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| **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| **MATHS** | | | |
| **MORNING MATHS-Fluent in 5 (**Day 1)  (Please see Home Learning Page resources) | **MORNING MATHS- Fluent in 5** (Day 2)  (Please see Home Learning Page resources) | **MORNING MATHS- Fluent in 5 (**Day 3)  (Please see Home Learning Page resources) | **MORNING MATHS- Fluent in 5** (Day 4)  (Please see Home Learning Page resources) |
| **White Rose Maths lesson 1**  (Introducing Angles)  **Video link:**  <https://vimeo.com/537312662>  [Lesson 1 Worksheet](https://assets.whiterosemaths.com/fixed/res/2020/03/Y6-Summer-Block-1-WO2-Introduce-angles-2020.pdf)  [Lesson 1 Answers](https://assets.whiterosemaths.com/fixed/res/2020/03/Y6-Summer-Block-1-ANS2-Introduce-angles-2020.pdf) | **White Rose Maths lesson 2**  (Angles on a straight line)  **Video Link:**  <https://vimeo.com/538623940>  [Lesson 2 Worksheet](https://assets.whiterosemaths.com/fixed/res/2020/03/Y5-Summer-Block-2-WO5-Calculating-angles-on-a-straight-line-2020.pdf)  [Lesson 2 Answers](https://assets.whiterosemaths.com/fixed/res/2020/03/Y5-Summer-Block-2-ANS5-Calculating-angles-on-a-straight-line-2020.pdf) | **White Rose Maths Lesson 3**  (Angles around a point)  **Video Link**:  <https://vimeo.com/538625266>  [Lesson 3 Worksheet](https://assets.whiterosemaths.com/fixed/res/2020/03/Y5-Summer-Block-2-WO6-Calculating-angles-around-a-point-2020.pdf)  [Lesson 3 Answers](https://assets.whiterosemaths.com/fixed/res/2020/03/Y5-Summer-Block-2-ANS6-Calculating-angles-around-a-point-2020.pdf) | **White Rose Maths Lesson 4**  (Calculate angles)  **Video link:**  <https://vimeo.com/539063045>  [Lesson 4 Worksheet](https://assets.whiterosemaths.com/fixed/res/2020/03/Y6-Summer-Block-1-WO3-Calculate-angles-2020.pdf)  [Lesson 4 Answers](https://assets.whiterosemaths.com/fixed/res/2020/03/Y6-Summer-Block-1-ANS3-Calculate-angles-2020.pdf) |
|  | **TT Rockstars**-20 mins |  | **TT Rockstars**-20 mins |
| **ENGLISH** | | | |
| **ENGLISH-Reading (The Blitz Survivors)**  <https://classroom.thenational.academy/lessons/to-activate-prior-knowledge-and-consider-the-historical-context-6cw38c>  In this lesson, you will look at an extract from a newspaper article. You will think about what you already know, what you can infer and generate questions to help reflect upon what youdo not yet know. | **ENGLISH-Reading (The Blitz Survivors)**  <https://classroom.thenational.academy/lessons/to-read-a-recount-and-answer-retrieval-and-inference-based-questions-6rvpct>  In this lesson, you will place World War II on a timeline and be taught some subject-specific vocabulary. You will then read a first hand account from a Blitz survivor and answer a range of inference and retrieval questions. | **ENGLISH-Reading (The Blitz Survivors)**  <https://classroom.thenational.academy/lessons/to-understand-the-key-information-in-a-text-and-consider-the-authors-perspective-6wupcd>  In this lesson, you will reflect upon the author's experience as you read. There will be a writing opportunity which will help you understand that reading helps us understand an entirely different life while building our ability to empathise. | **ENGLISH-Reading (The Blitz Survivors)**  <https://classroom.thenational.academy/lessons/to-read-a-new-text-and-consider-the-authors-use-of-language-c8rkjt>  In this lesson, you will read a new account of a Blitz survivor and look at some of the language used to help build comprehension. You will also make some brief comparisons between the two texts. |
| **Spelling practice**  **( Spelling List is on the Home learning Page )** | **Bedrock Lesson** | **Spelling practice**  **(Spelling List is on the Home learning Page)** | **Bedrock Lesson** |
| **Daily reading-20 mins** | **Daily reading-20 mins** | **Daily reading-20 mins** | **Daily reading-20 mins** |
| **FOUNDATION SUBJECTS** | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| **Science**  **Why are producers so important?**  <https://classroom.thenational.academy/lessons/why-are-producers-so-important-74rp2e>  In this lesson you will learn about producers and consumers and think carefully about where plants get their energy from.  You will need a pen and paper for this lesson.  **Printable worksheet for this lesson is available in the ‘resources’ folder on** [**Home learning Page.**](https://www.ourladyassumption-sch.co.uk/yr6-home-learning) | **PE**  Look at the ‘Fitness Challenge’ sheet in ‘Resources’ file on the [Home Learning Page](https://www.ourladyassumption-sch.co.uk/yr6-home-learning). The challenge is to see how many of each activity you can do in 1 minute. You do not need to do ALL of the challenges, but please have a go at the majority-you are more than welcome to do all of them if you like! | **Science**  **How do we construct a food chain**  <https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-chain-6mvp8t>  In this lesson you will learn how to draw a food chain and discuss the different organisms that make up food chains.  You will need a pen and paper for this lesson.  **Printable worksheet for this lesson is available in the ‘resources’ folder on** [**Home learning Page.**](https://www.ourladyassumption-sch.co.uk/yr6-home-learning) | **COMPUTING**  **Bitsbox-Making a drawing app**  Go to <https://icompute-learn-programming.surge.sh/>  Scroll down to Year 6 and click on **Activity 4-Making a drawing app**. Follow the step by step instructions to create your own coding. You will need to open these instructions and then open the template Bitsbox project:  [Bitsbox - Hour of Code 2016](https://bitsbox.com/hoc2016.html)  Toggle between the 2 web pages to build your code. Good luck coding and please send pictures of any completed codes! |