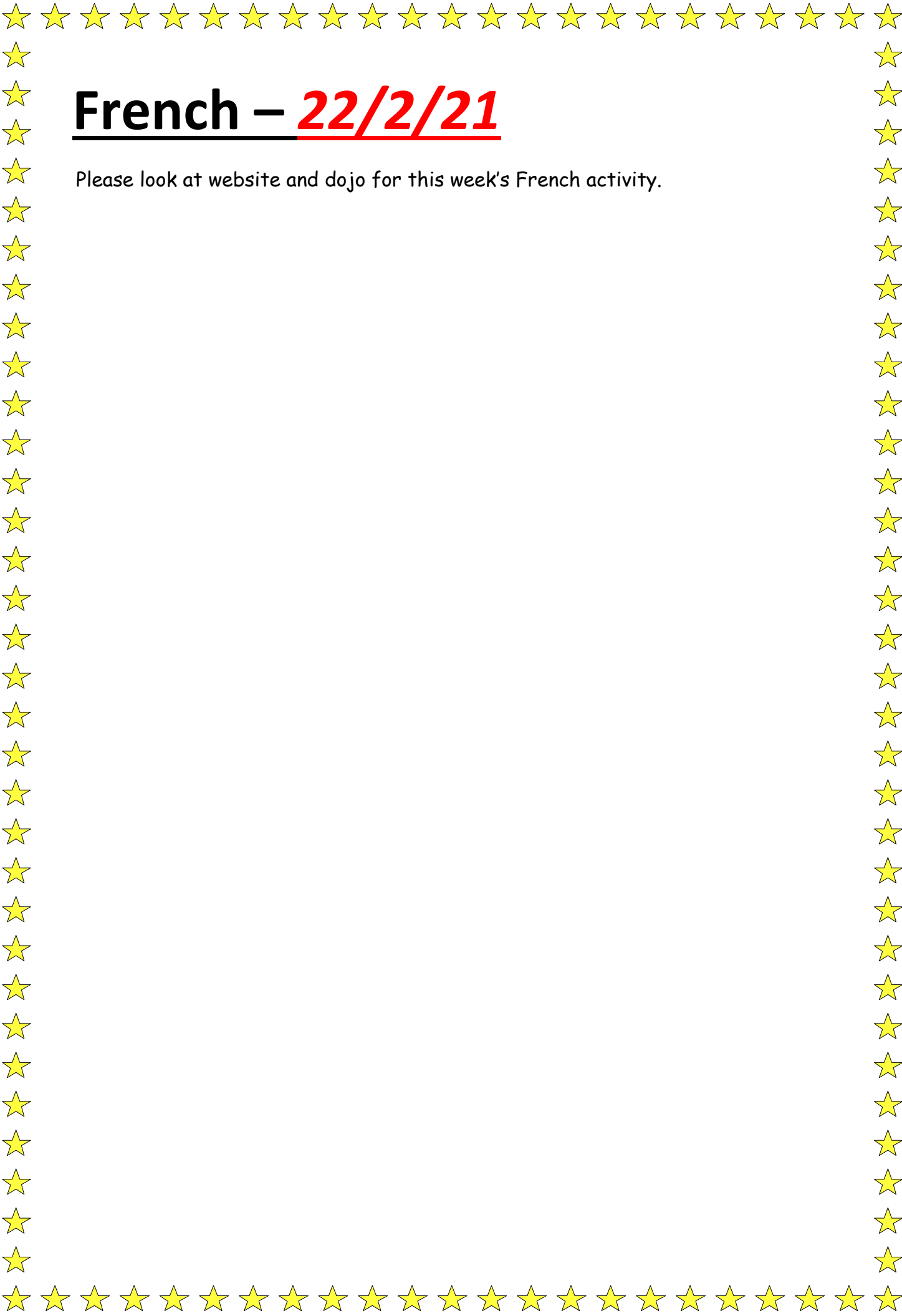
- X 3 oceans
- X3 seas
- X3 rivers
- X 3 lakes

You may also like to complete some independent research for this task.

[Atlas Kids](#) | [Britannica Kids](#)

[World Map / World Atlas / Atlas of the World Including Geography Facts and Flags - WorldAtlas.com](#)



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French – 22/2/21

Please look at website and dojo for this week's French activity.

