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| **Literacy** | **Activity** | **Activity** | **Activity** | **Additional Resources** |
| **Spelling** | Revise previously set spelling work from Google Classroom Weekly Spelling Folder. Use known strategies or pick from spelling task list (uploaded in Spelling Folder).Nessy- all those following the Nessy spelling programme, please logon and continue to work through tasks.  | Use this activity grid to practise spelling words.<https://www.doorwayonline.org.uk/activities/speller/> | Revise your grammar<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons>  | BBC Bitesize has lots of fun literacy activities:<https://www.bbc.co.uk/bitesize/subjects/z7mtsbk> They also have many catch up lessons for P5 in Literacy: <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons> Logon to Active Learn-Book Bug and complete activities.<https://www.activelearnprimary.co.uk/login?c=0> |
| **Writing** | Up-levellingWrite a story of your choice* Improve the story by adding descriptive vocabulary.
* Make some sentences longer by adding a connective.
* Change some of the openers (first word)
* Add different punctuation.
 | VCOP**V** – Vocabulary (describing words)**C** - Connectives (and, so but, then, because, then)**O** - Openers (using new words to start a sentence rather than always The, I or My)**P** - Punctuation (. , ! ? “”) | Write a diary entry for the day orWrite a report about today’s news |
| **Reading** | Read a range of fiction and non-fiction passages, texts, comics, magazines or books you find at home.Focus on the 8 Book Bug Comprehension Strategies:* Connecting
* Questioning
* Predicting
* Summarising
* Clarifying
* Evaluating
* Prior Knowledge
* Visualising
 | Fiction* Create questions about what you read to ask someone at home.
* Write a book review
* Write a character description
* Look for good examples of VCOP
 | Non-fiction* Create questions about what you read to ask someone at home.
* Summarise key points
 |
| **Listening and talking** | Watch Newsround and take notes under organised headings.<https://www.bbc.co.uk/newsround/news/watch_newsround> | Attention activities (jigsaws, colour in, memory games) |  |

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| **Maths** | **Activity** | **Activity** | **Activity** | **Additional Resources** |
| **Number** | Counting and Learn ItsRevise times tables every day (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12).Logon in and complete Big Maths Challenges at the end of each week.  | Addition and subtraction Practise adding and subtracting 3- and 4-digit numbers e.g. 2568 + 1236 and 9452 – 3521.Now try some with 1 decimal place!e.g. 345.3 + 147.8 | MultiplicationMultiply a 2-digit number by a single digit e.g. 37 x 5 (can use grid multiplication) | Mathletics games<https://login.mathletics.com/>Education City (Maths games)<https://go.educationcity.com/> Active Learn (Maths games)<https://www.activelearnprimary.co.uk/login?c=0> BBC Bitesize has lots of fun Maths activities:<https://www.bbc.co.uk/bitesize/subjects/znwqtfr> [https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons s](https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons%20s) Hit the Button<https://www.topmarks.co.uk/maths-games/hit-the-button>  |
| **Measure** | Measure the height, length and width of objects around your home. Use different resources to do this e.g. ruler, measuring tape.  | Try weighing different items around your house with a scale – record it in grams (g) or kilograms (kg) | Fill different sized cups with water and pour the water into a measuring jug to check how much millilitres each of the cups can hold – record this in a table. |
| **Money** | Play shops with a partner. Write down the prices of items in your house and add them up to get the total amount of money. | Make up prices of items in your house that would be below £1.00. Practice giving change from £1.00. Move up to change from £5.00 then £10.00. | Plan a birthday party for 20 guests, with a budget of £10 per person. Compare costs between different retailers, to determine the best value for money.Research different methods for payment of goods (other than cash). |
| **Shape** | Draw a range of 2D shapes and label them and identify their angles.<https://www.bbc.co.uk/bitesize/topics/zs7mn39/articles/z6q88xs>  | Write the names of the 2D and 3D shapes you find around your home and describe their faces, edges and vertices. You could draw a table first to put your results into. |  |
| **Time** | Practise telling the time in both analogue and digital. Change analogue 12-hour times to 24-hour times. | Try working out the duration between TV programmes. | Try reading a range of different timetables e.g. train, bus, cinema times.  |

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| **Health and Wellbeing** | **Activity** | **Activity** | **Activity** |
| **Safe** | Investigate information such as dates and storage instructions on labels to store food and drinks safely, especially the terms 'Use By' and 'Best Before'. | Talk about your responsibilities towards yourself and others when using social media and the internet. | **List** the amount of times you wash your hands in a typical day – use this information to **produce**a simple guide/leaflet/poster to promote the benefits of effective hand washing. |
| **Healthy** | * Create a shopping list /plan meal for a day or select food from a shopping list that would take account of recommended daily allowances.
 | Look at the labels on fresh foods and see which countries they come from. Find them on a map of the world and talk about the journey they have taken to get to your house. | Think of a time during the day when you have felt a certain emotion. Thinking of the Emotion Works Cogs (found on Google Classroom), try to draw your own cogs and link it to your emotions and behaviours. |
| **Active** | Go outside and get some fresh air for an hour! Give your brain and body a break. | In the garden have an 'Olympic games' competition, featuring different events like long-jump, high jump, sprinting, the marathon race. | Cosmic Kids <https://www.cosmickids.com/> Go Noodle <https://www.gonoodle.com/>Body Coach -Joe Wicks<https://www.youtube.com/playlist?list=PLyCLoPd4VxBsXs1WmPcektsQyFbXTf9FO> |
| **Nurture** | Share your feelings with your family and talk about why you feel that way. | Plan a meal for someone who has special dietary requirements and justify food choices on offer e.g. John is 10 years old, a keen footballer and has diabetes. | Design a poster which highlights the different nutritional needs at different stages of life. |
| **Achieving**  | Mindmap-- consider things that give you enjoyment either at school, home or somewhere else e.g. sport, going out with friends etc.  Record why you enjoy doing this activity.  Considerwhether it is a hobby or a skill, how long have you been doing it, how does it make you feel, was it easy or difficult to learn? | Research someone you admire for their achievements– this could be someone famous, a family member, member of the local community etc.  What did they do, how did they achieve success, what affect did it have on themselves and others, what challenges did they face on the way, how did they feel before, during and after etc.   | Record your daily exercise routine, in order to monitor improvement– this could be as simple as one or two sentences/statements per session. |
| **Respected** | Make a rainbow of emotions or feelings – display and discuss the various emotions and feelings displayed on the rainbows and relate each one to a life event. | Mindmap your own support network of people at school, home and in the community - what barriers would you face in seeking support if needed? How could you overcome these barriers? | Discuss / brainstorm the repertoire of skills / qualities of a good team player – consider own strengths and weaknesses and ways of improving own performance. |
| **Responsible** | Help with the housework e.g. washing the dishes, putting washing in the washing machine. | Make a fruit salad or smoothie– use maps/atlas etc to find out the ‘food miles’ the different fruits have travelled.  Investigate which foods have travelled the furthest.  Discuss/debate issues related to food miles and the effects on the economy and environment e.g., cost, fossil fuels. | List the sorts of skills, qualities and some of the strategies that will help them to cope with challenges in the future. Discuss the sorts of things that they may need to deal with such challenges, such as accurate information, help and advice from others, personal coping strategies. |
| **Included** | Play a game with your family and learn to take turns and be fair. | **Mindmap** words associated with feeling ‘included’ and feeling ‘excluded.’ Write about a time you have felt left out by others and **reflect** on how it made you feel about yourself. | **Compile** a list of different jobs e.g., police officer, pop star, nurse etc and ask children to decide what qualities would be needed to fulfil these posts. |

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| **OTHER AREAS** | **Activity** | **Activity** | **Activity** | **Activity** | **Additional Resources** |
| **ICT** | Log on to Mathletics, Glow, Google Classrooms and Active Learn or any other educational websites. | Use your I Pad or tablet and take some photographs of your work and upload them | Try some coding: <https://code.org/dance> | Research a topic of your choice then present your new-found information in a PowerPoint on Google Classroom. | Practise your keyboard skills: <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>  |
| **Art** | Go outside and collect natural materials. Create a portrait with what you have found.Andy Goldsworthy is a good artist to look at here. | Draw a vase on a piece of cardboard. Get an adult to poke some holes in the top. Go outside and find flowers or leaves and create a floral display. | Use pieces of cardboard to create a portrait. Glue the shapes down. Place a piece of paper over the top and make a rubbing using crayon or pencil. | Have a look on the National Gallery websitewww.nationalgalleries.org | Go to the website [www.arthubforkids](http://www.arthubforkids) and draw along with the presenters |
| **Science** | Make your own lava lamp Vegetable oil Water Vitamin C tablet Food colour (optional)  | Research the solar system and make a PPT with one slide per planet. Make a model of the solar system – consider size and scale of the planets | Make a structure that would protect a raw egg from falling without breaking from a height of 1 metre.  | Research some famous scientists and make a leaflet or poster showcasing their achievements  | Check out Steve Spangler’s huge list of experiments to try at home at <https://www.stevespanglerscience.com/lab/experiment-library/>  |