



# Bluebell Home Learning



**Week Commencing:** 1st June

Whole School	Reading focus: Summarising
<p>Children should:</p> <ul style="list-style-type: none"><li>● Read each day.</li><li>● Choose their tasks from the 'suggested' timetable</li><li>● Be active for at least 60 minutes a day</li><li>● Take regular breaks</li><li>● Have fun</li></ul>	<p>Whilst reading, stop and use these stem sentences regularly (i.e. each paragraph):</p> <ul style="list-style-type: none"><li>● The key idea is</li><li>● The most important ideas are * and I know that because</li><li>● This part is about</li><li>● The headline would be</li><li>● In 10 words</li><li>● The main theme is</li></ul>
<p>Parents should:</p> <ul style="list-style-type: none"><li>● Listen to children read once a day</li><li>● Help children choose when they complete the tasks</li><li>● Provide a suitable working environment</li><li>● Ask questions</li><li>● Enjoy the time together and not feel an expectation to be a teacher.</li></ul>	



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Theme for the Week:

Year 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Maths</b>	<p><b>Geometry: Position and Direction:</b> Pick 5 items from around your house and hide them somewhere without anyone seeing. Guide a member of your family to each item by using the key words:</p> <ul style="list-style-type: none"> <li>• Quarter turn</li> <li>• Half Turn</li> <li>• Three-quarter turn</li> <li>• Full turn</li> </ul>	<p><b>Geometry: Position and Direction:</b> Pick 5 items from around your house and hide them somewhere without anyone seeing. Guide a member of your family to each item by using the key words:</p> <ul style="list-style-type: none"> <li>• Left</li> <li>• Right</li> <li>• Forwards</li> <li>• Backwards</li> </ul>	<p><b>Geometry: Position and Direction:</b> Complete the problem solving questions on Class Dojo.</p>	<p><b>Geometry: Position and Direction:</b> Complete the table on Class Dojo OR Create a treasure map, drawing you in the middle, and some other objects in your room. Label your treasure map with the key words:</p> <ul style="list-style-type: none"> <li>• To the left of me</li> <li>• To the right of me</li> <li>• In front of me</li> <li>• Behind me</li> </ul>	<p><b>Geometry: Position and Direction:</b> Complete the problem solving questions on Class Dojo.</p>
<b>English</b>	<p><b>Fiction: The Story of Pirate Tom</b> Read The Story of Pirate Tom. What is a pirate? What do they do? What might they look like? Draw a picture of a pirate and label it with your ideas. Try and think of some adjectives to describe your</p>	<p><b>Fiction: The Story of Pirate Tom</b> Using full sentences, write about your pirate using your ideas from yesterday. Can you include some connectives such as 'and', 'but', and 'because', to extend some of your sentences?</p>	<p><b>Fiction: The Story of Pirate Tom</b> Imagine you are a pirate on Tom's ship. You arrive on an island in the middle of the sea. What does it look like? What can you smell/touch/see/hear? Use adjectives to describe the island. You could draw a</p>	<p><b>Fiction: The Story of Pirate Tom</b> Using your ideas from yesterday, write a piece of writing about the island you arrive on. Don't forget to use describing words (adjectives) to describe the island. Can you include some connectives (and,</p>	<p><b>Fiction: The Story of Pirate Tom</b> Using the story and example story map on Class Dojo to help you, draw your own story map for The Story of Pirate Tom.</p>



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Theme for the Week:

	pirate. (See example on Class Dojo).		picture of the island and label it or mind map your ideas. (See example on Class Dojo).	but, because) to extend your sentences?	
<b>Topic</b>	<b>RE: Beliefs:</b> Think about the different things you believe in. Remember, you don't have to 'see' something to believe in it. Draw and label your ideas. Why are your beliefs special to you?	<b>Science: Seasonal Changes: Summer:</b> Draw a picture of what you think 'summer' looks like. How is it different from the other seasons? Think about the weather, clothes we wear, what has happened to plants and trees? Label your picture with your ideas.	<b>Geography: Local area:</b> Think about where you live and the city of Norwich. What do you like most about it? Draw pictures of places you know in Norwich and where you live. Where is your favourite place to go?	<b>PSHE: Changing Me:</b> How have you changed since you were a baby? Find/draw a picture of you as a baby. How has your body changed? What can you do now that you couldn't when you were younger?	<b>Art:</b> Design your own treasure map. You could use a tea bag and cold water to tea stain your treasure map once you have finished!
<b>SPAG*</b>	<b>Red Words:</b> Look at the 'Common Exception Words' activity mat on Class Dojo. Complete the questions in your writing book.	<b>Correct the Spelling Mistakes:</b> Look at the sentences on Class Dojo. Correct the spelling mistakes that are circled in each sentence.	<b>SPaG Mat 6:</b> Complete the questions on Class Dojo in your writing book.	<b>Double Consonant Word Endings:</b> Look at the list of words ending in double consonants on Class Dojo. Look, cover, write and check your answers. Can you think of any more to add to the list?	<b>SPaG Treasure Hunt:</b> Answer the SPaG questions on Class Dojo. Then hide the answers around the house and go on a 'SPaG treasure hunt' to find and match up the answers.

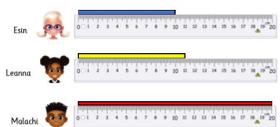
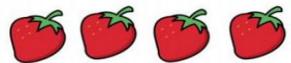
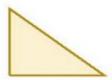


# Bluebell Home Learning



Week Commencing: 1st June

Theme for the Week:

Year 2					
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Maths</b>	<p><b>Comparing lengths</b>  <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a>            Summer Week 2 (w/c 27 April)</p> <p>No need to print the sheet.            Answer the questions in your book.</p> <p><b>Or complete these</b>            Find objects from around your home. If you can, measure how long they are and say which is longer and shorter.</p>	<p><b>Ordering lengths</b>  <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a></p> <p>No need to print the sheet.            Answer the questions in your book.</p> <p><b>Or complete these</b>            Find objects from your home, put them in order, shortest to longest.            If you can, measure the objects and write the measurements in order from shortest to longest.</p>	<p><b>Four operations with length</b>  <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a></p> <p>No need to print the sheet.            Answer the questions in your book.</p> <p><b>Or complete these</b>  <small>Esin, Leanna and Malachi each have a piece of paper strip.</small></p>  <p>&gt; How much longer is Malachi's paper strip than Leanna's? _____ cm            &gt; How much longer is Leanna's paper strip than Esin's? _____ cm            &gt; Leanna and Esin put their paper strip together. What is the total length they now have? _____ cm            &gt; Malachi cuts his paper strip in half. What is the length of each piece? _____ cm</p>	<p><b>Problem solving length</b>  <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a></p> <p>No need to print the sheet.            Answer the questions in your book.</p> <p><b>Or complete these</b>            Complete the calculations.</p> <p><math>\text{Yellow Circle} - \text{Green Triangle} = 2</math></p> <p><math>\text{Yellow Circle} + \text{Yellow Circle} = 10</math></p> <p><math>\text{Red Square} + \text{Yellow Circle} + \text{Green Triangle} =</math></p> <p><math>\text{Green Triangle} + \text{Red Square} = 7</math></p>	<p><b>Friday maths challenge</b>  <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a></p> <p>No need to print the sheet.            Answer the questions in your book.</p> <p><b>Or complete these</b>  <small>This is half of Lee's strawberries.</small></p>  <p>How many strawberries does Lee have?</p> <p><small>This is half of Lee's shape.</small></p>  <p>What could the whole shape look like?</p>
<b>English</b>	<p><b>Zahra</b></p> <p><a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a></p> <p>Watch the video, sound only.            Talk about what it could be</p>	<p><b>Zahra</b></p> <p>Look at poster 2a - the words on the poster are all nouns.            Can you tell what the story is? (Hansel and Gretel)</p>	<p><b>Zahra</b></p> <p><a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zqbjy4j">https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zqbjy4j</a></p>	<p><b>Zahra</b></p> <p>Draw a picture of Zahra</p> <p>Write adjectives to describe how Zahra looks, how she feels and the actions.</p>	<p><b>Zahra</b></p> <p>Using the adjectives from yesterday, write a character description.            Your sentences can be joined using <b>because, so, or, and</b>,</p>



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Theme for the Week:

	<p>able and what they think will happen. Watch the video fully. Were their predications correct?</p> <p><b>Activity</b> Using five stills from the film showing what happens at the beginning, the build up, climax, the resolution and the end. Encourage them to use conjunctions to join two ideas together.</p>	<p>Now look at 2b Talk about why it is easier to identify the story. There are 2 adjectives before the noun. (This is called a noun phrase)</p> <p>Write expanded noun phrases using nouns from Zahra. Can they extend their phrases through the use of a relative pronoun: which, who and where.</p> <p><b>Example: The wiggly, ancient roots which lie in the scorching, fine sand.</b></p>	<p>The people in the village were excited by Zahra's achievements. <b>What a selfless child you are!</b> <b>How resilient you are!</b> These sentences have an exclamation mark at the end.</p> <p>Write their own sentences with exclamation marks, using the video for inspiration.</p>		<p><b>when.</b> Also use <b>which, who and where.</b></p>
<p><b>Topic</b></p>	<p><b>Around the World</b> <u>Flags</u></p> <p>Look at <a href="#">flags from around the world</a> with your child. Discuss which are your child's favourites and why? Ask your child to recreate their favourite; this could be through drawing, collaging etc. Can they place the flag on a map? There are some quizzes that your child can have a go at <a href="#">here</a>. Can they create their own quiz about the UK?</p>	<p><b>Around the World</b> <u>Dance Around the World</u></p> <p>Watch the following dances: <a href="#">Diwali Stick Dance</a>, <a href="#">Maypole Dancing</a> and <a href="#">Spanish Flamenco Dancing</a>. Encourage your child to have a go at some of the moves used in these videos. Record the dances and ask your child to evaluate what they did well and what they could do even better when watching them back. Can your child recreate one of the costumes using items from their wardrobe?</p>	<p><b>Around the World</b> <u>Food Tasting Fun</u></p> <p>Find some different fruits from around the world. This could include: mangos, kiwis, pineapples, bananas. Encourage your child to try them and have a discussion about which ones they liked and which ones they did not like. Cut the fruits open and task your child with sketching the inside of each fruit. Remind them to look closely at the patterns and shapes.</p> <p>(If you have no fruit, I will be posting pictures for you to look</p>	<p><b>Around the World</b> <u>Where in the World?</u></p> <p>Have a discussion with your child about your own family heritage. Discuss with them your traditions and where your family originates from. This may be where you live now or it could be somewhere completely different. Ask your child to create a poster or PowerPoint all about their own family. Can they include a map identifying the country they're</p>	<p><b>Around the World</b> <u>Speak the Language</u></p> <p>There are lots of different ways to say hello around the world. Learn how to say hello in Spanish, French, Mandarin, German, Arabic and Italian with your child using <a href="#">Google Translate</a>. Practise writing hello using the colours of the flag for each country.</p> <p><b>MUSIC</b></p>



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Theme for the Week:

		Perform the dance to a family member.	at.)	from?	
<b>SPAG*</b>	<p>Silent letters</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zcgv39g/articles/zy4fdxs">https://www.bbc.co.uk/bitesize/topics/zcgv39g/articles/zy4fdxs</a></p> <p>Play the silent letter game.</p> <p>knitting      know gnome        thumb island        knight castle        sword doubt        ghost</p>	<p><a href="https://www.youtube.com/watch?v=d9u3KxGCio8&amp;disable_polymer=true">https://www.youtube.com/watch?v=d9u3KxGCio8&amp;disable_polymer=true</a></p> <p>This is a great method for learning new words and how to spell them.</p> <p>You will need to help your child set this up.</p>	<p>Spelling shed</p> <p>Play games on spelling shed,</p>	<p>Using the spelling, create a game, mixing letters up, word search, using cut up letters to reform words.</p>	<p>Read these sentences to your child. They write the sentence in their books.</p> <p>The <b>ghost</b> said <b>knitting</b> a cover for the <b>knights sword</b>.</p> <p>The <b>gnome</b> looked at the <b>castle</b> on the <b>island</b>.</p> <p>I <b>know</b> you <b>doubt</b> my <b>thumb</b> is blue.</p> <p>Children to check if they have spelt the bold words correctly by ticking each letter they have correct.</p>



# Bluebell Home Learning



Week Commencing: 1st June

Theme for the Week:

Year 3					
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Maths</b>	<p>Multiplying and dividing by 4 and 8</p> <p>Continuing on from just before the holiday, I would like you to watch the video from week 4 lesson 1. You will be understanding the connections between the 4 and 8 times tables. Make sure you are pausing the video and answering the questions in your school book. If you have made up counters make sure these are available to help with your understanding. If you haven't got counters made up you can use pictorial representations too.</p>	<p>Multiply 2 digits by 1 digit</p> <p>Continue with your understanding of multiples. I would like you to watch the video from week4 lesson 2 and answer the questions within the video. Again it might help you to make up place value counters of 1's, 10's and 100's you can make these out of torn up squares of paper if you want.</p>	<p>Divide a 2 digit number by a 1 digit number</p> <p>Yesterday you were looking at multiplying, today you are looking at division. I would like you to watch the video from week4 lesson 3 and answer the questions within the video.</p>	<p>Multiplication and division problem solving</p> <p>What have you learnt this week?</p> <p>Lets see if you can apply your knowledge to solve mathematical problems. I would like you to watch the video from week4 lesson 4 and answer the questions within the video.</p>	<p>Mathematical challenges</p> <p>Can you complete the challenges set.</p> <p>How did you get on?</p> <p>What areas did you feel confident in and what areas could you improve at?</p> <p>Remember to keep up your skills on Times Table Rockstars.</p>
<b>English</b>	<p>Today I would like you to write an independent poem. I would like you to write a spooky poem set in one of norwich's famous landmarks: The Cathedral,</p>	<p>Today I would like you to Read the poem about a Local legend BlackShuck</p> <p>Can you create a tool kit based on this poem.</p>	<p>Planning your own poem</p> <p>Today I would like you to Box up the poem. What does each stanza (paragraph of a poem) include?</p> <p>Break the poem down into its basic form.</p>	<p>Innovate</p> <p>Today I would like you to change the poem to make it your own.</p> <p>Does it have to be a dog could it be another beast or</p>	<p>Today I would like you to write up your poem using your planning.</p>



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Theme for the Week:

	<p>The Castle, The Market or Moushold heath.</p> <p>Think what the poem could be about. Is it about a ghost, a creature or the unknown.</p> <p>What could happen to make the story spooky think about the atmosphere that you want to create. Maybe your poem starts off quite calm and relaxing but as you go on it starts to take a more terrifying turn.</p> <p>How does it end? Is there a warning?</p>	<p>What do we need to include in our poem to make it spooky like this one <a href="https://threedropspoetry.co.uk/2015/02/06/black-shuck-prowls-tonight-by-alan-blyton/">https://threedropspoetry.co.uk/2015/02/06/black-shuck-prowls-tonight-by-alan-blyton/</a></p>		<p>human?</p> <p>Can you change the location? Can you bring this poem to Norwich and choose a location in Norwich.</p> <p>Remember to keep the spooky atmosphere.</p>	
<p><b>Topic</b></p>	<p>Topic</p> <p>Norwich is famous for its different industries over the years.</p> <p>It has been famous for producing: cloth, Shoes, Mustard, Beer, crisps and chocolate.</p> <p>What can you find out about each one of these trades in Norwich.</p> <p>When did we start to</p>	<p>Art</p> <p>Are you able to draw an image of what you think Black Shuck looked like. Try to make him look as terrifying as possible.</p>	<p>Science</p> <p>This term we are going to be looking at plants. I would like you to Draw me a plant including the head and petals, the stem, the leaves and the roots. I would then like you to find out what each part of the plant does and then label your picture with brief descriptions.</p>	<p>Computing</p> <p>On a map of Norwich can you identify where these industries are/ were. Are they still there? What is there now? Are the buildings being used for something else? Or have they completely gone?</p> <p>Using the google slides can</p>	<p>PSHE</p> <p>What do you like about living in Norwich? What are your favorite parts of Norwich? Where do you like to go to visit? If you were the Mayor/ Mayoress of Norwich what would you change or include in our city and why? Have you been to any other</p>

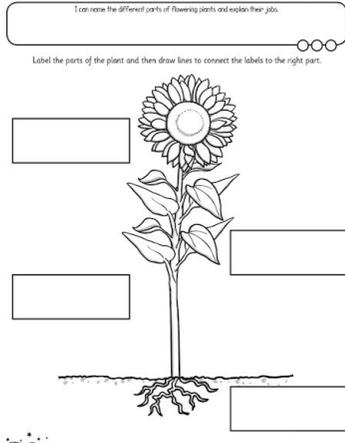


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Week Commencing: 1st June

Theme for the Week:

	<p>produce them? Do we still produce them? What happened to them? <a href="https://kettlechips.eu/about-us/">https://kettlechips.eu/about-us/</a> <a href="https://www.colmans.co.uk/our-history.html">https://www.colmans.co.uk/our-history.html</a> <a href="https://bullardspirits.co.uk/bullards-story/">https://bullardspirits.co.uk/bullards-story/</a> <a href="https://www.edp24.co.uk/business/van-dal-factory-closure-norwich-shoe-manufacturing-history-1-5662412">https://www.edp24.co.uk/business/van-dal-factory-closure-norwich-shoe-manufacturing-history-1-5662412</a> <a href="https://www.edp24.co.uk/news/city-s-sweet-history-explored-at-talk-1-4789403">https://www.edp24.co.uk/news/city-s-sweet-history-explored-at-talk-1-4789403</a></p> <p>Use google slides to tell us what you have found out.</p>		<p><b>Parts of a Plant Labelling</b></p> <p><small>Learn name the different parts of flowering plants and explain their jobs.</small></p> <p><small>Label the parts of the plant and then draw lines to connect the labels to the right part.</small></p> 	<p>you include pictures of the factories and images of maps where the factories were/ are. Can you include information to tell us about each image. Remember to do these under the subheadings of each trade.</p>	<p>cities? How do they compare to us?</p>
<p><b>SPAG*</b></p>	<p>Word families based on common words, showing how words are related in form and meaning</p> <p>press suppress express compress impress</p>	<p>Practice this week's spellings. Putting them in to brief sentences</p>	<p>Practice this weeks spellings Go on to Spelling shed</p> <p>Use hive code</p> <p>Easy Medium Hard</p>	<p>I would like you to write out each spelling in a different media for each spelling. You could paint it, cut letters out of a newspaper, bake letter biscuits, paint them on individual pebbles, make them out of spaghetti, use lego blocks, whatever you can think of.</p>	<p>Can you get another family member to help you practice these spellings. How did you get on?</p>



# Bluebell Home Learning



**Week Commencing:** 1st June

**Theme for the Week:**

	prevent invent venture adventure eventful				
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# Bluebell Home Learning



Week Commencing: 1st June

Theme for the Week:

		<a href="#">prehenison-inference-year-4-wk6-2</a>			
<b>Topic</b>	PSHE L.O. Changing me What has changed about you since school closed? Draw a picture of yourself and around the picture write (at least three) things that have changed during lockdown. OR you could film it and post it on your Class Dojo portfolio.	Geography L.O. Locating cities of the UK Draw a map of the UK. Identify these cities on the map: Norwich, Manchester, Edinburgh, Belfast, London. Extension: Choose 5 more cities and explain why you chose them.	Science L.O. Light What are some uses of light?  Link on GC	Computing L.O. Create a background We are going to create a game (recapping the skills we learnt in the Egyptian game).  Instructions are on the GC	Art L.O. Using shading  Optical illusions and using shading  Link on GC
<b>SPAG*</b>	L.O. Spellings Write the spellings out in your best handwriting: action station reaction ambition caption correction solution attraction organisation introduction	L.O. Spellings Write the spellings out with the dots and dashes  action                  caption .._____                  ..._____	L.O. Spellings Use a coloured pencil to chunk the words into syllables e.g. ac/tion, sta/tion, am/bi/tion	L.O. Spellings Put each words into a sentence	L.O. Spellings Get someone to test you on the spellings



# Bluebell Home Learning



Week Commencing: 1st June

Theme for the Week:

Year 5					
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Maths</b>	<p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p>Watch Summer Week 1, Lesson 4 - Adding decimals - crossing the whole.</p> <ol style="list-style-type: none"> <li>1. Have a go at the flashback 4, write these in your books.</li> <li>2. Watch up to 3:51 on the video.</li> <li>3. Complete the questions (see Class Dojo and Google Classroom).</li> </ol>	<p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p>Watch Summer Week 1, Lesson 4 - Adding decimals - crossing the whole.</p> <ol style="list-style-type: none"> <li>1. Watch from 4:00 on the video.</li> <li>2. Complete the questions (see Class Dojo and Google Classroom).</li> </ol>	<p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p>Watch Summer Week 2, Lesson 1 - Adding decimals with the same number of decimal places.</p> <ol style="list-style-type: none"> <li>1. Have a go at the flashback 4, write these in your books.</li> <li>2. Watch up to 3:40 on the video.</li> <li>3. Complete the questions (see Class Dojo and Google Classroom)</li> </ol>	<p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p>Watch Summer Week 2, Lesson 1 - Adding decimals with the same number of decimal places.</p> <ol style="list-style-type: none"> <li>1. Re-watch up to 3:40 on the video if needed.</li> <li>2. Complete the questions (see Class Dojo and Google Classroom)</li> </ol>	<p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p>Watch Summer Week 2, Lesson 1 - Adding decimals with the same number of decimal places.</p> <ol style="list-style-type: none"> <li>1. Watch from 3:51 on the video.</li> <li>3. Complete the questions (see Class Dojo and Google Classroom).</li> </ol>
<b>English</b>	<p>Setting description</p> <p>Reading comprehension and fact retrieval.</p> <p><a href="https://www.thenational.academy/year-5/english/setting-description-reading-compr">https://www.thenational.academy/year-5/english/setting-description-reading-compr</a></p>	<p>Setting description</p> <p>Reading comprehension and fact retrieval.</p> <p><a href="https://www.thenational.academy/year-5/english/setting-description-reading-compr">https://www.thenational.academy/year-5/english/setting-description-reading-compr</a></p>	<p>Setting description</p> <p>Identify the features of the text.</p> <p><a href="https://www.thenational.academy/year-5/english/setting-description-identifying-the-f">https://www.thenational.academy/year-5/english/setting-description-identifying-the-f</a></p>	<p>Setting description</p> <p>Learn how to use parenthesis.</p> <p><a href="https://www.thenational.academy/year-5/english/setting-description-spag-focus-par">https://www.thenational.academy/year-5/english/setting-description-spag-focus-par</a></p>	<p>Setting description</p> <p>Write a setting description.</p> <p><a href="https://www.thenational.academy/year-5/english/setting-description-write-a-setting-description-year-5-wk1-5">https://www.thenational.academy/year-5/english/setting-description-write-a-setting-description-year-5-wk1-5</a></p>



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Week Commencing: 1st June

Theme for the Week:

	<p><a href="#">ehension-fact-retrieval-year-5-wk1-1#slide-1</a></p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p><a href="#">ehension-fact-retrieval-year-5-wk1-2#slide-1</a></p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p><a href="#">eatures-of-a-text-year-5-wk1-3</a></p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p><a href="#">enthesi-year-5-wk1-4</a></p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>
<b>Topic</b>	<p>History - In 1066, who was the rightful heir to the throne?</p> <p>Complete the lesson on Oak Academy.</p> <p><a href="https://www.thenational.academy/year-5/foundation/in-1066-who-was-the-rightful-heir-to-the-throne-year-5-wk1-1#slide-1">https://www.thenational.academy/year-5/foundation/in-1066-who-was-the-rightful-heir-to-the-throne-year-5-wk1-1#slide-1</a></p> <p>(Link also on Google Classroom).</p>	<p>Science - How is igneous rock formed?</p> <p>Complete the lesson on Oak Academy.</p> <p><a href="https://www.thenational.academy/year-5/foundation/how-is-igneous-rock-formed-year-5-wk1-3">https://www.thenational.academy/year-5/foundation/how-is-igneous-rock-formed-year-5-wk1-3</a></p> <p>(Link also on Google Classroom).</p>	<p>Art - Patchwork made from textured rubbings.</p> <p>Complete the lesson on Oak Academy.</p> <p><a href="https://www.thenational.academy/year-5/foundation/texture-treasure-hunt-year-5-wk1-5">https://www.thenational.academy/year-5/foundation/texture-treasure-hunt-year-5-wk1-5</a></p> <p>(Link also on Google Classroom).</p>	<p>Spanish - Learning the alphabet and numbers.</p> <p>Complete the lesson on Oak Academy.</p> <p><a href="https://www.thenational.academy/year-5/foundation/el-alphabeto-y-los-numeros-year-5-wk1-2">https://www.thenational.academy/year-5/foundation/el-alphabeto-y-los-numeros-year-5-wk1-2</a></p> <p>(Link also on Google Classroom).</p>	<p>History - Who was responsible for the death of Thomas Becket?</p> <p>Complete the lesson on Oak Academy.</p> <p><a href="https://www.thenational.academy/year-5/foundation/who-was-responsible-for-the-death-of-thomas-becket-year-5-wk1-4">https://www.thenational.academy/year-5/foundation/who-was-responsible-for-the-death-of-thomas-becket-year-5-wk1-4</a></p> <p>(Link also on Google Classroom).</p>
<b>SPAG*</b>	<p>Suffix -able</p> <p>Write the following words correctly in a sentence:</p>	<p>Suffix -able</p> <p>Write the following words correctly in a sentence:</p>	<p>Use a coloured pencil to divide the words into syllables. e.g. jump/ing</p>	<p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again</p>	<p>Spelling test as part of today's English lesson.</p>



# Bluebell Home Learning



Week Commencing: 1st June

Theme for the Week:

	changeable, noticeable, dependable, comfortable	understandable, reasonable, enjoyable, adaptable	cat/er/pill/ar	the next day? e.g. watch - cwhta	
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# Bluebell Home Learning

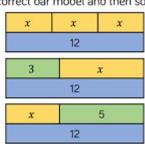
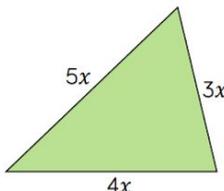


Week Commencing: 1st June

Theme for the Week:

## Year 6

### Day 1 Day 2 Day 3 Day 4 Day 5

<p><b>Maths</b></p>	<p>We are going to be solving one step problems. Explore this through the use of concrete materials such as cubes, counters and cups. You should try to solve equations using a balancing method using inverse operations. Look at this question. What is the equation? <math>2c = 6</math> <math>C = ?</math></p> <p>How many counters is each cup worth? Write down and solve the equation represented by the diagram.</p>  <p>Can you make some of your own equations using cups and counters for a friend to solve?</p> <p>Solve the equation represented on the scales. Can you draw a diagram to go with the next step?</p>  <p>Answer this question: Why do you think the equation is set up on a balance? What does the</p>	<p>Solve this:</p> <p>Match each equation to the correct bar model and then solve to find the value of <math>x</math>.</p> <p><math>x + 5 = 12</math></p> <p><math>3x = 12</math></p> <p><math>12 = 3 + x</math></p>  <p>What is the same and what is different about each bar model?</p> <p>Try these:</p> <p>Match the word problems to the correct representation.</p> <p>I think of a number and double it. The answer is 10. <math>6 = a - 12</math></p> <p>I think of a number. I divide it by 4 and the answer is 4. <math>2c = 10</math></p> <p>I think of a number. I subtract 12 and the answer is 6. <math>b \div 4 = 4</math></p> <p>Can you work out the missing values?</p> <p>Circle the equation that is the odd one out.</p> <p><math>5a = 60</math></p> <p><math>120 \div 10 = a</math></p> <p><math>25 - a = 12</math></p>	<p>Solve these problems:</p> <p>4a. Which representation matches the expression <math>2 + c</math>?</p> <p>4b. Which representation matches the expression <math>n + 4</math>?</p> <p>2a. Which representation matches the expression <math>n + 1</math>?</p> <p>2b. Which representation matches the expression <math>c + c</math>?</p> <p>Saif is solving the equation <math>f + 14 = 29</math>. Saif says, <math>f = 43</math> because <math>29 + 14 = 43</math>. Is he correct? Explain your answer.</p> <p>The perimeter of the triangle is 216 cm.</p>  <p>Form an equation to show this information.</p> <p>Solve the equation to find the value of <math>x</math>.</p> <p>Work out the lengths of the sides of the triangle.</p>	<p>Look at this:</p> <p>Here is each step of an equation represented with concrete resources.</p> <p><math>2x + 1 = 5</math></p> <p><math>2x + 1 = 5</math> <math>-1</math> <math>2x = 4</math></p> <p><math>2x = 4</math> <math>\div 2</math> <math>x = 2</math></p> <p>Use this method to solve:</p> <p><math>4y + 2 = 6</math> <math>9 = 2x + 5</math> <math>1 + 5a = 16</math></p> <p>Why do you have to do the same to each side of the equation? Why subtract 1? What does this do to the left hand side of the equation? Solve these:</p> <p>Find the value of <math>x</math> using the equations below.</p> <p><math>4x = 48</math></p> <p><math>x - 8 = 4</math></p> <p><math>x + 3 = 15</math></p> <p>Are the following statements true or false?</p> <p>A. If <math>x = 4</math>, then <math>5x + 1 = 25</math></p> <p>B. If <math>y = 3</math>, then <math>3y - y = 6</math></p>	<p>Look at this:</p> <p>Here is each step of an equation represented by a bar model. Write the algebraic steps that show the solution of the equation. Use bar models to solve these equations.</p> <p><math>3b + 4 = 19</math> <math>20 = 4b + 2</math></p> <p>Does the order the equation is written in matter? What's the same and what's different about solving the equations <math>2x + 1 = 17</math> and <math>2x - 1 = 17</math>? Solve these:</p> <p>Match each equation to the value of <math>a</math>.</p> <p>A. <math>5a - 7 = 23</math> <math>a = 4</math></p> <p>B. <math>\frac{1}{2}a + 10 = 12</math> <math>a = 6</math></p> <p>C. <math>7 = 6 + 4a</math> <math>a = 0.25</math></p> <p>1a. Are the following statements true or false? A. If <math>x = 4</math>, then <math>2x + 1 = 9</math> B. If <math>y = 5</math>, then <math>4y + 1 = 20</math></p> <p>1b. Are the following statements true or false? A. If <math>x = 3</math>, then <math>4x + 3 = 15</math> B. If <math>y = 7</math>, then <math>2y - 6 = 14</math></p> <p>2a. What is the value of <math>c</math>? <math>5c - 11 = 39</math></p> <p>2b. What is the value of <math>c</math>? <math>7c - 9 = 33</math></p>
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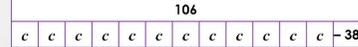


# Bluebell Home Learning



Week Commencing: 1st June

Theme for the Week:

	<p>balance represent? How does this help you solve the equation? Try the questions posted on GC and CD.</p>	<p>Which representation matches the expression <math>m + 5</math>?</p> <p>A. </p> <p>B. </p> <p>C. </p>	<ul style="list-style-type: none"> <li>Hannah is 8 years old</li> <li>Jack is 13 years old</li> <li>Grandma is <math>x + 12</math> years old.</li> <li>The sum of their ages is 100</li> </ul> <p>Form and solve an equation to work out how old Grandma is.</p>	<p>What is the value of <math>c</math>?</p> $12c - 38 = 106$  <p>10    11    12</p>	<p>4a. Fill in the missing operations to show how to solve the equation below.</p> $3x + 4 = 22$ $\frac{22}{x \quad x \quad x \quad 4}$ <p>↓ ?</p> $3x = 18$ $\frac{18}{x \quad x \quad x}$ <p>↓ ?</p> $x = 6$ <p>4b. Fill in the missing operations to show how to solve the equation below.</p> $5x - 7 = 28$ $\frac{28}{x \quad x \quad x \quad x \quad -7}$ <p>↓ ?</p> $5x = 35$ $\frac{35}{x \quad x \quad x \quad x \quad x}$ <p>↓ ?</p> $x = 7$
<p><b>English</b></p>	<p>Using the balanced argument posted on GC and CD, create and fill in your own boxing up. An example will be posted on GC and CD.</p>	<p>Write the first two paragraphs of your balanced arguments using the toolkit and your boxing up.</p>	<p>Review your first two paragraphs. Use this Year 6 expectation mat to add 3 more features to your writing. Check your spellings, plurals and ensure that you have punctuated correctly.</p>	<p>Write the next two paragraphs of your balanced arguments using the toolkit and the boxing up plan.</p>	<p>Write the concluding paragraph to your balanced argumen.</p>
<p><b>Topic</b></p>	<p>Science: Look at this picture of the identical twins – what can they note about their characteristics?</p>	<p>Science: Look at these pictures of foxes. Fill in the table posted on CD and GC.</p>	<p>Science: Case study on the peppered moth.</p> <p>Peppered moth</p>  <p>Moths resting on polluted and non-polluted birch tree trunks:</p>  <p>How did this moth adapt to its</p>	<p>Science: Recap our learning on Darwin and his research on the Galapagos Islands. <a href="https://www.pbslearningmedia.org/resource/tdc02.sci.life.evo.dar/evolving-ideas-who-was-charles-darwin/">https://www.pbslearningmedia.org/resource/tdc02.sci.life.evo.dar/evolving-ideas-who-was-charles-darwin/</a></p> <p>Watch the video and make a list of the important facts it tells us about adaptations and natural selection.</p>	<p>French: Who lives where? <a href="https://www.youtube.com/watch?v=J8pJ5ewHOEA">https://www.youtube.com/watch?v=J8pJ5ewHOEA</a> Watch this song (It's a typical Miss Rudd song) What is the question and what is the answer? <a href="https://www.youtube.com/watch?v=TdIF3ac90ko">https://www.youtube.com/watch?v=TdIF3ac90ko</a> Watch this video and repeat the phrases.</p>

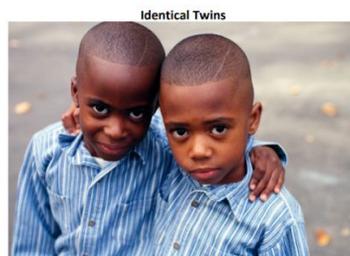


# Bluebell Home Learning

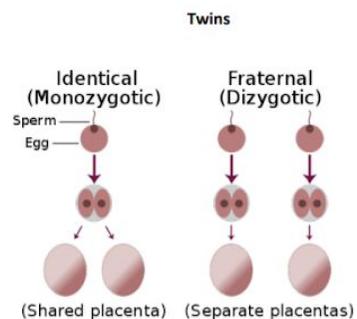


Week Commencing: 1st June

Theme for the Week:



Identical twins have the same (identical) characteristics because they have identical genetic 'codes'. Look at this diagram:



Write an explanation on how identical and non-identical (fraternal) twins are born. Note



Why do you think Vulpes (fox) differ so much? Note that in the arctic the fur is an obvious difference – colour and length. How would a red fox, like the

surroundings? Why do you think it did this?  
Read this:  
Interestingly the peppered moth changed during the industrial revolution. It was a huge change in appearance within the space of 50 years in the 19th Century... and then changed back in the second half of the 20th Century! The colour of the moth and its impact on camouflage from potential predators is part of the explanation.

Watch this:  
<https://www.youtube.com/watch?v=jD8w3SOIYOk>

Create a fact file about the Peppered Moth.

Où habites-tu?  
Where do you live?  
**J'habite à Paris.**  
I live in Paris.

Draw a cartoon of people asking where different characters live.



# Bluebell Home Learning

Week Commencing: 1st June

Theme for the Week:

	<p>that although in nature we may often think animals look identical, they still have their own unique characteristics (coat markings, eye colour, facial features) – Look at these images of chimpanzees. Are they exactly alike? What differences can you see?</p> <p style="text-align: center;"><small>Chimpanzee images</small></p> 	<p>ones we have in the UK fare in the arctic? We call this adaptation when certain characteristics become more common because they are more likely to help living things survive. Why do foxes come in so many different 'versions'? They all have a common ancestor and in certain environments certain features would have helped specific foxes to survive into adulthood and reproduce, passing on their genetic characteristics, so that eventually certain characteristics end up being 'selected' naturally and become the common form of that fox (natural selection).</p>			
<p><b>SPAG*</b></p>	<p>Test yourselves on your spellings. A test will be on CD and GC.</p>	<p>Write out your new spellings 10 times in joined up handwriting. environment, equip, equipped, equipment and especially</p>	<p>Research the meaning of your spellings and then use them in a sentence.</p>	<p>Recap main and subordinate clauses with this video: <a href="https://www.youtube.com/watch?v=BT1HhMcB8aw">https://www.youtube.com/watch?v=BT1HhMcB8aw</a> Complete these questions:</p>	<p><a href="https://www.youtube.com/watch?v=FK2Gyto5gTQ">https://www.youtube.com/watch?v=FK2Gyto5gTQ</a>  Sing along with this song and then create your own sentences that have a main and subordinating clause.</p>

