

# Cedar & Hazel

## Isolation

## Learning



## English

**Spelling**- suffix –y  
Suffix –ful/ -ness



## PE

Dance- exploring  
dance

Muay Thai



## Science

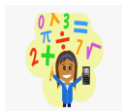
Materials

Melting and  
Dissolving



## Maths

Area and Perimeter



## RE

Theme: Beliefs and  
moral values

Key Question: Are  
Sikh stories  
important today?  
Religion: Sikhism



## Geography

Compass Points

Grid Coordinates



## Reading



MyON Project  
Reading for Pleasure

## History

Viking  
settlements



## Computing

Data  
Handling



## Music



Pulse  
And  
Rhythm

## Art/DT

Mixing  
Colours



Water Colour

# Cedar & Hazel

## Spanish

**The Classroom** - Name at least six classroom objects.

Tell you three things that I have in my pencil case.

Tell you three things that I do not have in my pencil case.

Follow three simple classroom commands when asked in Spanish.



**Science**

**1. Materials**  
**Test your knowledge of materials on...**  
<https://www.bbc.co.uk/bitesize/articles/zc3nm39>

**2 Dissolving**  
**What is dissolving?** Watch the clip. Take the quiz. Can you find items in your home to carry out an investigation on dissolving? Which items dissolve (soluble)? Which do not (insoluble)? Does changing the temperature of the water make a difference to how quickly they dissolve?  
<https://www.bbc.co.uk/bitesize/topics/zjty4wx/articles/zpbdpbk>

**Computing**

**1** Data- Handling  
 You have access to our Computing Resource so you can have a go at the tasks from home. Log on to  
<https://www.ilearn2.co.uk/signin.html>  
 Type in the code in the pupil login **47CA**  
 Work through the activities and enjoy!

**2** Learn about databases using this link to BBC Bitesize.  
<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z8yk87h>

**History**

**1. Vikings-** Explore how the Vikings lived.  
<https://www.bbc.co.uk/bitesize/articles/zvj8r2p>  
 Take the quiz – what have you learnt?

**Geography**

**1. Using a compass and learning about grid references**  
 Use BBC Bitesize to develop your understanding of a compass and grid references.  
<https://www.bbc.co.uk/bitesize/articles/z38pm39>

**RE**

**1. What is Sikhism?**  
<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjkpmn>

**2. Who was Guru Nanak?**  
<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt>

**Music**

**Log onto Charanga- There is a unit set for you on there.**  
**(If you need your login message your teacher on Seesaw).**  
**The following packages are available for you to use.**

**1. Explore 4 beats and rhythms**  
<https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr>

**2. Explore 4 beats in a bar**  
<https://classroom.thenational.academy/lessons/exploring-4-beats-in-a-bar-cgwk2t>

**ART**

**1. Colour Mixing-** create your own colour wheel using any colours you have.

**PE**

1) Login to imoves using your parent/carers email address and get FREE access. Once logged in complete at least **one active blast** and **one well being** activity per day. Also complete at least **one dance lesson of your choice per week**. Send in pictures or videos of you completing these activities on Seesaw. OR

2) Follow the link below and complete the Year 3, 4, 5 and 6 Mini Muay Thai activities before you return to school <https://primarypeplanning.com/home-pe/>  
**Send videos to seesaw!**

**MfL**

**Go to: Home Learning—**<https://www.languageangels.com/homeschool/>  
**Username:** TheGra1740  
**Password:** lahome

**Lesson 1: Unit 1 Mi Clase (In the Classroom)** Lesson 1 look at six items in the classroom. Work through the interactive lesson then play words and pictures snap.  
**Lesson 2: Unit 1 Mi Clase (In the Classroom)** Look at another six items in the classroom. Work through the interactive lesson then complete the article sort activity.

**SMSC**

**Select the lesson links and watch the lessons.**

**1 The wider world- reduce, reuse,recylce.**

<https://classroom.thenational.academy/lessons/reduce-reuse-recycle-crt38c>

## Half term 3

English

### Reading

1. myON Project One– read the set book and answer the questions.  
[www.myon.co.uk](http://www.myon.co.uk)
2. myON Project Two- read the set book and answer questions about Rumpelstiltskin on seesaw [www.myon.co.uk](http://www.myon.co.uk)

### Writing

- Lesson1 - To build historical knowledge for context of small unit  
<https://classroom.thenational.academy/lessons/to-build-knowledge-of-the-historical-context-of-the-unit-6nk32d>
- Lesson 2 -To identify features of a diary-  
<https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-diary-entry-cngp6d>
- Lesson 3 -To generate emototive language  
<https://classroom.thenational.academy/lessons/to-generate-vocabulary-emotions-6ww6cd>
- Lesson 4 -To build emotional vocabulary relative to feeling stressed or scared.  
<https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-feeling-stressed-or-scared-6gv3gd>
- Lesson 5 -To write the opening of a diary entry  
<https://classroom.thenational.academy/lessons/to-write-the-opening-of-a-diary-entry-cmt3er>
- Lesson 6 To write the main body of a diary entry part 1  
<https://classroom.thenational.academy/lessons/to-plan-the-main-body-of-my-diary-entry-74v3jd>
- Lesson 7 To write the main body of a diary entry –part 2  
<https://classroom.thenational.academy/lessons/to-write-the-main-body-of-a-diary-entry-69h64r>
- Lesson 8 – Read over your work to yourself, then to someone else. After this, using a blue pen, edit and improve your writing finishing with 2 strengths and a target to work on in your writing.

### SPAG

1. Simple and Compound sentences  
<https://classroom.thenational.academy/lessons/to-explore-simple-and-compound-sentences-74r3cr>
2. Complex Sentences  
<https://classroom.thenational.academy/lessons/to-explore-complex-sentences-70u66d>
3. Relative Clauses  
<https://classroom.thenational.academy/lessons/to-explore-relative-clauses-6xjp4c>
4. Relative Clauses and Complex sentences  
<https://classroom.thenational.academy/lessons/to-develop-knowledge-of-relative-clauses-6mu6ae>

#### SPELLING

The suffix –y Lesson 1

<https://classroom.thenational.academy/lessons/to-investigate-suffixes-y-suffix-cmu36r>

Lesson 2

<https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-y-suffix-including-test-cdh66t>

The suffixes -ful and –less

Lesson 1

<https://classroom.thenational.academy/lessons/to-investigate-suffixes-ful-and-less-suffixes-6gwp8d>

Lesson 2

<https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-ful-and-less-suffixes-including-test-c9h6ar>

Extra Games

[https://www.spellzone.com/word\\_lists/games-4614.htm](https://www.spellzone.com/word_lists/games-4614.htm)

### S&L

- Read aloud to someone in your house.  
Record your reading and put it on Seesaw.

Maths	Number	<p>Learn your 6 and 7 times tables.  TTRS- log on to Timetables Rockstars  Practice your speed on..  <a href="https://www.timestables.co.uk/speed-test/">https://www.timestables.co.uk/speed-test/</a>  Practice on:  <a href="https://www.timestables.co.uk/multiplication-tables-check/">https://www.timestables.co.uk/multiplication-tables-check/</a></p>
	Maths	<p>Perimeter and Area  Oak Academy  Lesson 1: Measure and Calculate Perimeter  <a href="https://classroom.thenational.academy/lessons/measure-and-calculate-the-perimeter-of-rectangles-in-centimetres-and-millimetres-c5h32c">https://classroom.thenational.academy/lessons/measure-and-calculate-the-perimeter-of-rectangles-in-centimetres-and-millimetres-c5h32c</a>  Lesson 2: Draw shapes of given perimeter  <a href="https://classroom.thenational.academy/lessons/draw-shapes-of-a-given-perimeter-6dh6cd">https://classroom.thenational.academy/lessons/draw-shapes-of-a-given-perimeter-6dh6cd</a>  Lesson 3: Calculate the perimeter of rectangles  <a href="https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-rectangles-in-centimetres-and-metres-65gp2r">https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-rectangles-in-centimetres-and-metres-65gp2r</a>  Lesson 4: Calculate the perimeter of shapes  <a href="https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-simple-compound-shapes-c9gp8r">https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-simple-compound-shapes-c9gp8r</a>  Lesson 5: Calculate perimeter of shapes  <a href="https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-composite-shapes-6gvp4c">https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-composite-shapes-6gvp4c</a>  Lesson 6: Area  <a href="https://classroom.thenational.academy/lessons/understand-that-area-is-a-measure-of-surface-and-is-measured-in-square-units-part-1-ccwk2c">https://classroom.thenational.academy/lessons/understand-that-area-is-a-measure-of-surface-and-is-measured-in-square-units-part-1-ccwk2c</a>  Lesson 7: Understand how area is recorded  <a href="https://classroom.thenational.academy/lessons/understand-that-area-is-a-measure-of-surface-and-is-measured-in-square-units-part-2-6xj3cc">https://classroom.thenational.academy/lessons/understand-that-area-is-a-measure-of-surface-and-is-measured-in-square-units-part-2-6xj3cc</a>  Lesson 8: Area of rectangles  <a href="https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-centimetres-cm-69h6cd">https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-centimetres-cm-69h6cd</a>  Lesson 9: Area of rectangles  <a href="https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-metres-m-c9j64t">https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-metres-m-c9j64t</a></p>

		Monday	Tuesday	Wednesday	Thursday	Friday				
<b>Lesson 1</b> <b>1 hour</b> <b>9-10am</b> <b>English</b>	<b>Wk 1</b>	<b>Lesson 1 writing.</b> SPAG-Simple and Compound sentences	<b>MyON reading project One</b> SPELLING lesson 1	<b>Lesson 2 writing</b> SPAG Complex Sentences	<b>Lesson 3 writing</b> SPAG Relative Clauses	<b>Lesson 4 writing</b> SPELLING lesson 2				
	<b>Wk 2</b>	<b>Lesson 5 writing</b> Relative Clauses and Complex sentences	<b>MyON reading project Two</b> SPELLING lesson 3	<b>Lesson 6 writing</b>	<b>Lesson 7 writing</b>	<b>Lesson 8 Writing</b> SPELLING lesson 3				
<b>Break 10-10.20am</b>		<b>Have a break and move around. Go outside do some exercise. Have a snack</b>								
<b>Lesson 2</b> <b>1 hour</b> <b>10.20-11.20am</b>	<b>Wk 1</b>	<b>Lesson 1</b> <b>Area and Perimeter</b>	Lesson 2 Multiplication Tables	Lesson 3	Lesson 4	Lesson 5 Multiplication tables				
	<b>Wk2</b>	<b>Lesson 6</b>	Lesson 7 Multiplication tables	Lesson 8	Lesson 9	Multiplication tables				
<b>Break 11.20-12</b>		<b>Break</b> <b>Have a break and move around. Go outside do some exercise. Have a rest.</b>								
<b>Lunch</b>										
<b>Lesson 3</b> <b>1 hour</b>	<b>Wk 1</b> <b>Geography</b>	<b>Wk 2</b> <b>PE</b>	<b>Wk 1</b> <b>Art</b>	<b>Wk 2</b> <b>Computing</b>	<b>Wk 1</b> <b>Music</b>	<b>Wk 2</b> <b>History</b>	<b>Wk 1</b> <b>RE</b>	<b>Wk 2</b> <b>SMSC</b>	<b>Wk 1</b> <b>Science</b>	<b>Wk 2</b> <b>MfL</b>
<b>Break</b>		<b>Have a break and move around. Go outside do some exercise.</b>								
<b>Review of learning</b>		<b>What have you learnt today? What can you now do that you couldn't at the start?</b> <b>What do you now know? What do you need to try hard with tomorrow?</b> <b>Is there any extra learning you could do to help yourself?</b>								

## Suggested 2 week timetable

We have provided learning tasks for your child during their isolation. They need to follow them in the order they are set.

All work can be completed on paper or computer and uploaded onto SeeSaw or Tapestry

We understand that some parents may be working at home and therefore there are no set times for these tasks – do them when you can, when it fits into your family timetable. The times given are suggestions. Children should be spending an hour a day on each subject. If they finish much quicker then they may need to review their work, add more detail or present it in their best handwriting. There are some extension tasks for English and Maths which involve reading using MyOn, learning spellings, completing TT Rockstars or Numbots as these basic skills need constant attention.

# Rosa Parks

Rosa Parks was a black woman, who played an important part in the American Civil Rights movement. She made changes to try to make life fair for black and white people in America.

## Early Life

Rosa Parks was born on 4th February, 1913 and grew up on a farm with her mother, brother and grandparents in a place called Montgomery in the USA. When she was growing up, there was a lot of racism and black and white people living in America had to be separated by law.

## Segregation in America

Segregation is the name of the law that separated black and white people in society at that time. It seems strange to think of today, but black and white people living then had separate toilets, schools, churches and even separate entrances for buildings such as the town hall. It was also clear to see that many of the public facilities provided for black people were not as clean or modern as the facilities provided for white people to use. Not only were black and white people segregated; black people were treated a lot worse than white people in the community.

## The Bus Ride

On 1st December, 1955, Rosa Parks was sitting on the bus on the way home from work. She was sitting in the section segregated for black people but if the white section was full, black people had to move so white people could have a seat.

On this day, the white section was full and Rosa was told to move but she did not. The driver said that he would call the police but she stayed sitting down. Eventually, the police came and she was arrested, charged and found guilty for breaking the law and she had to pay a fine.

## What Happened Next?

Amazingly, what Rosa did on that day started a big movement. 40 000 black people in the area (and some white people) refused to use the buses at all until they were treated fairly – this was called The Bus Boycott. The huge amount of people involved could not be ignored. The newspapers reported it and the boycott went on for 381 days before finally the government took action and the segregation on buses was lifted – and all because of Rosa Parks.

Rosa's actions made history as it sparked a movement to make a change. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116





# Words to practice reading.



## Rosa Parks Questions

Try and answer the questions using full sentences.

1. Where did Rosa grow up?

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2. What is 'segregation'?

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3. What did Rosa Parks do to break to rules?

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4. List three places where black and white people had to stay apart from each other.

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5. Why do you think Rosa wouldn't move?

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6. What was the name of the movement of people to stop using the buses?

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7. In the final paragraph, what type of word is 'amazingly'?

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8. If you had been sitting next to Rosa Parks on that day, what do you think you would have done and why?

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9. What sort of characteristics do you think Rosa Parks had? Give reasons for your answers.

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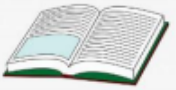
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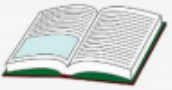
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# Words to practice reading.



## Viking Longships



The Vikings built longships for war and raiding. The ships were also sometimes called 'dragonships'.

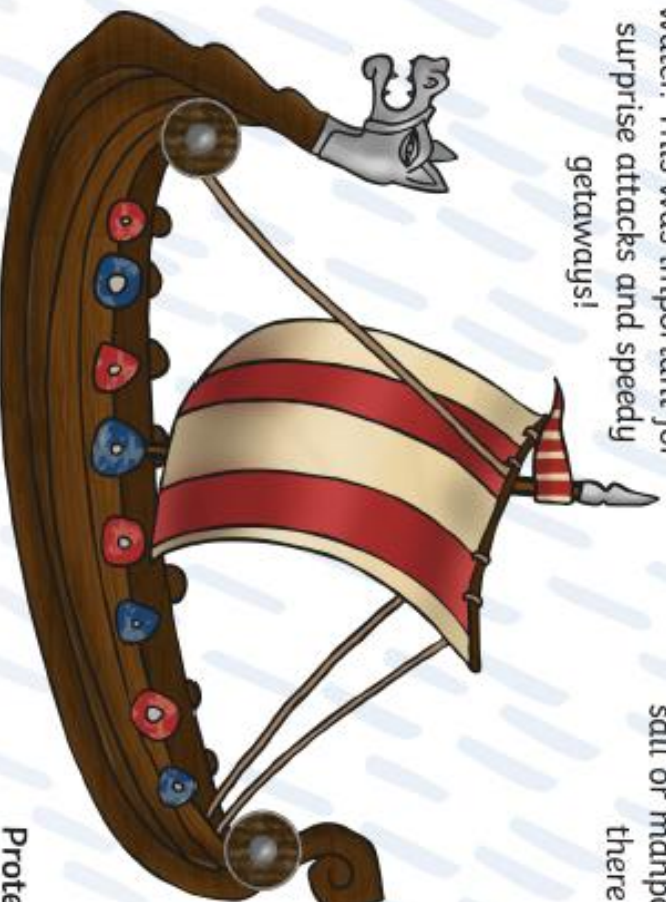
### Appearance

The front end of the ship would have a carved figure head to scare off enemies and be intimidating.



### Speed

They were long and narrow for travelling quickly through the water. This was important for surprise attacks and speedy getaways!



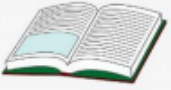
**Room**  
A typical longship would have enough room to fit around 50 - 60 people inside. Eating and sleeping were done on the deck as there was no shelter on the ships.

**Power**  
The ships were powered by wind in a wool sail or manpower by rowing with oars if there wasn't any wind available.

**Steering**  
One man would steer the ship by using a big steering oar at the back (stern) of the ship.



**Protection**  
The Viking men's shields were tied over the oar holes to protect both men and women during battles.



## Words to practice reading.



# Viking Longships Comprehension

Answer these questions in full sentences with capital letters and full stops.

Don't forget - The spellings that you might need could either be in the question or within the text.

1. What features of the longship made it travel fast?

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2. What was another name for a longship?

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3. What two sources of power were used to make the ship move?

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4. What would the Vikings do if there was no wind?

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5. How were the longships steered?

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6. What were the men's shields used for on the longships?

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7. What was on the front of the longship and what was it used for?

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8. Why was the speed of the longship important for the Vikings?

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## Words to practice spelling.

### YEAR 5 & 6 WORD LIST

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



# Handwriting



keep

morning

river

room

queen

eyes

wish

liked

last

each



# Handwriting



box

please

use

even

green

along

am

different

grandad

stopped



# Times tables/Number bonds.



## 6 times table

Name: \_\_\_\_\_

$9 \times 6 =$ _____	$10 \times 6 =$ _____	$6 \times 6 =$ _____
$7 \times 6 =$ _____	$5 \times 6 =$ _____	$3 \times 6 =$ _____
$10 \times 6 =$ _____	$1 \times 6 =$ _____	$5 \times 6 =$ _____
$6 \times 6 =$ _____	$11 \times 6 =$ _____	$11 \times 6 =$ _____
$12 \times 6 =$ _____	$7 \times 6 =$ _____	$10 \times 6 =$ _____
$11 \times 6 =$ _____	$1 \times 6 =$ _____	$2 \times 6 =$ _____
$3 \times 6 =$ _____	$5 \times 6 =$ _____	$1 \times 6 =$ _____
$1 \times 6 =$ _____	$9 \times 6 =$ _____	$9 \times 6 =$ _____
$2 \times 6 =$ _____	$10 \times 6 =$ _____	$7 \times 6 =$ _____
$5 \times 6 =$ _____	$6 \times 6 =$ _____	$11 \times 6 =$ _____

## 7 times table

Name: \_\_\_\_\_

$3 \times 7 =$ _____	$1 \times 7 =$ _____	$6 \times 7 =$ _____
$5 \times 7 =$ _____	$12 \times 7 =$ _____	$8 \times 7 =$ _____
$1 \times 7 =$ _____	$2 \times 7 =$ _____	$5 \times 7 =$ _____
$12 \times 7 =$ _____	$7 \times 7 =$ _____	$9 \times 7 =$ _____
$10 \times 7 =$ _____	$5 \times 7 =$ _____	$1 \times 7 =$ _____
$8 \times 7 =$ _____	$1 \times 7 =$ _____	$3 \times 7 =$ _____
$7 \times 7 =$ _____	$3 \times 7 =$ _____	$4 \times 7 =$ _____
$4 \times 7 =$ _____	$10 \times 7 =$ _____	$7 \times 7 =$ _____
$11 \times 7 =$ _____	$2 \times 7 =$ _____	$7 \times 7 =$ _____
$9 \times 7 =$ _____	$7 \times 7 =$ _____	$12 \times 7 =$ _____

















# Picture News



It is thought that thousands of pets were 'panic bought' at the start of the first lockdown. The Battersea Dogs and Cats Home charity have warned that the number of dogs abandoned over the next five years could increase by 27%. The charity, which rehomes animals in London and the surrounding area, surveyed 2,000 dog and cat owners who acquired a new pet during the national lockdown. It found 31% had done so despite not having considered getting a dog or cat before.

## Things to talk about at home...

- Do you have any pets? If you do, do you enjoy being a pet owner? How do you take care of your pet? Is it a lot of work? If not, would you like to own a pet?
- Why do you think lots of people may have bought pets at the start of the lockdown period?
- Do you think that there should be age restrictions or other rules on who can buy pets?

Please note any interesting thoughts or comments here...



### Resource 2

Look at the resource below, where some people share why they have their pet.

I bought two guinea pigs for my children because I wanted them to learn to be responsible. They have to feed them, clean them out, care for them and they have to use some of their pocket money to pay for their food and bedding. I think it has also taught them to be gentle and caring.

Simon

I live on my own and couldn't imagine being without my cat, Sacha. She sits on my lap most evenings whilst I read or watch TV. She definitely stops me from feeling lonely.

Margaret



I have a dog because I love animals and I love exercise! My dog joins me on all my walks and runs and he makes sure I actually go!

John

Can you think of any other reasons why someone might have a pet?

I have an aquarium full of tropical fish. It looks beautiful in my lounge and is often the topic of conversation when I have visitors.

Colin

I keep hens in the garden. They are very friendly and I enjoy looking after them. I also get fresh eggs!

Gwen

