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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** (Reflecting Shapes)**Video link:**  <https://vimeo.com/481620188>[Lesson 1 Worksheet](https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-WO4-Reflections-2019.pdf)[Lesson 1 Answers](https://assets.whiterosemaths.com/fixed/res/2019/10/Y6-Autumn-Block-4-ANS4-Reflections-2019.pdf) | **White Rose Maths lesson 2** (Find a Rule-One Step)**Video Link:**<https://vimeo.com/499979721>[Lesson 2 Worksheet](https://assets.whiterosemaths.com/fixed/res/2019/12/Y6-Spring-Block-3-WO1-Find-a-rule-one-step-2019.pdf)[Lesson 2 Answers](https://assets.whiterosemaths.com/fixed/res/2020/08/Y6-Spring-Block-3-ANS1-Find-a-rule-one-step-2019.pdf) | **White Rose Maths Lesson 3** (Find a Rule-Two Step)**Video Link**:<https://vimeo.com/499980302>[Lesson 3 Worksheet](https://assets.whiterosemaths.com/fixed/res/2019/12/Y6-Spring-Block-3-WO2-Find-a-rule-two-step-2019.pdf)[Lesson 3 Answers](https://assets.whiterosemaths.com/fixed/res/2019/12/Y6-Spring-Block-3-ANS2-Find-a-rule-two-step-2019.pdf) | **White Rose Maths Lesson 4** (Forming Expressions)**Video link:**<https://vimeo.com/499980673>[Lesson 4 Worksheet](https://assets.whiterosemaths.com/fixed/res/2019/12/Y6-Spring-Block-3-WO3-Forming-expressions-2019.pdf)[Lesson 4 Answers](https://assets.whiterosemaths.com/fixed/res/2019/12/Y6-Spring-Block-3-ANS3-Forming-expressions-2019.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 Resources )** | **Bedrock Lesson** | **Spelling practice****(Spelling List is on the Home learning Resources)** | **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** |
| **Geography****How is population distributed in the UK?**<https://classroom.thenational.academy/lessons/how-is-the-population-distributed-in-the-uk-60u62t>In this lesson we will take a closer look at the population of the UK, and look at where people live in different places. We'll study how the population of the UK has changed over time, and what the population of the UK is projectedto be like in the future.You will need a pen and paper for this lesson. | **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! | **RE**Look at the page on Holy Communion from the RE resources on the [Home Learning Page](https://www.ourladyassumption-sch.co.uk/yr6-home-learning).**Task 1:**Write out the Our Father from the book and use this this explain what each line means (look at the text in italics).**Task 2:**Respond to questions 2 & 3 on the Holy Communion page. | **Science****What is light and where does it come from?**<https://classroom.thenational.academy/lessons/what-is-light-and-where-does-it-come-from-6rv3je>In this lesson, we are going to be learning about light. We are going to learn about what light is, where it comes from and how shadows are formed. We are going to complete an investigation into how light behaves with transparent, translucent and opaque objects. If you would like to take part in the practical investigation you will need: a light source (e.g. lamp, torch or phone light), a piece of paper, a piece of cardboard and a piece of something transparent (e.g. clear plastic). If you do not have these items you can still complete the lesson by watching the teacher's demonstration.You will need a pen and paper for this lesson.**Printable End of lesson Quiz for this lesson is available in the ‘resources’ folder on** [**Home learning Page.**](https://www.ourladyassumption-sch.co.uk/yr6-home-learning) |