
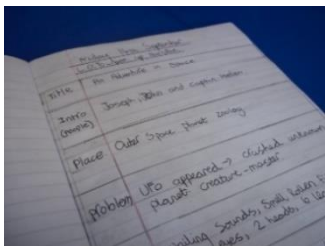



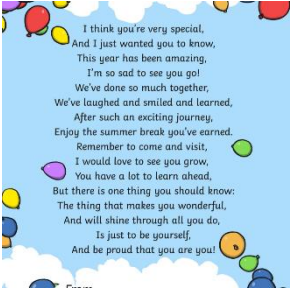

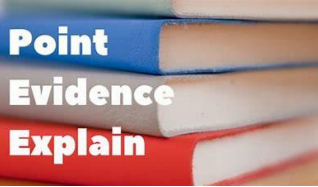




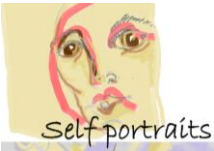





Writing <i>Learning linked to theme of 'Transition'</i>	
	<p style="text-align: center;">1) Note-taking: recalling your memories from this year</p> <p>Unbelievably, you are now only a few days away before moving on to the next school year! Our new topic is transition, and the outcome for this week will be a text to reflect on the year you've had so far. The type of text you produce is up to you: you may write in chronological order, starting with the beginning of the year; you may choose to write your memories in the form of an adventure story, in which you are the main protagonist. Task: Today, spend some time making notes about the things you remember from this year. Consider: Who were your teachers? What trips do you remember? What funny events can you remember? What favourite memories do you have about your friends? Remember to keep your notes concise and use sub-headings and bullet points to set out your learning.</p>
	<p style="text-align: center;">2) Planning: mapping out your ideas</p> <p>Task: Now that you have made notes about your memories, today you will begin to organise them into a piece of writing.</p> <p>Step 1: Choose which type of text you are going to produce: a report, a poem, a story etc.</p> <p>Step 2: Organise your ideas into sections. You could draw a grid and map out your thoughts in each section. How you complete your grid will look different depending on which text type you choose to produce. For example, you could write ideas for each verse if you are writing a poem, or each paragraph – beginning middle and end - if you are writing a story.</p>
	<p style="text-align: center;">3) Drafting: writing to reflect on your experience</p> <p>Today's task is to write a first draft of your piece. Use the ideas from your plan to guide your writing. The style of your writing is your choice. For example, you may wish to use a humorous tone. Remember to include your thoughts and feelings about the events you recall. Reflect on what you have learned from noteworthy memories, and talk about what you hope will be different or, even, stay the same next year. Aim to spend approximately 45 minutes drafting your piece of writing and organise events using paragraphs or verses if you write a poem.</p>
	<p style="text-align: center;">4) Editing: improving your writing</p> <p>Now it's time edit the learning you produced yesterday. Task: Read your writing out loud to identify any mistakes you might have made. Then, think about how you could improve your writing. Perhaps you could include speech or use adjectives to add detail to your descriptions. Use a different colour pen to make corrections and add improvements. You could use a dictionary to check for spelling errors.</p>
	<p style="text-align: center;">5) Publishing: writing to reflect</p> <p>To end the week, it's time to publish your learning. Use your edited draft to copy your learning into your best. You can write your learning up by hand or type it. Feel free to upload learning that you feel really proud of to your class blog so that your teachers and peers can read it. We look forward to seeing your writing.</p>

	<p style="text-align: center;">Reading <i>Learning linked to theme of 'Transition'</i></p>
 <p>I think you're very special, And I just wanted you to know, This year has been amazing, I'm so sad to see you go! We've done so much together, We've laughed and smiled and learned, After such an exciting journey, Enjoy the summer break you've earned. Remember to come and visit, I would love to see you grow, You have a lot to learn ahead, But there is one thing you should know: The thing that makes you wonderful, And will shine through all you do, Is just to be yourself, And be proud that you are you!</p>	<p style="text-align: center;">1) Retrieval: 'Be Proud That You Are You!'</p> <ol style="list-style-type: none"> 1) Find and copy the phrase that tells us why the poet is sad to see 'you' go? 2) Find and copy one word the poet uses to describe 'this year'. 3) Re-read the poem. Write the statements that are true according to the poem: <i>I think you're very special. You have little to learn ahead. Be proud that you are you.</i> 4) According to the text, what have 'you' earned? 5) Find the line beginning <i>'We've done so much...'</i>. What have 'you' and the poet done together? 6) Look at the last four lines. According to the text, what makes 'you' wonderful?
	<p style="text-align: center;">Re-read yesterday's poem again.</p> <ol style="list-style-type: none"> 1) Using no more than 10 words, write a sentence to summarise what you think the key message of this poem is. 2) Using no more than 50 words, write a summary to explain why it is important to 'be yourself'. Consider your own opinions and how you think the poet wants the reader to feel when reading the poem.
	<p style="text-align: center;">3) Evaluation: 'Be Proud That You Are You!'</p> <p>Today, it's time to think about the poem once more, and answer the following question: what do you like or dislike about the poem 'Be Proud That You Are You'? Use the PEE = point + evidence + explanation structure to write two paragraphs: one about what you like; the other about what you did not like.</p> <p style="text-align: center;">Remember that you should comment on the language and structure of the poem.</p> <p>Extension: Write your own version of the poem. Challenge yourself to use rhyme in your learning, similar in style to the original.</p>
	<p style="text-align: center;">Reading for pleasure: character profile</p> <p>Today's task is to create a character profile of one of the characters in the book you are currently reading. Start by dividing your page into quarters.</p> <p>You should have four sections to fill: what is your character's personality, e.g. their interests, hobbies and skills? Who are their friends or relatives? What are their core beliefs about themselves or others? You might want to think about how other characters see them. Finally, use the last section to draw a picture of the character you are describing.</p>
	<p style="text-align: center;">5) Reading for pleasure: free reading</p> <p>After all your effort this week, today's focus is to read a book of your own choice! Find a quiet and comfortable space where you can enjoy reading for at least thirty minutes.</p> <p>You may wish to share what book you're reading with your teacher and friends. You can always upload a photo of the front cover of your book or a comment on to your class blog.</p>

<p>Maths</p> 	<p><u>White Rose Maths</u></p> <p>Go to the week marked Summer Term Week 12 (w/c 13th July). We are completing this learning this week: https://whiterosemaths.com/homelearning/year-5/</p>
<p>Practical maths activity</p> 	<p><u>Letters and angles</u></p> <p>Use a ruler, and draw the first letter of your name on to an A4 piece of paper. Then, with the ruler, draw random lines within the letter and colour the sections as you wish. Now, find as many angles as you can, and use a protractor to measure each angle! Use a felt tip pen, and mark your measurements neatly onto your drawing. You could try to use your knowledge of angles and their properties to work out missing angles, using the measurements (in degrees) from another angle you have already measured.</p>
<p>Art</p>  <p>Self portraits</p>	<p><u>Sketch a self portrait</u></p> <p>Lots of famous artists have drawn or painted a picture of themselves. These are what we call self portraits. Task: Create a self portrait using sketching skills or paints if you have them. Use a mirror, and study your face. What shape are your eyes and nose? What texture is your hair? Which parts of your face appear lighter or darker? Face your paper in “portrait” position, and start by drawing an oval shape for your face. Now, click the link for instructions on how to divide your paper into sections in order to sketch a self portrait: https://youtu.be/wfosxuah1uk</p>
<p>PSHE</p> 	<p><u>Year 6 transition mood board</u></p> <p>A mood board is a visual representation of a theme: they can be used to represent a specific topic, such as food or fashion, or a general idea or feeling. Mood boards can be made up of a collage of images and objects, or they can be created digitally. Task: Create a mood board to convey your feelings and ideas about moving up to Year 6. You may include words that reflect the things you hope to achieve next year. Consider which colours reflect your mood, and collect images and objects that represent your views. Then create a physical mood board or a digital version using PowerPoint.</p>
<p>PSHE</p> 	<p><u>What's on your mind?</u></p> <p>When transitioning into the next year group, it is normal to feel overwhelmed by thoughts and emotions, so it's useful to learn how to calm these thoughts which can help you to feel more at ease. Task: Find somewhere comfortable to sit, and write a list of questions you have about transitioning into Year 6. You may prefer to draw a picture of what's on your mind. Writing the thoughts in your head on to paper will allow you to see them clearly. You may decide to talk to an adult or sibling about the questions you want answers to the most. If you draw a picture, spend 15-20 minutes colouring it in. This is a good way to settle your mind and enjoy the present.</p>
<p>Daily activities</p> 	<p><u>Reading, spelling, times tables</u></p> <p>English: https://www.bbc.co.uk/bitesize/subjects/zv48q6f Maths: https://www.bbc.co.uk/bitesize/topics/zghp34j and https://www.topmarks.co.uk/Search.aspx?q=algebra</p>

Creative arts and PSHE learning on separate sheets.