# Willow & Spruce Isolation Learning



2 week pack

## Reading
- The Invention of Hugot Cabret.

## PE
Baseline multi skills.

## Science
### Materials
**Light-** Learn about how it travels and how we see because of it.

## English
**Writing:** Figurative and recount writing with a focus on sentence structure.
**SPaG:** Sentence structure; compound and complex sentences.

## Geography
The Water Cycle.

## History
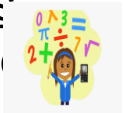Victorians: Dark Age or Golden Age?

## RE
Islam

# Willow & Spruce

## Maths
- Place value, addition, subtraction, multiplication and division.
- Dedicate extra time to curriculum recovery in the topics of **fractions** and decimals.

## Art/DT
- Identify characteristics of surrealism. Study artists: Maurits Cornelis Escher and Salvador Dali.
- Cookery- Can you make one of Mrs Knight's recipes with an adult?

## Music
Listen and appraise Pop/Motown songs -
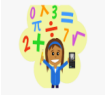**Happy Pharell Williams.**

## Spanish
**Presenting Myself** - Take part in short conversations using sentences and familiar vocabulary.

## Computing
E-Safety and keeping safe online.

| Time | Lesson/Activity |
|------|-----------------|
| **9-9.20 or 20 minutes** | **Reading**<br>Read something from your house. It can be a book, a magazine, something on your tablet. |
| **9.20-9.30 or 10 minutes** | Tell somebody about what you have read. You could tell a family member or facetime a friend. |
| **9.30-10 or 30 minutes** | **Maths Activity**<br>Pick an activity to complete. If you finish quickly make up some sums for yourself or tesT yourself on what you have learnt. |
| **10-10.15 or 15 minutes** | **Common Exception Words**<br>Pick 5 to 10 words and try and memorise them words. You could write them down to try and help you remember them or get someone to test you on them afterwards. |
| **10.15-10.45 or 30 minutes** | **Break**<br>**Have a break and move around. Go outside do some exercise. Have some snack and a rest.** |
| **10.45-11.15 or 30 minutes** | **Spelling Activity**<br>Choose 5 or 10 spellings. Try to learn them. Look, Cover, Write, Check. Put them into a spoken sentence. Put them into a written sentence. |
| **11.15-11.30 or 15 minutes** | **Arithmetic activity**<br>Try and have a go at some of your time tables or numberbonds. You could also play on TTRS or some maths games on your tablet/phone or laptop. |
| **11.30-11.45** | **Movement break. Put on go noodle and have a dance. Run around your garden or do some exercises.** |
| **11.45-12 or 15 minutes** | **Handwriting Activity**<br>Practise some of the letters and words from your handwriting sheet. |
| **12-1 or 1 hour** | **Lunch**<br>Have your lunch. Go outside and get some fresh air or watch some TV and relax. |
| **1-1.30 or 30 minutes** | **Comprehension**<br>Complete one of the comprehension activities and answer the questions. |
| **1.30-2 or 30 minutes** | **PE**<br>Have a go at some of the PE links.<br>Go in your garden and do some exercise. Play football or make an obstacle course. |
| **2-2.30 or 30 minutes** | **English**<br>Write in your isolation diary. Think about what you have done today and write about it. You may want to add more later on when the day has nearly finished. |
| **2.30-2.50 or 20 minutes** | **Choosing Time**<br>Play on your computer and tablet and can you challenge your friends to a TTRS battle? |

| Y1 | | Autumn | |
|---|---|---|---|
| **English** | Reading | The Invention of Hugot Cabret. https://www.youtube.com/watch?v=4EGsuYIHf1Y | |
| | Writing | Figurative and recount writing with a focus on sentence structure. https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6 | **SPaG:** Sentence structure; compound and complex sentences; https://classroom.thenational.academy/units/t1-sentence-level-objectives-1343 |
| **Maths** | Arithmetic | **Number**: place value, addition, subtraction, multiplication and division. https://www.bbc.co.uk/bitesize/articles/z6q4vwx https://www.bbc.co.uk/bitesize/articles/z2wrf82 https://www.bbc.co.uk/bitesize/articles/z9rnm39 https://classroom.thenational.academy/units/multiplication-and-division-69f6 | |
| | Maths | Dedicate extra time to curriculum recovery in the topics of **fractions** and decimals. https://classroom.thenational.academy/units/fractions-120c https://classroom.thenational.academy/units/decimals-and-measures-435d https://www.bbc.co.uk/bitesize/topics/zhdwxnb | |

| | Units | | |
|---|---|---|---|
| **Science** | | **Light-** Learn about how it travels and how we see because of it | https://www.bbc.co.uk/bitesize/articles/zb27kty<br><br>https://classroom.thenational.academy/units/light-6f3a |
| **Computing** | | Learning to be E-Safe | |
| **History** | | **Victorians: Dark Age or Golden Age?**<br>https://www.bbc.co.uk/bitesize/topics/zcjxhyc/resources/1 | |
| **Geography** | | **The Water Cycle**<br>https://www.bbc.co.uk/bitesize/articles/znykg7h | https://www.bbc.co.uk/bitesize/clips/z8qtfg8 |
| **RE** | | Islam<br>**https://classroom.thenational.academy/units/islam-f461**<br>**https://www.bbc.co.uk/bitesize/articles/zkvgcqt** | |
| **Music** | | Listen and appraise Pop music songs. **Happy Pharell Williams**<br>Click to add text<br>Click to add text<br><br>https://charanga.com/site/log-in/  E-mail for student login<br>https://www.youtube.com/watch?v=ZbZSe6N_BXs<br>https://diggleprimary.co.uk/wp-content/uploads/2018/02/Happy-Lyrics.pdf | |
| **Art** | | **Identify characteristics of surrealism**<br>. Study<br>artists: Maurits Cornelis Escher and Salvador Dali. | |
| **Design and Technology** | | **Cookery- Can you make one of Mrs Knight's recipes with an adult?**<br><br>https://www.youtube.com/channel/UCa930FvbSzAYnJhnAj0Lf5Q | |
| **MFL** | | **Presenting Myself**- Take part in short conversations using sentences and familiar vocabulary<br> https://www.languageangels.com/homeschool/ | |
| **PE** | | **Baseline  multi skills**<br>https://www.thepeshed.com/video-channel | |

## Year 6 High Frequency Words

| | | | | |
|---|---|---|---|---|
| accommodate | accompany | according | achieve | aggressive |
| appreciate | attached | awkward | category | committee |
| competition | conscious | controversy | correspond | criticise (critic+ise) |
| definite | disastrous | embarrass | especially | exaggerate |
| frequently | guarantee | harass | identity | immediately immediate(ly) |
| interrupt | marvellous | mischievous | necessary | opportunity |
| parliament | prejudice | privilege | profession | pronunciation |
| recommend | relevant | restaurant | sacrifice | signature |
| sincere sincere(ly) | sufficient | suggest | symbol | system |
| thorough | variety | vehicle | yacht | |

# Words to practice spelling.

## Words ending in 'tious'
ambitious
cautious
nutritious
fictitious

## Words ending in 'cious'
conscious
precious
suspicious
delicious

## Words ending in 'cial'
special
official
crucial
beneficial

## Words ending in 'ance' or 'ancy'
| | |
|---|---|
| relevance | relevancy |
| brilliance | vacancy |
| nuisance | abundancy |
| hindrance | hesitancy |

## Words ending in 'ence' or 'ency'
convenience
existence
frequency
transparency

## Words ending in 'ible' or 'ibly'
| | |
|---|---|
| horrible | horribly |
| possible | possibly |
| incredible | incredibly |
| terrible | terribly |

## Words ending in 'able' when the root word ends in 'ge' or 'ce'
changeable
noticeable
knowledgeable
irreplaceable

## Adding suffix to words ending in 'fer' – doubling the r
referring
preferred
transferring
conferring

## Adding suffix to words ending in 'fer' – without doubling the r
reference
preference
transference
inference

## Words spelt with 'ie' after 'c'
ancient
conscience
sufficient
species

## Words with the 'ee' sound spelt with 'ei' after 'c'
perceive
receive
perceive
conceive

## Words with the 'aw' sound spelt 'ough'
bought
thought
brought
sought

## Homophones/near homophones
| | | | | | |
|---|---|---|---|---|---|
| advice | licence | isle | father | herd | passed |
| advise | license | aisle | farther | heard | past |
| devise | practice | allowed | guessed | morning | serial |
| device | practise | aloud | guest | mourning | cereal |

## Words with short 'i' sound spelt with 'y'
physical
rhythm
system
mystery

## Words with 'o' sound spelt 'ow' or 'ou'
shoulder
neighbour
thrown
window

## Words beginning with 'acc'
according
accommodate
accompany
accent

## Soft 'c' sound spelt 'ce'
cemetery
hindrance
excellent
necessary

## Words ending in 'tial'
confidential
partial
essential
confidential

## Words ending in 'ant' or 'ent'
| | |
|---|---|
| relevant | ancient |
| brilliant | apparent |
| elegant | excellent |
| distant | sufficient |

## Words with the 'ow' or 'oo' sound spelt 'ough'
though
although
rough
plough

## Verbs with prefix 'over'
overbalance
overturn
overreact
overlooked

## Words ending in 'able' or 'ably'
| | |
|---|---|
| available | considerably |
| vegetable | adorably |
| comfortable | comfortably |
| dependable | dependably |

## Language of possibility
frequently
immediately
definitely
possibly

## Words with long 'i' sound spelt with 'y'
rhyme
occupy
supply
multiply

## Words ending in 'er' 'or' 'ar'
| | | |
|---|---|---|
| shoulder | superior | familiar |
| soldier | interior | popular |
| computer | radiator | particular |
| customer | calendar | |

## Silent letters at the start of words
knight
knowledge
wreath
writer

## Silent letters
doubt
bruise
receipt
muscle

## Prefix 'dis', 'un', 'over' and 'im'
disappoint
unnecessary
overreact
impatient

## Words with sound 'f' spelt 'ph'
physical
photograph
alphabet
elephant

## Marvellous Modal Verbs

Modal verbs show how likely things are to happen.
Copy each of these modal verbs three times.

may

would

might

shall

will

could

Now have a go at copying these sentences onto the lines underneath.

I can bring some board games.

You must take the dog for a walk.

She should have said she played the guitar.

## Silent Letters

Some words have letters that you don't pronounce.
Copy out these words with silent letters three times.

sign

wreck

guess

whistle

doubt

should

listen

crumb

science

island

knight

autumn

# Handwriting

Now, write out each of these phrases once.
Can you spot all the silent letters?

fluffy white lamb

bruised right knee

sharp scissors

beautiful hymn

foreign language

Now, have a go at copying these sentences onto the lines underneath.

I'm halfway through my plumbing course.

I knew the creature was a humpback whale.

The gnat flew around the whole day.

# 7 Times Table Practice

**1. Choose the right path for the bird to get to its nest using only multiples of 7.**

| 22 | | 13 | | 69 |
| --- | --- | --- | --- | --- |
| 14 | 53 | | 31 | 87 |
| | 42 | 82 | 49 | |
| 17 | 63 | | 77 | 56 |
| 32 | | 35 | | 11 |

**2. Complete the number sentences using the numbers on the roof of each house. One sentence in each set has been done for you.**

House 1 — roof: 42, 6, 7

$\square \times \square = \square$

$7 \times 6 = 42$

$\square \div \square = \square$

$\square \div \square = \square$

House 2 — roof: 63, 7, 9

$\square \times \square = \square$

$\square \times \square = \square$

$63 \div 7 = 9$

$\square \div \square = \square$

House 3 — roof: 21, 3, 7

$\square \times \square = \square$

$\square \times \square = \square$

$\square \div \square = \square$

$21 \div 3 = 7$

**3. Match each calculation to the correct answer.**

| Calculation | | Answer |
| --- | --- | --- |
| $7 \times 5 =$ | | 28 |
| $9 \times 7 =$ | | 77 |
| $2 \times 7 =$ | | 35 |
| $7 \times 4 =$ | | 14 |
| $11 \times 7 =$ | | 63 |

# Times tables/Number bonds.

## Beat the clock

How many questions can you answer correctly in one minute?

| | |
|---|---|
| $3 \times 3 =$ | $0 \times 8 =$ |
| $6 \times 4 =$ | $6 \times 8 =$ |
| $11 \times 8 =$ | $12 \times 3 =$ |
| $8 \times 3 =$ | $8 \times 4 =$ |
| $0 \times 4 =$ | $9 \times 8 =$ |
| $5 \times 8 =$ | $3 \times 4 =$ |
| $10 \times 8 =$ | $9 \times 3 =$ |
| $2 \times 3 =$ | $5 \times 3 =$ |
| $7 \times 4 =$ | $4 \times 8 =$ |
| $12 \times 4 =$ | $1 \times 3 =$ |
| $8 \times 8 =$ | $7 \times 3 =$ |
| $3 \times 8 =$ | $11 \times 4 =$ |

6x

6 x 6
6 x 11
6 x 4
6 x 8
6 x 10
6 x 5
6 x 2
6 x 7
6 x 12
6 x 9
6 x 3
6 x 1

7x

8x

8 x 9
8 x 11
8 x 4
8 x 8
8 x 10
8 x 5
8 x 2
8 x 7
8 x 12
8 x 6
8 x 3
8 x 1
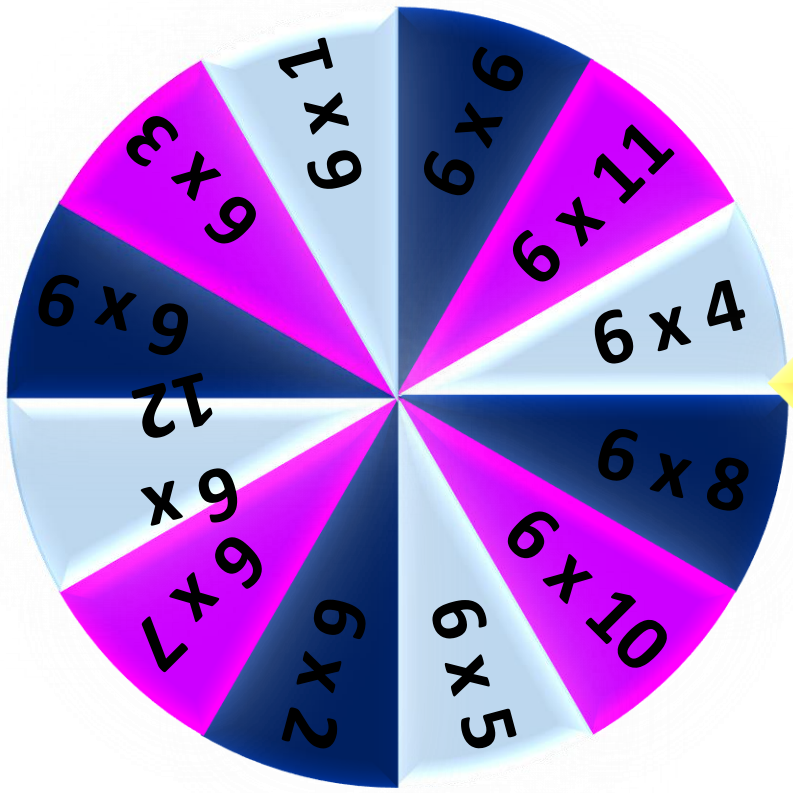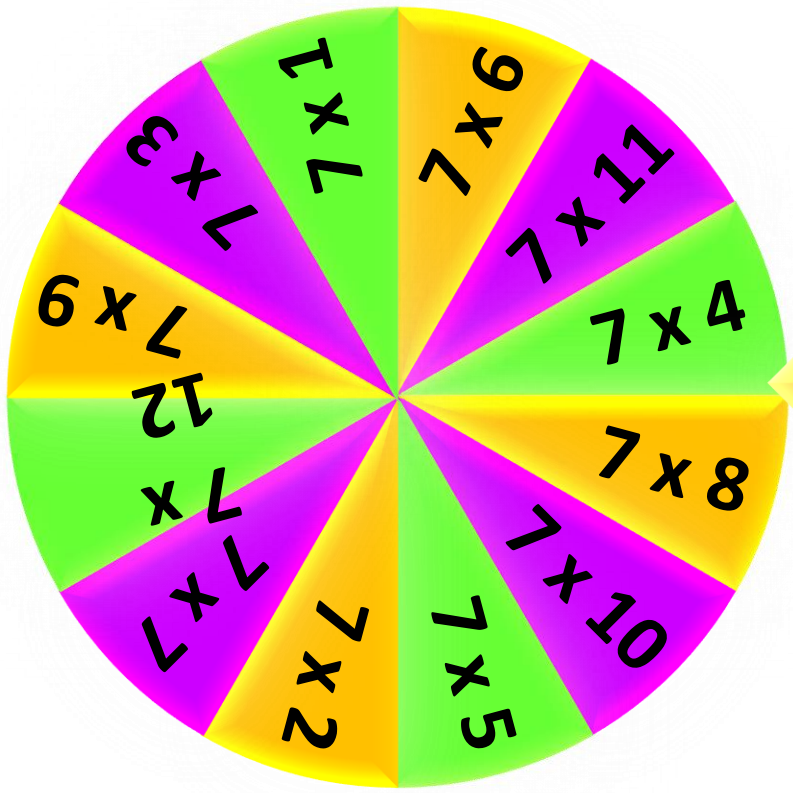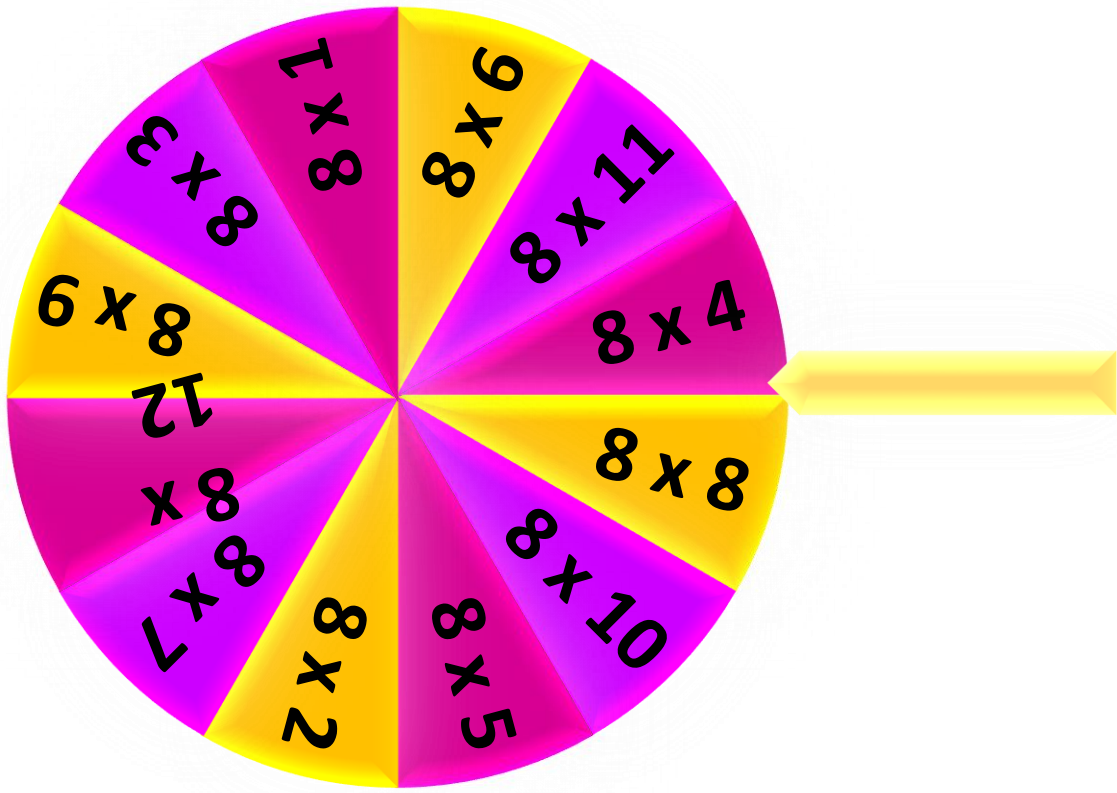
## Day 1

**Place Value Arithmetic Workout**

**Q1.**
469 − 100 =

<br>

1 mark

**Q2.**

[    ] = 6,000 + 90

1 mark

**Q3.**

826 = 800 + [    ] + 6

1 mark

**Q4.**

3,050,020 = 3,000,000 + [    ] + 20

1 mark

**Q5.**
30 × 40 =

1 mark

**Q6.**
987 + 100 =

1 mark

**Q7.**
2,345 × 1,000 =

1 mark

**Q8.**
50 × 70 =

1 mark

**Q9.**
0.9 ÷ 10 =

1 mark

**Q10.**
1,320 ÷ 12 =

1 mark

Day 2

**Q11.**
50,000 − 500 =

1 mark

**Q12.**
$2.6 \times 10 =$

1 mark

**Q13.**
$630 \div 9 =$

1 mark

**Q14.**
$4.6 \times 100 =$

1 mark

**Q15.**
$6.7 \div 100 =$

1 mark

**Q16.**
507 − 10 =

1 mark

**Q17.**
979 + 100 =

1 mark

**Q18.**
$23.8 \div 1,000 =$

1 mark

**Q19.**
$0.04 \div 10 =$

1 mark

# Maths

Day 3

| | | | | |
|---|---|---|---|---|
| 1 | 234+237= | 11 | 1/3 of 330= |
| 4 | 198-126 | 14 | 1/5 of 455= |
| 3 | 1,209+ 108= | 13 | 10% of 450 |
| 4 | 1,298-340= | 14 | 20% of 450 |
| 5 | 23,978 + 1009= | 15 | 0.978+0.2= |
| 6 | 45,506- 230= | 16 | 0.457+0.78= |
| 7 | 238 x 2= | 17 | 923.4+0.5= |
| 8 | 1,465 x5= | 18 | 867-0.78= |
| 9 | 1,284÷ 4 = | 19 | 0.98x 4= |
| 10 | 1845÷ 9= | 40 | 1.23x 5= |

# Maths

Day 4
Addition Arithmetic Workout

**Q1.**

[          ] = 6,000 + 90

1 mark

**Q2.**

[          ] = 8,275 + 82

1 mark

**Q3.**

826 = 800 + [          ] + 6

1 mark

**Q4.**

[          ] + 5 = 341

1 mark

**Q5.**

3,050,020 = 3,000,000 + [          ] + 20

1 mark

**Q6.**
56.38 + 24.7 =

[          ]

1 mark

**Q7.**
$6^2$ + 10 =

[          ]

1 mark

**Q8.**
5.87 + 3.123 =

[          ]

1 mark

# Maths

Day 5
Subtraction Arithmetic Workout

**Q1.**

$$\boxed{\phantom{xxxxxxx}} = 5{,}776 - 855$$

1 mark

**Q2.**

$$\boxed{\phantom{xxxxxxx}} = 87 - 65$$

1 mark

**Q3.**
$4{,}912 - 824 =$

$$\boxed{\phantom{xxxxxxx}}$$

1 mark

**Q4.**
$345 - 60 =$

$$\boxed{\phantom{xxxxxxx}}$$

1 mark

**Q5.**
$7{,}064 - 502 =$

$$\boxed{\phantom{xxxxxxx}}$$

1 mark

**Q6.**
$10 - 5.4 =$

$$\boxed{\phantom{xxxxxxx}}$$

1 mark

**Q7.**

$$\boxed{\phantom{xxxxxxx}} - 10 = 298$$

1 mark

**Q8.**
$6 - 5.738 =$

$$\boxed{\phantom{xxxxxxx}}$$

1 mark

**Q9.**

$$602 - \boxed{\phantom{xxxxxxx}} = 594$$

1 mark

**Q10.**
$60 \div (30 - 24) =$

$$\boxed{\phantom{xxxxxxx}}$$

1 mark

**Q11.**
$9 - 1.9 =$

$$\boxed{\phantom{xxxxxxx}}$$

# Maths

Day 6

| | | | |
|---|---|---|---|
| 1 | 340,430 + 10 = | 11 | 1300 x ½ = |
| 2 | 45,400 x 1 = | 12 | 4480 ÷ 4 = |
| 3 | 48,455 + 100 | 13 | 454 x 1000 = |
| 4 | 474, 600 ÷ 1 = | 14 | 5667 ÷ 1000 = |
| 5 | 460,730 - 10 = | 15 | 100% of 700 = |
| 6 | 358,000 ÷ 1 = | 16 | 50% of 700 = |
| 7 | 409,410 - 100 = | 17 | 10% of 700 = |
| 8 | 409,145 x 10 = | 18 | 1% of 8700 = |
| 9 | 516,143 x 0 = | 19 | MIX = |
| 10 | 341,356 ÷ 100 = | 20 | LIX = |

11

# Maths

Day 7
Multiplication Arithmetic Workout

**Q1.**
$9 \times 41 =$

1 mark

**Q2.**
$25.34 \times 10 =$

1 mark

**Q3.**
$30 \times 40 =$

1 mark

**Q4.**
$101 \times 1,000 =$

1 mark

**Q5.**
$50 \times 70 =$

1 mark

**Q6.**
$1\frac{1}{2} \times 40 =$

1 mark

**Q7.**
$\frac{4}{6} \times \frac{3}{5} =$

1 mark

**Q8.**
$3.9 \times 30 =$

1 mark

**Q9.**
$0.5 \times 28 =$

1 mark

**Q10.**
$1.28 \times 100 =$

1 mark

**Q11.**
$100 \times 412 =$

**Day 8**

**Q12.**

$$\begin{array}{r} 71 \\ \times\ 46 \\ \hline \end{array}$$

Show your method

2 marks

**Q13.**

$$\begin{array}{r} 8\ 3\ 6 \\ \times\ \quad 2\ 7 \\ \hline \end{array}$$

Show your method

2 marks

**Q14.**

$$\begin{array}{r} 785 \\ \times\ \quad 23 \\ \hline \end{array}$$

Show your method

2 marks

**Q15.**

$0.9 \times 200 =$

1 mark

**Q16.**

$1\frac{1}{2} \times 57 =$

1 mark

# Maths

| | | | |
|---|---|---|---|
| 1 | 231+207= | 11 | 1/3 of 990= |
| 4 | 190-126 | 14 | 1/5 of 485= |
| 3 | 1,009+ 108= | 13 | 10% of 210 |
| 4 | 1,098-340= | 14 | 20% of 210 |
| 5 | 25,078 + 1009= | 15 | 0.978+1.09= |
| 6 | 45,007- 230= | 16 | 0.457+1.708= |
| 7 | 230 x 3= | 17 | 923.1+0.15= |
| 8 | 1,065 x2= | 18 | 862-0.718= |
| 9 | 1,204÷ 8 = | 19 | 0.28x 14= |
| 10 | 1815÷ 3= | 40 | 1.33x 15= |

17

## Day 10

**Division Arithmetic Workout**

**Q1.**
505 ÷ 1 =

1 mark

**Q2.**
838 ÷ 1 =

1 mark

**Q3.**
91 ÷ 7 =

1 mark

**Q4.**
99 ÷ 11 =

1 mark

**Q5.**
72 ÷ 9 =

1 mark

**Q6.**
270 ÷ 3 =

1 mark

**Q7.**
581 ÷ 7 =

1 mark

**Q8.**
180 ÷ 3 =

1 mark

**Q9.**
120 ÷ 12 =

1 mark

**Q10.**
5,400 ÷ 9 =

1 mark

**Q11.**

0.04 ÷ 10 =

<div style="border:1px solid black; width:200px; height:60px;"></div>

1 mark

**Q12.**

0.1 ÷ 100 =

<div style="border:1px solid black; width:200px; height:60px;"></div>

1 mark

**Q13.**

0.9 ÷ 100 =

<div style="border:1px solid black; width:200px; height:60px;"></div>

1 mark

**Q14.**

50 + (36 ÷ 6) =

<div style="border:1px solid black; width:200px; height:60px;"></div>

1 mark

**Q15.**

60 ÷ (30 − 24) =

<div style="border:1px solid black; width:200px; height:60px;"></div>

1 mark

**Q16.**

60 ÷ 15 =

<div style="border:1px solid black; width:200px; height:60px;"></div>

1 mark

**Q17.**

1,210 ÷ 11 =

<div style="border:1px solid black; width:200px; height:60px;"></div>

1 mark

**Q18.**

3 7 | 8 8 8

Show your method

2 marks

# She's A Witch!

People have believed in witches for a long time. There are mentions of witches in Bible tales as far back as 800 BC. Witches have been seen as evil for much of history. There were even messages in the Bible to "not suffer a witch to live."

Witchcraft wasn't a common crime until the 1400s. Hysteria really took over Europe around 1450. Suddenly, lots of people were being accused of witchcraft. Many people think that a book published in Germany called Malleus Maleficarum (The Hammer of Witches) was to blame. The book told people how to identify witches.

Over 200,000 people were tortured or executed between 1484 and 1750 for witchcraft. Most of them were women. It was very hard to prove you were innocent. This meant that lots of people were accused of witchcraft for very little. You could be accused of being a witch if you were a single woman. Lots of people thought widows were witches. Acting a bit odd was definitely a sign of a witch. Many women were accused because somebody thought they looked like one. If they had a long nose, warts, a snaggle-tooth or sunken cheeks, they were often considered to be witches.

Many people thought they were doing a good thing. Lots of witches confessed to their crimes. Unfortunately, they normally confessed after lots of torture with thumbscrews or red-hot leg irons.

In 1645 a man called Matthew Hopkins arrived in Norfolk. He claimed to be a 'Witchfinder General'. He persuaded the people that he could get rid of all of their witches. The average daily wage at that time was 2p. Hopkins charged the towns between £6 and £23 to clear all of their witches in one day. He became a very rich man. He had 68 people executed for witchcraft in just one day in one day. He became a very rich man. He had 68 people executed for witchcraft in just one day in Bury St. Edmunds.

Hopkins knew that he needed to find witches to get paid. He claimed to be able to spot a witch by a Devil's Mark. He believed a person was a witch if a wart or mole didn't feel any pain when he poked it with a needle. Hopkins was very cunning. He had a special needle that retracted into the handle when he pushed it against the wart or mole. This meant that it never pricked the person and they didn't feel any pain. By using this devious device, he knew he was guaranteed to find lots of witches.

Most laws against witchcraft were removed in 1736, but witch hunts still went on for a long time. The last woman to be arrested for witchcraft was Helen Duncan in 1944. She was arrested because she was claiming to be a witch and stealing people's money. At least she wasn't arrested for having a crooked nose or lots of warts!

## RETRIEVAL FOCUS

1. How far back was the first mention of witches?

2. When did people really begin to accuse witches?

3. What does Malleus Maleficarum mean?

4. What physical features might mean somebody was a witch?

5. How much did the average worker get paid per day in 1645?

## VIPERS QUESTIONS

**E** Why has the author included "not suffer a witch to live" in inverted commas?

**V** Which word tells you that people were acting with lots of emotion?

**I** Why did people start to accuse witches more once Malleus Maleficarum came out?

**I** Why did Matthew Hopkins have to trick people into finding witches?

**E** Why has the author included the final sentence?

# A Finch Solution

When Darwin returned from his journey on HMS Beagle, he had an abundance of information to work through. Some of this was in the form of sketches; some were samples of animals and plants. Unfortunately, his note keeping was less than perfect and it took many years to sort out all of the mess.

One of the things he had made notes on was the variety of small birds, called finches, found on different islands. He didn't take notes on which island they were found on, and this took even longer to sort out.

When the information was finally sorted out, Darwin's friend (John Gould) recognised at once that each of the different finches had a beak designed for a different purpose.
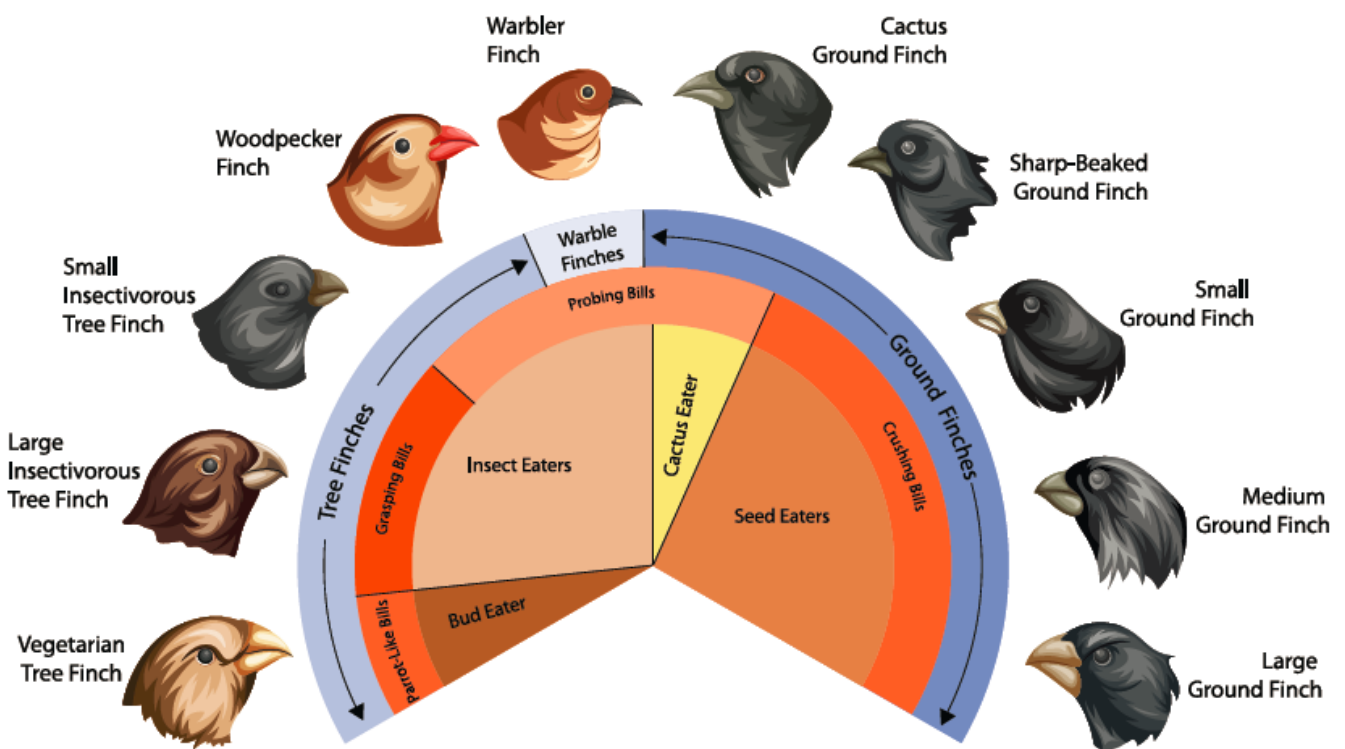


It was this that led Darwin towards the realisation that some species of animals had developed differently, depending on the challenges they faced.

Eventually, Darwin wrote a 230-page explanation of his findings. For an unknown reason, he then put this away and started work on a years-long investigation into barnacles. In the end, he declared, "I hate a barnacle as no man ever did before."

When Darwin eventually published his theory, the different designs of the beaks was a key element. It proved that different birds had developed different shaped beaks to tackle different food sources. Some had broad beaks suitable for eating seeds whilst others had beaks more suited to grasping insects.

## INFERENCE FOCUS

1. How do you think Darwin's feelings towards barnacles changed during his life? Why?

2. List two finches that you think would be best suited for eating insects.

3. How does the author feel about Darwin's organisation? How do you know this?

4. What do you think makes a medium ground finch a suitable seed eater?

5. What impact did the discovery of the finches' beaks have on Darwin's theory?

## VIPERS QUESTIONS

**R** How many types of ground finch are listed?

**V** Find a word or phrase that tells you Darwin collected a lot of information.

**S** Why did it take a long time to work through Darwin's collection?

**E** Why has the author included the quote from Darwin about barnacles?

**S** What did Darwin do after he finished writing his explanation?

# Isolation Diary Week 1

Success Criteria

Day 1

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Day 2

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Success Criteria

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# Isolation Diary Week 1

Success Criteria

Day 3

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Day 4

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Success Criteria

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# <u>Isolation Diary Week 1</u>

Success Criteria

Day 5

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# Isolation Diary Week 2

Success Criteria

Day 1

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Day 2

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Success Criteria
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# Isolation Diary Week 2

Success Criteria

Day 3

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Day 4

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# Isolation Diary Week 2

Success Criteria

Day 5

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# Online links to learning

Timestables Rockstars- Can you get in the top ten Primary performers announced on Twitter?

https://ttrockstars.com/

**PE**- Have a go at some of the activities:
https://www.twinkl.co.uk/resources/twinkl-move/joe-wicks-twinkl-move

Head over to **Grammarsaurus**' YouTube channel and learn some new grammar songs or revise the AWHITEBUS song!
They have a new co-ordinating conjunctions song, expanded noun phrase and abstract noun song on there. Can you learn them?
Why not create a video of you performing it and send it in!!!???
https://www.youtube.com/channel/UCMhWKrdwzFr994ZhwqG4nlA

**Statement Snap**
Do you know the properties of numbers? Test your skills here:
https://nrich.maths.org/13349

Revise key skills using **Top Marks** interactive games
https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths

**Multiply by 10, 100 and 1000**
https://m.youtube.com/watch?fbclid=IwAR3bspoH8rkXAXV_aCAOOuHGZqbDHIK3cM13kbzwZcOBAZnaMr4wviUkKJo&v=dT2IciIIrx4&feature=youtu.be

**Year 6 compare and order numbers**
https://www.youtube.com/watch?v=uvwPhP_SAMw&list=PLrrPYDDGPV7eEhEvHTdoXUiMQhQjTv5yW
Hegarty Maths
https://hegartymaths.com/login/learner

History activities          https://mrcarterrocks.wixsite.com/historyrocks/home-learning

National Geographic– Learn about the world of Science
          https://www.nationalgeographic.com/

Search on Youtube for your favourite authors-
Andy Stanton              Axel Scheffler                          Jarrett J. Krosoczka
Jarrett Lerner           Kate Messner            Leah Henderson
Mercer Mayer           Michael Rosen           Oliver Jeffers
Thelma Godin           https://www.youtube.com

Take part in science, Spanish, history, music, computing, geography, RE, English and maths lessons here:
https://classroom.thenational.academy/archived-lessons

Take part in writing activities here: https://litfilmfest.com/home-learning/

Practise your writing skills here: https://www.pobble365.com/

A tribe in Brazil have chosen to block a highway that cuts through the Amazon as the Brazilian government is not complying with a list of demands that includes aid to help with the impact of COVID-19. Protesters from the Kayapo group have been blocking traffic on Brazil's BR-163 highway for nearly a week.

*Things to talk about at home...*

- What do you think about the Kayapo people's actions? Why do you think they made the decision to do what they did?
- Talk about the different communities that you are part of and how they may have helped you during difficult times.

*Look at the resource below, where some people share their experiences of their communities during a time they found difficult.*

I am part of a rural community. We had a huge amount of rain, which caused the homes of some people living in our community to be flooded. Everyone came together to help. The village hall was opened for people who couldn't stay in their home and donations of food, clothes and toys were made. Once the water went down, people all helped to clear and rebuild the houses affected by the floods. Other communities helped us too by making donations of money online, from where they lived in the UK.

**Noah**

I am part of a cycling community. We have a weekly meet, where we cycle in groups depending how far you want to cycle and how fast you want to go. Because of the coronavirus, we had to cancel our meet ups. For some of our members, this was the only time they socialised with others and got out to exercise. To overcome this, we set weekly challenges for cyclists to complete by themselves then had a weekly zoom meet to discuss the routes we had been on and to catch up with each other.

**Sophia**

The play equipment in a park in my town was taken down as we were told it was unsafe. It was decided it wouldn't be replaced. Many people in our town community worked together to try to get it back. We wrote to our local MP, started a petition, shared banners and flyers saying 'save our park' with everyone in our town but nothing seemed to work. In the end, we decided to try and raise funds to pay for the equipment ourselves. We still haven't got the equipment yet, but we are all determined and will not give up!

**Muhammad**

What did people do to support their communities? Did it work?

Focus on Muhammad's comment. His town community have still not achieved their goal to get replacement equipment for the park. Do you think they should keep trying? Is there ever a time you should stop and accept defeat?

**How should we learn to manage our money?**

A mother from Northumberland recently spent £100 on a second-hand vending machine to provide an opportunity for her children to learn about money after tiring of them arguing over snacks and other items during lockdown. Mother of four, Sarah Balsdon, was getting so fed up with her children's constant arguments she and her husband, Kyle, came up with the idea to provide them in a limited and controlled way, whilst helping the children learn how to manage money.

*Things to talk about at home...*
- Have you received pocket money before, or do you receive it now?
- Do you think the idea of getting pocket money is a good one? Why?
- What age do you think children should start receiving pocket money?
- Can you think of other ways that you can learn about money?

*Look at the resource below, which shows how some children have received money. How did they get it? What did they do with their money?*

I was given some money for my birthday. I decided to save half of it by putting it in my bank account and I spent the other half on a remote-control car that I had wanted for ages!

**Clara**

My parents give me £2 pocket money every Friday. I usually spend it over the weekend on sweets.

**Freddie**

I have a list of jobs to do at home such as empty the dishwasher, hoover the sitting room, water the house plants. I don't have to do any of the jobs but each one is worth 50p so the more jobs I do, the more I earn. I usually put my money straight into my money box. I haven't decided what to spend it on yet!

**Samir**

I decided to sell some of my old books to earn some money. I set them all out at the end of my garden. I gave the money I made to a charity I wanted to help.

**Harley**

I get paid to look after my next-door neighbours' rabbit when they go away. I am saving my money up to buy my first car when I am 17.

**Mia**

Have you ever received/earned some money?
What did you do with it?

# The Active Alphabet

## SPELL YOUR NAME
### & DO THE WORKOUT!

**A:** 15 PUSHUPS

**B:** 50 JUMPING JACKS

**C:** 20 CRUNCHES

**D:** 10 BURPEES

**E:** 60-SECOND WALL SIT

**F:** 20 ARM CIRCLES

**G:** 20 SQUATS

**H:** 30 JUMPING JACKS

**I:** 60-SECOND PLANK

**J:** 20 MOUNTAIN CLIMBERS

**K:** 40 CRUNCHES

**L:** 12 BURPEES

**M:** 15 SQUAT JUMPS

**N:** 10 PUSHUPS

**O:** 20 LUNGES

**P:** 10 TRICEP DIPS

**Q:** 20 JUMPING JACKS

**R:** 60-SECOND PLANK

**S:** 30 BICYCLE CRUNCHES

**T:** 60-SECOND WALL SIT

**U:** 40 HIGH KNEES

**V:** 30 SQUATS

**W:** 15 TRICEP DIPS

**X:** 10 MOUNTAIN CLIMBERS

**Y:** 12 JUMPING LUNGES

**Z:** 30 CRUNCHES

Can you spell your best friends name?
Can you spell the name of your road?

# Word of the Week Recap

## Word of the Week

```
M  T  A  L  Z  R  Z  K  E  C  E  A  L  O  N
N  B  F  P  Z  Y  L  B  H  N  T  S  Q  Z  G
Z  C  A  A  P  N  I  M  I  X  I  P  N  T  C
E  X  P  L  O  R  A  T  I  O  N  I  D  J  G
K  U  Q  N  C  J  E  R  W  G  I  R  I  Q  E
G  F  L  S  H  F  N  C  E  D  F  E  S  U  L
Z  O  E  F  I  G  L  O  I  T  E  I  A  P  N
P  D  Y  M  W  Q  G  Q  W  A  D  H  S  E  O
E  T  P  U  R  R  E  T  N  I  T  W  T  Q  I
S  F  F  R  A  C  T  I  O  N  P  E  R  W  P
G  N  F  P  Y  F  Z  N  J  S  J  Z  O  L  H
O  X  H  E  O  S  C  F  A  J  O  V  U  P  R
P  Y  E  D  C  M  H  V  L  E  N  N  S  J  M
V  H  I  Y  K  T  B  V  L  J  B  L  B  G  E
T  E  W  T  E  T  C  M  Z  W  L  N  U  R  I
```

Can you find these words in the grid?

ASPIRE

DISASTROUS

FRACTION

DEFINITE

GEOGRAPHY

APPRECIATE

DESCRIBE

EXPORATION

INTERRUPT

These are all Words of the Week from last year. Can you correctly use each one in a sentence?

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# Word of the Week Recap

## Word of the Week

```
T  P  Q  N  L  D  M  D  S  G  H  R  L  Q  N
L  E  L  L  A  R  A  P  F  S  O  E  A  M  O
R  Y  C  D  C  I  U  Q  R  S  W  S  C  O  J
L  R  T  N  W  N  C  E  C  R  E  P  I  X  W
R  Z  F  N  I  B  D  I  C  D  V  E  S  D  P
V  L  Z  Q  Y  A  E  F  G  B  E  C  Y  E  K
Z  T  U  G  U  N  Y  H  G  A  R  T  H  V  G
L  E  O  S  T  R  O  F  O  A  M  F  P  T  C
U  A  R  I  M  O  N  A  R  C  H  U  Z  Z  O
R  E  F  N  I  N  H  C  I  A  O  L  D  E  D
P  I  S  N  R  W  F  H  Z  N  S  L  R  F  Q
C  A  P  X  K  K  T  Y  Z  U  L  Y  P  J  U
H  W  L  K  O  A  C  H  N  M  Y  H  Z  W  Y
D  F  H  M  F  D  B  O  A  U  J  L  L  S  J
G  M  C  S  E  J  U  U  O  N  T  X  N  E  Q
```

Can you find these words in the grid?

INFER
PARALLEL
RESPECTFULLY
MAGICIAN
PERSUADE
SCIENTIFIC
HOWEVER
MONARCH
PHYSOCAL
UNIQUE

These are all Words of the Week from last year. Can you correctly use each one in a sentence?

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# Word of the Week Recap

Recap previous Words of the Week by playing this board game…

## start

| | |
|---|---|
| Name 3 words that have the suffix -ful meaning full of. | |
| What does the word cautiously mean? | |
| Write a sentence using the word physical. | |
| What does the word history mean? | |
| Is the word vast a noun, verb, adjective or adverb? | |
| Name 3 words with the prefix -inter meaning between/among. | |
| Name the WoW.. | |

What does the word interrupt mean?

What does the word benefit mean?

**Word of the Week**

Write a sentence using the word vivid.

Find 3 synonyms for the word frequently.

Write a sentence using the word persuade.

## finish

Name 3 words that have the prefix para meaning alongside.

Is the word parallel a noun, verb, adjective or adverb?

Name the WoW.. %

Name 3 words that have the prefix re- meaning once more.

Is scientifically a noun, verb, adverb or adjective?

Use the word effect in a sentence.

The suffix is -cian ( to have a skill). What is the word?

What does the word infer mean?

What does the word predict mean?

Write a sentence using the word unique.

Name the WoW..

Is respectfully a noun, verb, adverb or adjective?

What does the word history mean?

Name 3 words that have the root mono meaning one.

What does the word chemistry mean?

Add a suffix to the word definite to turn it into an adverb

What does the word environment mean?

Use the word therefore to link 2 ideas together.

Name the WoW..

Writing Time!

1. The first sentence must use a **subordinate clause at the end**. (AWHITEBUS)
**Her heart began to thud <u>as she followed the path deeper and deeper into the forest.</u>**

2. The second sentence must include a **relative clause** (using which, who or that).
**In the distance <u>(which threateningly stretched out before her),</u> she notice a winking shard of light.**

3. The third sentence must include an **expanded noun phrase** (a noun with adjectives, other nouns or prepositions to tell you more about the noun).
**<u>The thick, impenetrable foliage</u> made it difficult to spot… but there it was again… a sliver of brightness.**

4. The fourth sentence must include **a modal verb** (could, would, should, might etc).
**She knew she <u>must</u> seek out the light source because it <u>could</u> mean safety!**

5. The fifth sentence must include a **fronted adverbial phrase** (TRaMP).
**<u>Beyond the impenetrable fortress of leaves,</u> she felt that sanctuary was there… waiting for her if she could somehow reach it.**

## Can you carry the story on?
## Think about using some of the above sentence styles.

## Writing Time!

1. The first sentence must use a subordinate clause at the end. (AWHITEBUS)
I hit the rock-solid ground before I could even think about what was going on.

2. The second sentence must include a relative clause (using which, who or that).
Loud cheering (which echoed around me) filled the air.

3. The third sentence must include an expanded noun phrase (a noun with adjectives, other nouns or prepositions to tell you more about the noun).
Again and again I soared up into the light air and then repeatedly fell back with a great force on the firm, unforgiving grass surface beneath me.

4. The fourth sentence must include a modal verb (could, would, should, might etc).
I hoped this bouncing sensation would stop soon!

5. The fifth sentence must include a fronted adverbial phrase (TRaMP).
Feeling less giddy, I began to recover on the floor... until I was picked up once more.

6. The sixth sentence must be short and dramatic.
My ordeal was about start again!

# Can you carry the story on?
# Think about using some of the above sentence styles.