



Bluebell Home Learning



Week Commencing: 8th June

Whole School	Reading focus: Predicting
<p>Children should:</p> <ul style="list-style-type: none">● Read each day.● Choose their tasks from the 'suggested' timetable● Be active for at least 60 minutes a day● Take regular breaks● Have fun	<p>Whilst reading, stop and use these stem sentences regularly (i.e. each paragraph):</p> <ul style="list-style-type: none">● I wonder if● I predict● I think that● I bet that because● I imagine● I think * will happen● I think I will learn● I think it will be set out● The next part will be about
<p>Parents should:</p> <ul style="list-style-type: none">● Listen to children read once a day● Help children choose when they complete the tasks● Provide a suitable working environment● Ask questions● Enjoy the time together and not feel an expectation to be a teacher.● Keep in touch with their child's class teacher	



Bluebell Home Learning



Week Commencing: 8th June

Year 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	<p>Place Value (within 100): Lesson 1 To recognise, read and write numbers to 100. https://www.thenational.academy/year-1/maths/to-recognise-read-and-write-numbers-to-100-year-1-wk3-1</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Place Value (within 100): Lesson 2 To explore the components of numbers within 100. https://www.thenational.academy/year-1/maths/to-explore-the-components-of-numbers-within-100-year-1-wk3-2</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Place Value (within 100): Lesson 3 To explore the components of numbers within 100. https://www.thenational.academy/year-1/maths/to-explore-the-components-of-numbers-within-100-year-1-wk3-3</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Place Value (within 100): Lesson 4 To apply knowledge of number bonds. https://www.thenational.academy/year-1/maths/to-apply-knowledge-of-number-bonds-year-1-wk3-4</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Place Value (within 100): Lesson 5 To find one more or one less and ten more or ten less. https://www.thenational.academy/year-1/maths/to-find-one-more-or-one-less-and-ten-more-or-ten-less-year-1-wk3-5</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>
English	<p>Fiction: The Story of Pirate Tom: Go over your story map from Friday. Add actions to help you remember the story and practise it. You</p>	<p>Fiction: The Story of Pirate Tom: Go over the story again using your story map and actions to help you.</p>	<p>Fiction: The Story of Pirate Tom: Look at the two pictures of the different settings on Class Dojo. How are they the same/different? Write</p>	<p>Fiction: The Story of Pirate Tom: Use the describing words on Class Dojo to create/draw your own setting for the pirates in our</p>	<p>Fiction: The Story of Pirate Tom: Boxing up our story- using the template on Class Dojo, 'box up' the story into the different sections by</p>



Bluebell Home Learning

Week Commencing: 8th June

	could perform it to a family member.	<p>Draw a picture of your favourite part of the story. Write a sentence to go with it.</p> <p>Extension: Why is it your favourite part of the story? Use the connective 'because' to explain why you have chosen this part. Don't forget to check your sentence for a capital letter, finger spaces, and a full stop.</p>	down the things that are the same/different in two columns (see example on Class Dojo). Use your senses to think of different describing words for each.	<p>story.</p> <p>You can use this online dictionary to look up any words you do not understand https://kids.wordsmyth.net/we/</p>	<p>drawing a picture of that part of the story in the correct box.</p> <p>Extension: Write a sentence to go with each picture, remembering capital letters, finger spaces, and full stops.</p>
Topic	Music	Music	Music	Music	Music
	<p>Famous Musicians Find out about famous singers and bands from around the world. Listen to some of their music. Ask your child to list what they like/dislike about the music. What genre of music is it? Does it remind them of any singers or bands that they know? Create a fact file about the musician/s.</p>	<p>Making Music Try making a variety of shakers. Using empty bottles from the recycling, fill them with different dry foods/things from the garden. How can they make the shakers sound different? They could also write a set of instructions for making your own musical shakers.</p>	<p>Design an Instrument Can your child use different parts of their body to make music e.g. clicking fingers, stamping feet. After this, ask your child to design a new instrument. This could be an instrument that belongs to the woodwind or brass family. They can draw and label their design and then make it using materials from the recycling. Does it work? Ask your child to</p>	<p>The Four Seasons Listen to the piece of music below with your child- https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc Vivaldi wrote The Four Seasons during the early Classical period. Divide a piece of paper into 4 and ask your child to draw each season in each box as they listen to the music. Discuss how each movement</p>	<p>What Can I Hear? Ask your child to visit different places in the home and garden. Get them to list all of the different sounds that they can hear e.g. the humming of the fridge. Which room is the noisiest? Encourage them to use words such as volume, tempo, pitch and beat. After this, ask your child to record the sounds and play them to the family. Can the</p>



Bluebell Home Learning



Week Commencing: 8th June

			record 3 ways they could improve their design.	sounds different e.g. Spring is energetic and has a fast tempo.	family guess where the sound is coming from? Alternatively, your child can replicate the sound and the family could guess this way instead.										
SPAG*	<p>What are Adjectives?: Watch the video clip and do the activities. https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc</p> <p>OR</p> <p>Pick an object from around your house (this could be an item of food, your favourite toy, something in your garden etc.) Draw a picture of it and write different adjectives to describe it.</p>	<p>Spellings: Look at the spellings below ending in 'ck'. Practise these spellings using the look, cover, write, and check method.</p> <table border="1"> <tr><td>back</td></tr> <tr><td>peck</td></tr> <tr><td>sock</td></tr> <tr><td>lick</td></tr> <tr><td>stick</td></tr> <tr><td>rock</td></tr> <tr><td>sack</td></tr> <tr><td>duck</td></tr> <tr><td>luck</td></tr> <tr><td>shock</td></tr> </table>	back	peck	sock	lick	stick	rock	sack	duck	luck	shock	<p>SPaG Mat 1: Complete the questions on Class Dojo in your writing book.</p>	<p>Correct the sentences: Correct the sentences on Class Dojo by adding capital letters and full stops/question marks.</p>	<p>How to Use Question Marks: Watch the video clip and do the activity. https://www.bbc.co.uk/bitesize/topics/z8x6ci6/articles/zcm3ghv</p> <p>OR</p> <p>Write some questions you would like to ask the pirates on Tom's ship about their journey for treasure. Don't forget to include a question mark at the end of each question.</p>
back															
peck															
sock															
lick															
stick															
rock															
sack															
duck															
luck															
shock															



Bluebell Home Learning



Week Commencing: 8th June



Bluebell Home Learning



Week Commencing: 8th June

Year 2					
	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	<p>Shape Lesson 1 Identifying shapes by the number of sides and vertices. https://www.thenational.academy/year-2/maths/to-identify-shapes-by-the-number-of-sides-and-vertices-year-2-wk1-1</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Shape Lesson 2 Identifying right angles in shapes. https://www.thenational.academy/year-2/maths/to-identify-right-angles-in-shapes-year-2-wk1-2</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Shape Lesson 3 Recognising lines of symmetry within 2D shapes. https://www.thenational.academy/year-2/maths/to-recognise-lines-of-symmetry-within-2-d-shapes-year-2-wk1-3</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Shape Lesson 4 Naming and describing 3D shapes. https://www.thenational.academy/year-2/maths/to-name-and-describe-3-d-shapes-year-2-wk1-4</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>	<p>Shape Lesson 5 Identifying 2D shapes on the surfaces of 3D shapes. https://www.thenational.academy/year-2/maths/to-identify-2-d-shapes-on-the-surfaces-of-3-d-shapes-year-2-wk1-5</p> <p>Complete the lesson on Oak Academy</p> <p>OR</p> <p>Answer the questions on Class Dojo on paper (no need to print questions).</p>
English	<p>Little Boat https://www.literacyshed.com/little-boat.html#</p> <p>Watch the video 'Little Boat'.</p>	<p>Little Boat https://www.literacyshed.com/little-boat.html#</p> <p>Draw a picture of the little boat at the beginning and</p>	<p>Little Boat https://www.literacyshed.com/little-boat.html#</p> <p>Using your adjectives from yesterday write about how</p>	<p>Little Boat https://www.literacyshed.com/little-boat.html#</p> <p>Watch the video again. 'Box up' the journey of the little</p>	<p>Little Boat https://www.literacyshed.com/little-boat.html#</p> <p>Imagine you are on the little boat. Write about your</p>



Bluebell Home Learning

Week Commencing: 8th June

	<p>Talk about where the boat goes on its journey. Where do you think it ends up? Where might it have come from?</p> <p>Activity Pick three stills from the film showing what happens to the boat on its journey. Create a postcard album, write home imagining you are the boat, describing what has happened, what you saw and how you are feeling.</p>	<p>end of the video clip. Write adjectives to describe how the boat looks at these two different points of the video. What language could you use to describe the 'mood' of the boat? For example, at the start it is fresh and energetic, at the end it is worn out and tired.</p>	<p>the little boat has changed on its journey. Your sentences can be joined using because, so, or, and, when. Also use which, who and where.</p>	<p>boat into the following sections:</p> <ul style="list-style-type: none"> ● Beginning ● Build up ● Climax ● Resolution ● Ending <p>Draw a picture for each section, using the video to help you.</p>	<p>journey using the boxing up you did yesterday to help you. Think about how you can use language to create a 'mood' using some of your adjectives from earlier in the week. Try to include conjunctions to extend your sentences. Remember to read through your writing to check for full stops, capital letters, spellings, letters the correct way round.</p>
<p>Topic</p>	<p>Music</p> <p>Famous Musicians Find out about famous singers and bands from around the world. Listen to some of their music. Ask your child to list what they like/dislike about the music. What genre of music is it? Does it remind them of any singers or bands that they know? Create a fact file</p>	<p>Music</p> <p>Making Music Try making a variety of shakers. Using empty bottles from the recycling, fill them with different dry foods/things from the garden. How can they make the shakers sound different? They could also write a set of instructions for</p>	<p>Music</p> <p>Design an Instrument Can your child use different parts of their body to make music e.g. clicking fingers, stamping feet. After this, ask your child to design a new instrument. This could be an instrument that belongs to the woodwind or brass family. They can draw and label their design and</p>	<p>Music</p> <p>The Four Seasons Listen to the piece of music below with your child- https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc Vivaldi wrote The Four Seasons during the early Classical period. Divide a piece of paper into 4 and ask your child to draw each</p>	<p>Music</p> <p>What Can I Hear? Ask your child to visit different places in the home and garden. Get them to list all of the different sounds that they can hear e.g. the humming of the fridge. Which room is the noisiest? Encourage them to use words such as volume, tempo, pitch and beat. After</p>



Bluebell Home Learning



Week Commencing: 8th June

	about the musician/s.	making your own musical shakers.	then make it using materials from the recycling. Does it work? Ask your child to record 3 ways they could improve their design.	season in each box as they listen to the music. Discuss how each movement sounds different e.g. Spring is energetic and has a fast tempo.	this, ask your child to record the sounds and play them to the family. Can the family guess where the sound is coming from? Alternatively, your child can replicate the sound and the family could guess this way instead.
SPAG*	<p>These are your spellings to practice of the week. They are homophones.</p> <p>Make word cards and put them in your envelopes to keep practicing over the week.</p> <p>there their they're here hear see sea to too two</p>	<p>Go on spelling shed.</p> <p>Practice the different spellings on there.</p>	<p>there - as on over there their - it belongs to them they're - short for they are</p> <p>here - I am sitting here hear - Listening to a noise</p> <p><i>Put the words in bold into sentences</i></p>	<p>see - noticing something with your eyes sea - salty water which covers about three quarters of the Earth. to - I am going to the shop too - There are too many apples. two - the number (2)</p> <p><i>Put the words in bold into sentences</i></p>	<p>Choose the correct spelling.</p> <p>The pencil is over there/their?</p> <p>There/Their/They're coat had fallen on the floor.</p> <p>There/Their/They're happy to see the sun is shining.</p>



Bluebell Home Learning



Week Commencing: 8th June

Year 3					
	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	<p>To identify and recognise angles</p> <p>We are using a new online resource.</p> <p>Click on the link. It will ask you to complete a quick quiz then give you a video to watch. After the video there are 2 set of questions to work out in your book.</p> <p>https://www.thenational.academy/year-3/maths/to-identify-and-recognise-angles-year-3-wk4-1#slide-1</p>	<p>To identify angles inside 2-D shapes</p> <p>Click on the link. It will ask you to complete a quick quiz then give you a video to watch. After the video there are 2 set of questions to work out in your book.</p> <p>https://www.thenational.academy/year-3/maths/to-identify-angles-inside-2-d-shapes-year-3-wk4-2</p>	<p>To recognise right angles</p> <p>Click on the link. It will ask you to complete a quick quiz then give you a video to watch. After the video there are 2 set of questions to work out in your book.</p> <p>https://www.thenational.academy/year-3/maths/to-recognise-right-angles-year-3-wk4-3</p>	<p>To recognise obtuse and acute angles</p> <p>Click on the link. It will ask you to complete a quick quiz then give you a video to watch. After the video there are 2 set of questions to work out in your book.</p> <p>https://www.thenational.academy/year-3/maths/to-recognise-obtuse-and-acute-angles-year-3-wk4-4</p>	<p>To revise angles</p> <p>Click on the link. It will ask you to complete a quick quiz then give you a video to watch. After the video there are 2 set of questions to work out in your book.</p> <p>https://www.thenational.academy/year-3/maths/to-revise-angles-year-3-wk4-5</p>
English	<p>Setting Description: Reading Comprehension – Fact Retrieval</p> <p>https://www.thenational.academy/year-3/maths/to-identify-and-recognise-angles-year-3-wk4-1#slide-1</p>	<p>Setting Description: Reading Comprehension – Word Meaning</p> <p>https://www.thenational.academy/year-3/maths/to-identify-and-recognise-angles-year-3-wk4-1#slide-1</p>	<p>Setting Description: Identifying the features of a text</p> <p>https://www.thenational.academy/year-3/maths/to-identify-and-recognise-angles-year-3-wk4-1#slide-1</p>	<p>Setting Description: SPaG focus – Fronted adverbial phrases</p> <p>https://www.thenational.academy/year-3/maths/to-identify-and-recognise-angles-year-3-wk4-1#slide-1</p>	<p>Setting Description: Write a setting description</p> <p>https://www.thenational.academy/year-3/maths/to-identify-and-recognise-angles-year-3-wk4-1#slide-1</p>



Bluebell Home Learning



Week Commencing: 8th June

				<p>You could give it little or no water, give it lots of water, Keep it out of the sun in a dark place, Put it in a cold environment, give it lots of direct sun.</p> <p>Remember to make your predictions before you put it in a different environment.</p> <p>When making those observations you need to record what you find. Has it grown? How much? Does it look healthy or does it look weak?</p> <p>Keep a table of your observations so at the end of the next few weeks you can compare what you found.</p>	
SPAG*	<p>Words ending in the suffix -al</p> <p>natural</p> <p>occasional</p> <p>actual</p> <p>accidental</p> <p>medical</p>	<p>Practice this week's spellings. Putting them in to brief sentences</p>	<p>Practice this weeks spellings</p> <p>Go on to Spelling shed</p> <p>Use hive code</p> <p>Easy</p> <p>Medium</p> <p>Hard</p>	<p>Can you put your spelling into a crossword?</p> <p>Remember to give clues to what each word means so whoever is doing the crossword can guess correctly</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: 8th June

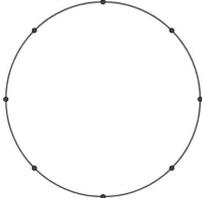
	national capital vocal sensational personal				
--	---	--	--	--	--



Bluebell Home Learning



Week Commencing: 8th June

Year 4														
	Day 1	Day 2	Day 3	Day 4	Day 5									
Maths	<p>L.O. Compare and classify 2-D shapes</p> <p>Basic Challenge: Draw and label all the 2D shapes you know. Then split them into two or three groups (you decide what the groups are).</p> <p>Extended Challenge: Go to the full lesson via GC</p>	<p>L.O. Compare and classify quadrilaterals</p> <p>Basic Challenge: Make a Venn Diagram with three circles (Parallel sides, right angle, 4 equal sides). Try to find a quadrilateral for each side.</p> <p>Extended Challenge: Go to the full lesson via GC</p>	<p>L.O. Compare right angled and equilateral triangles</p> <p>Basic Challenge: Draw a picture using only right-angled and equilateral triangles.</p> <p>Extended Challenge: Go to the full lesson via GC</p>	<p>L.O. Compare isosceles and scalene triangles</p> <p>Basic Challenge: Draw a triangle for a,b,c & d</p> <table border="1"> <thead> <tr> <th></th> <th>Isosceles</th> <th>Scalene</th> </tr> </thead> <tbody> <tr> <td>Right angle</td> <td>a</td> <td>b</td> </tr> <tr> <td>No Right Angle</td> <td>c</td> <td>d</td> </tr> </tbody> </table> <p>Extended Challenge: Go to the full lesson via GC</p>		Isosceles	Scalene	Right angle	a	b	No Right Angle	c	d	<p>L.O. Solve problems.</p> <p>Basic challenge: How many different quadrilaterals and triangles can be made by joining the dots on the circle?</p>  <p>Extended Challenge: Go to the full lesson via GC</p>
	Isosceles	Scalene												
Right angle	a	b												
No Right Angle	c	d												
English	<p>Instructions</p> <p>L.O. - Reading comprehension.</p> <p>Read the example text and complete questions. Links on GC</p>	<p>Instructions</p> <p>L.O. - Reading comprehension.</p> <p>Read the example text and complete questions. Links on GC</p>	<p>Instructions</p> <p>L.O. Identify key features</p> <p>Read the example text via GC</p>	<p>Instructions</p> <p>L.O. Grammar focus - Adverbials</p> <p>Complete the lesson via GC</p>	<p>Instructions</p> <p>L.O. Use key features in order to write your own composition.</p> <p>Guidance via GC</p>									
Topic	<p>PSHE - L.O. Changing Me Topic. What has changed around you this year? Talk to someone about the changes you may have noticed at home, school, in your community or further</p>	<p>Geography - L.O. Locating places in Norfolk. Draw a map of Norfolk. Identify these places on the map: Norwich, Great Yarmouth, Kings Lynn, Thetford</p> <p>Extension: Choose 5 more</p>	<p>Art - L.O. Drawing familiar things from different viewpoints. Choose an object you are familiar with and draw it from different angles. Notice how the light is different - use the</p>	<p>Computing - L.O. Move your character.</p> <p>Add a sprite to your Scratch game and make it move around when the arrow keys are pressed. Further instructions are on GC.</p>	<p>World Day Against Child Labour</p> <p>There are plenty of jokes I could make but this is serious. Too many children around the world have to work instead of going to</p>									



Bluebell Home Learning



Week Commencing: 8th June

	afield.	cities and explain why you chose them.	shading skills from last week.		school - they are often very dangerous jobs. I'll give you a lesson off to think about this and talk to a grown up about it.
SPAG*	Write the spellings out in your neatest handwriting infusion collision invasion expansion permission passion compression admission confession expression division	L.O. Verbs Choose your favourite 10 verbs from this story. https://youtu.be/KLtKSYey9QE	Play on Spelling Shed Join the Hive Game #149882 PS The Year 3s are top of the league tables. Let's knock them off! <i>"BRING IT ON YEAR 4!" From Mr Reekie</i>	L.O. Spellings Use a coloured pencil to chunk the words into syllables e.g. in fu sion, co lli sion	Get someone to test you on the spellings



Bluebell Home Learning



Week Commencing: 8th June

Year 5					
	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 2, Lesson 3 - Adding decimals with a different number of decimal places.</p> <ol style="list-style-type: none"> 1. Have a go at the flashback 4, write these in your books. 2. Watch up to 02:00 on the video and complete the questions on the screen. 3. Complete the questions (see Class Dojo and Google Classroom) 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 2, Lesson 3 - Adding decimals with a different number of decimal places.</p> <ol style="list-style-type: none"> 1. Re watch the video up to 02:00 if needed. 2. Complete the questions (see Class Dojo and Google Classroom) 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 2, Lesson 3 - Adding decimals with a different number of decimal places.</p> <ol style="list-style-type: none"> 1. Watch from 02:24 on the video. 2. Complete the questions (see Class Dojo and Google Classroom) 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 1, Lesson 2 - Subtracting decimals within 1.</p> <ol style="list-style-type: none"> 1. Have a go at the flashback 4, write these in your books. 2. Watch up to 04:18 on the video and complete the questions on the screen. 3. Complete the questions (see Class Dojo and Google Classroom) 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 1, Lesson 2 - Subtracting decimals within 1.</p> <ol style="list-style-type: none"> 1. Watch from 04:30 on the video. 2. Complete questions 4 & 5 (see Class Dojo and Google Classroom) 3. Watch from 08:57 on the video. 4. Complete questions 6 & 7 (see Class Dojo and Google Classroom)
English	<p>Character description</p> <p>Reading comprehension and fact retrieval.</p>	<p>Character description</p> <p>Reading comprehension and word meaning.</p>	<p>Character description</p> <p>Identifying the features of the text.</p>	<p>Character description</p> <p>Learning how to write a relative clause.</p>	<p>Character description</p> <p>Write a character description.</p>



Bluebell Home Learning



Week Commencing: 8th June

	<p>https://www.thenational.academy/year-5/english/character-description-reading-comprehension-fact-retrieval-year-5-wk2-1</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>https://www.thenational.academy/year-5/english/character-description-reading-comprehension-word-meaning-year-5-wk2-2</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>https://www.thenational.academy/year-5/english/character-description-identifying-the-features-of-a-text-year-5-wk2-3</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>https://www.thenational.academy/year-5/english/character-description-spag-focus-relative-clause-year-5-wk2-4</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>https://www.thenational.academy/year-5/english/character-description-write-a-character-description-year-5-wk2-5</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>
Topic	<p>History - Who was the worse King: Richard I or John?</p> <p>https://www.thenational.academy/year-5/foundation/who-was-the-worse-king-richard-i-or-john-year-5-wk2-1</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>Spanish - Introducing yourself in Spanish.</p> <p>https://www.thenational.academy/year-5/foundation/introducing-yourself-in-spanish-year-5-wk2-2</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>Science - How is metamorphic rock formed?</p> <p>https://www.thenational.academy/year-5/foundation/how-is-metamorphic-rock-formed-year-5-wk2-3</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>History - In what ways was Edward I a 'great and terrible king'?</p> <p>https://www.thenational.academy/year-5/foundation/in-what-ways-was-edward-i-a-great-and-terrible-king-year-5-wk2-4</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>	<p>Art - How can we use visual texture to add interest to our artwork?</p> <p>https://www.thenational.academy/year-5/foundation/how-can-we-use-visual-texture-to-add-interest-to-our-artwork-year-5-wk2-5</p> <p>Complete the lesson on Oak Academy.</p> <p>(Link also on Google Classroom).</p>



Bluebell Home Learning

Week Commencing: 8th June

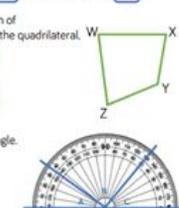
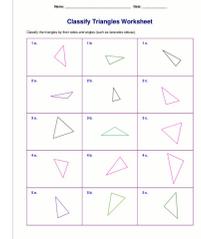
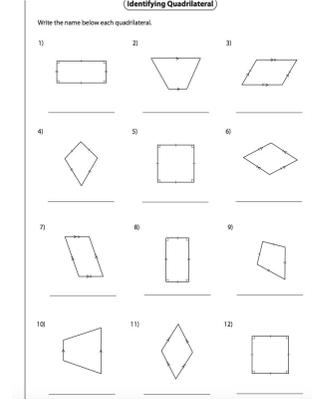
<p>SPAG*</p>	<p>Suffix -able</p> <p>Write the following words correctly in a sentence:</p> <p>adorable, applicable, considerable, tolerable</p>	<p>Suffix -able</p> <p>Write the following words correctly in a sentence:</p> <p>desirable, believable, excitable, regrettable</p>	<p>Scrabble</p> <p>(See Class Dojo and Google Classroom for larger image).</p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> <p>A₁ B₃ C₃ D₂ E₁ F₄ G₁</p> <p>H₁ I₁ J₄ K₃ L₁ M₃ N₁</p> <p>O₁ P₃ Q₃ R₃ S₁ T₁ U₁</p> <p>V₂ W₁ X₁ Y₁ Z₃</p>	<p>Pyramid Words</p> <p>(See Class Dojo and Google Classroom for larger image).</p> <p>s sp spe spel spell spelli spellin spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>Spelling test as part of today's English lesson.</p>
---------------------	--	--	---	---	---



Bluebell Home Learning



Week Commencing: 8th June

Year 6																												
	Day 1	Day 2	Day 3	Day 4	Day 5																							
Maths	<p>Lesson 1 - Value of missing angles https://classroom.thenational.academy/lessons/find-the-value-of-missing-angles/ Complete this lesson on Oak Academy</p> <p>Or</p> <p>Can we name and describe the 4 different types of angles? What unit do we use to measure angles? Now answer these:</p> <p>Varied Fluency</p> <p>Identify the type of angle, and measure the angle using a protractor.</p>  <p>Angle <input type="text"/> is an <input type="text"/> angle. It measures <input type="text"/></p> <p>Estimate, then measure each of the angles at the vertices of the quadrilateral.</p> <p>W: <input type="text"/> X: <input type="text"/> Y: <input type="text"/> Z: <input type="text"/></p> <p>Work out the size of each angle.</p> <p>Explain how you found your answers.</p> 	<p>Lesson 2 - Compare and classify triangles https://classroom.thenational.academy/lessons/compare-and-classify-triangles/ Complete this lesson on Oak Academy</p> <p>Or</p> <p>If there are 90 degrees in one right angle, how many are there in two? What about three? How many degrees are there in a quarter/half turn? Between which two compass points can you see a right angle/half turn/three quarter turn?</p> <p>Complete these:</p> <p>Varied Fluency</p> <p>There are <input type="text"/> degrees in a right angle.</p> <p>There are <input type="text"/> right angles on a straight line.</p> <p>There are <input type="text"/> degrees on a straight line.</p> <p>Complete the table:</p> <table border="1"> <thead> <tr> <th>Angle</th> <th>Fraction of full turn</th> <th>Degrees</th> </tr> </thead> <tbody> <tr> <td>Right angle</td> <td>$\frac{1}{4}$</td> <td>90°</td> </tr> <tr> <td>Straight line</td> <td></td> <td></td> </tr> <tr> <td>Three right angles</td> <td></td> <td></td> </tr> <tr> <td>Full turn</td> <td></td> <td></td> </tr> </tbody> </table> <p>Use a compass to identify how many degrees there are between:</p> <ul style="list-style-type: none"> North & South (turning clockwise) South & East (turning anti-clockwise) North-East and South-West (turning clockwise) 	Angle	Fraction of full turn	Degrees	Right angle	$\frac{1}{4}$	90°	Straight line			Three right angles			Full turn			<p>Lesson 3 - Compare and classify quadrilaterals https://classroom.thenational.academy/lessons/compare-and-classify-quadrilaterals/ Complete this lesson on Oak Academy</p> <p>Or</p> <p>https://www.youtube.com/watch?v=JQUTVgT9RXY Listen to this song. Read this:</p> <p>Classify Triangles</p> <table border="1"> <thead> <tr> <th>By Side</th> <th>By Angle</th> </tr> </thead> <tbody> <tr> <td> Equilateral Triangle has three equal sides</td> <td> Acute triangle has three angles < 90°</td> </tr> <tr> <td> Isosceles Triangle has two equal sides</td> <td> Right triangle has one angle = 90°</td> </tr> <tr> <td> Scalene Triangle has no equal sides</td> <td> Obtuse triangle has one angle > 90°</td> </tr> </tbody> </table> <p>Now complete this:</p> <p>Classify Triangles Worksheet</p> 	By Side	By Angle	Equilateral Triangle has three equal sides	Acute triangle has three angles < 90°	Isosceles Triangle has two equal sides	Right triangle has one angle = 90°	Scalene Triangle has no equal sides	Obtuse triangle has one angle > 90°	<p>Lesson 4 - https://classroom.thenational.academy/lessons/find-unknown-angles-in-triangles/ Complete this lesson on Oak Academy</p> <p>Or</p> <p>https://www.bbc.co.uk/bitesize/guides/zj76fg8/revision/2 Research quadrilaterals. Complete this:</p> <p>(Identifying Quadrilaterals)</p> <p>Write the name below each quadrilateral.</p> 	<p>Lesson 5 - https://classroom.thenational.academy/lessons/calculate-unknown-angles-in-quadrilaterals/</p> <p>Or</p> <p>Calculate missing angles on a straight line.</p> <p>You need to know that on a straight line the angle is always 180 degrees. You also need to know obtuse (90 - 180), acute(0-89) and right angle(all 90) properties.</p> <p>So, if have these angles on a straight line,</p>  <p>Angles on a straight line add up to 180°</p> <p>I know that they need to be 180. X must be 80 as the other is 100.</p> <p>Try these: What do we know about a and b? How do we know this? Which angle fact might you need to use when answering this question? Which angles are already given? How can we use this to calculate unknown angles?</p>
Angle	Fraction of full turn	Degrees																										
Right angle	$\frac{1}{4}$	90°																										
Straight line																												
Three right angles																												
Full turn																												
By Side	By Angle																											
Equilateral Triangle has three equal sides	Acute triangle has three angles < 90°																											
Isosceles Triangle has two equal sides	Right triangle has one angle = 90°																											
Scalene Triangle has no equal sides	Obtuse triangle has one angle > 90°																											



Bluebell Home Learning



Week Commencing: 8th June

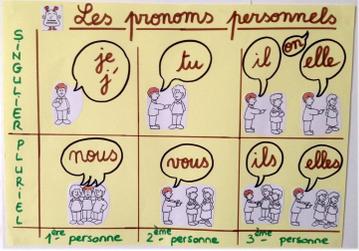
<p>English</p>	<p>Complete this: https://classroom.thenational.academy/lessons/setting-description-lesson-1-reading-focus/</p> <p>Or</p> <p>Read this: The Storm Keeper's Island - Chapter 1 - The Sleeping Island Fionn and his sister were close in age. Fionn could even remember a time when they felt almost like friends. He supposed they'd had something in common until the day she turned thirteen and he stayed eleven, and suddenly she was much too wise and too clever to hang around and play video games with him any more. I'm mature now Fionny. My interests have changed. Fionn didn't know how Tara measured maturity but he was the one cooking dinner for the three of them most evenings, while Tara pawed Nutella out of the jar like Winnie-the-Pooh and shrieked the walls down any time she saw a spider. Tara smiled over her shoulder and then stepped higher on the boat railings, peering over the waves, until it looked like she was going to dive in, just to show him she could. Fionn thought it might be nice if she tipped over, and drowned a little. Not enough to die, just enough so that a fish could come along and eat the part of her brain that caused her personality to be so terrible.</p>	<p>Complete this: https://classroom.thenational.academy/lessons/setting-description-lesson-2-reading-focus</p> <p>Or</p> <p>Read this: The Storm Keeper's Island - Chapter 1 - The Sleeping Island Fionn searched the jagged lines of the headland. In the distance, at the edge of the bay, where bitars and ferns tussled on a low, sloping cliff, a cottage poked out of the wilderness. The smoke from its chimney curled into the evening air like a finger. The wind pushed him across the pier. The smoke kept rising and twisting, grey against the sun-blush sky. It was beckoning him. Fionn could almost hear the whispering in his ears: a voice he had never heard before, a voice thrumming deep in his blood and in his bones. A voice he was trying very hard to ignore. "Come here," it was saying. "Come home."</p> <p>How has the setting</p>	<p>Complete this: https://classroom.thenational.academy/lessons/setting-description-lesson-3-identifying-features</p> <p>Or</p> <p>Label the grammatical features shown:</p> <p>1. <input type="text"/> In a field full of wild flowers, a boy and a girl stood side by side beneath an ancient oak tree. <input type="text"/> The sky was angry, the thunder growling like an angry beast. <input type="text"/></p> <p>2. <input type="text"/> "Are you ready?" asked the boy nervously. <input type="text"/> The girl raised her chin, her wheat-blond hair sweeping down her back in a curtain. "I've always been ready." <input type="text"/></p> <p>3. <input type="text"/> They pressed their palms against the gnarled trunk. The tree began to quiver, its branches stretching as it shook itself awake. <input type="text"/> There was a brief silence and then a crack exploded above them. <input type="text"/> A whip of lightning leapt from the clouds and split the centre of the tree in two. <input type="text"/> Flames erupted along the bark, climbing across the branches and devouring the leaves until everything was a bright, brilliant gold. <input type="text"/></p> <p>4. <input type="text"/> "Betty?" said the boy uncertainly. "Should we..." <input type="text"/> "Sssh!" hissed the girl. "It's about to say something!" <input type="text"/></p> <p>Adjective phrase Adjective Noun phrase Prepositional phrase etc</p>	<p>Complete this: https://classroom.thenational.academy/lessons/setting-description-lesson-4-figurative-language/</p> <p>Or</p> <p>Find a picture of a setting that interests you.</p>	<p>Complete this: https://classroom.thenational.academy/lessons/setting-description-lesson-5-description-a-setting/</p> <p>Or</p> <p>Setting Description Things to remember and include in your writing...</p> <ul style="list-style-type: none"> Powerful vocabulary choices Figurative language Sentence openers Build atmosphere



Bluebell Home Learning



Week Commencing: 8th June

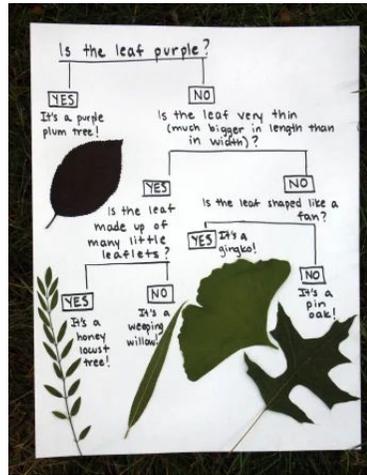
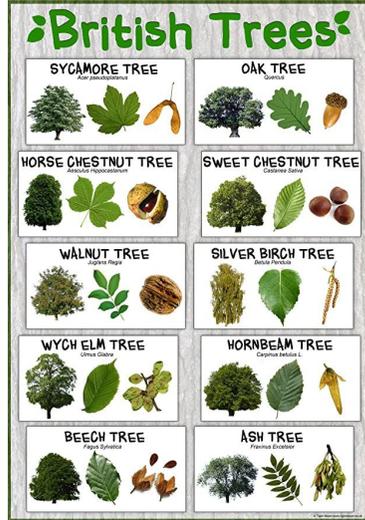
	<p>The Storm Keeper's Island - Chapter 1 - The Sleeping Island He went back to staring at the blurry horizon - a fixed point to help with the sickness. His mother said it would help with the motion of the boat. That was the last thing she told him before their goodbye back in Dublin, when her eyes were clear and her smile was sad. Then all of a sudden they were in their neighbour's car. Fionn's nose pressed up against the window, as they trundled across the country and left her behind.</p> <p>Fionn waited for the island to appear. The one she used to tell them about when he was younger, her eyes glassy with some faraway look. Sometimes the island was a beautiful place. Sometimes it was a sad, unforgiving place that held nothing beyond the memory of his father, long ago lost to the sea. All Fionn ever knew for sure was that Arranmore haunted her, and he could never figure out whether that was mostly a good thing or mostly a bad thing. Only that places can be just as important as people. That they can have the same power over you if you let them.</p> <p>Tara left her perch at the front of the ferry, skipped across the deck and bent down until they were almost nose-to-nose. "Do you have to look so depressed about all this?"</p> <p>Draw a picture of what this scene would look like.</p>	<p>changed? Compare this extract to yesterdays. Which do you prefer? Why? Underline the pieces of description in each text.</p>		<p>Use these figurative language features to write about your chosen setting.</p>	<p><small>Re-working of Start of Chapter 5, Miss Peregrine's Home for Peculiar Children by Ethan, Year 6, Coastlands School</small></p> <p>The jet black, glossy door of the pub clicked behind me like an old woman tutting, as I emerged into an almost-too-perfect morning. The grass was swaying in the cool spring breeze and in the distance there were decrepit cottages leaning against each other. But instead of enjoying the scene, I hurried on and in a very short time I was creeping into the abandoned children's home. "Strange... this place smells of rubber," I thought to myself. I wandered into the nearest room, which was as much outside as inside. Slowly, fog descended like poisoned gas. So I sprinted out of there as quick as I could. Within an instant I thought, should I be here? The light coming through the window was like a sun in the room, sending shafts of light through the air-borne dust. CREEEAK! The floorboards groaned beneath my feet as I stepped further into the hallway of the old, ruined building.</p> <p>All around, thick cobwebs hung from furniture and in the dark corners. Creeping forward, I left a trail of dusty footprints on the dark floorboards. "There's nothing useful here," I thought. "I'll have to explore upstairs." When I got upstairs it was a completely different story. Surprisingly, the rooms upstairs were in good shape. It was easy to believe that everything was just as the children had left it, as if time had stopped the night they died.</p> <p>I went from room to room, examining their contents like an archaeologist. Scattered across the floor were wooden toys and heaps of old books.</p> <p>Use these to write the setting description for a story of your choice.</p>
<p>Topic</p>	<p>Science: Complete this: https://classroom.thenational.academy/lessons/which-organisms-lived-during-each-era-of-time/</p>	<p>Science: Classifying trees Go for a walk and find a range of tree leaves. Either take a photo or carefully and respectfully take a sample. Research from the leaf properties what type of tree you have found.</p>	<p>Science: Using your leaves from yesterday, create a branching key to help people identify the type of tree by the leaves. Use simple yes or no questions. I.E Is the leaf oval shaped? Does the leaf have sharp edges? Use this example to help:</p>	<p>Science: Endangered Species- The tiger, Amur leopard, orangutan, sea turtle and the Sumatran elephant are some of the most endangered animals on the planet. Choose an animal from one region and describe how it has evolved to suit its habitat. Now ask them to consider how their chosen animal may need to adapt due to the current environment and human threats it faces. Create an informative</p>	<p>French:</p>  <p>Recap French pronouns and use them to complete this to complete the french phrases.</p>



Bluebell Home Learning



Week Commencing: 8th June



leaflet about the threat the animal faces and what humans can do to minimise these threats.





Bluebell Home Learning



Week Commencing: 8th June

		Create an identification key like these for your own.			
SPAG*	Test yourself on your spellings from last week.	Write your spellings out 10 times in joined handwriting. Exaggerate, existence, excellent, explanation and familiar	Apostrophes for contraction: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt	Apostrophes for possession: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs	Create a poster showing the different and correct ways you can use an apostrophe. Highlight the difference for each use.