

## Class 4

So, time away from school doesn't mean that you must stop your brain from working! Switch off that games console and let us see what we can get up to!

- Play a board game with the family – Monopoly, Cluedo, Scrabble etc
- Learn a new card game or play pairs with a family member.
- Do a jigsaw, challenge yourself to do it without looking at the picture!
- Go for a bike ride (restrictions allowing)
- Take a Spring walk and draw/write about it when you get back.
- Do some cooking/baking - can you create a new flavour?
- Spend time reading a new book or re-reading a favourite one!
- Watch a film alone or with family members and write a film review.
- Build some Lego/Construction kit.
- Paint or draw something.
- Complete a puzzle such as sudoku, word search or dot-to-dot
- Orally tell someone a story you have read.

As well as the above you can visit some of the websites below:

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn> to access games, activities and learning clips.

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/> fun science activities and learning resources.

<http://www.primaryhomeworkhelp.co.uk/> lots of information to find out about

<https://code.org/learn> Computing coding games

<https://mathsframe.co.uk/> - A range of maths based games

[www.twinkl.co.uk](http://www.twinkl.co.uk) – Free access to learning resources including PowerPoints throughout school closures.

<http://www.mrsbrownart.com/drive/> - Art lessons

<https://www.almanac.com/kids> - Fun games, riddles and puzzles

<https://www.coolmath.com/> - Explains maths!

<https://www.coolmath4kids.com/> - cool maths games

<https://www.learninggamesforkids.com/> - Educational games

<https://www.highlightskids.com/> - ways of making online stories and crafts

[www.discoveryeducation.co.uk/](http://www.discoveryeducation.co.uk/) - Free access from home to parents – User name student982 – Password olss460

**We will update the home learning page (under parents section) on our website**

<http://www.olsots.durham.sch.uk/>

Throughout the school closures with other learning resources as they become available.

Parents – Please feel free to contact me if you have any queries - [c.gray103@durhamlearning.net](mailto:c.gray103@durhamlearning.net)

Thanks Mrs Taylor x

## Class 4 Daily activities

- Read a chapter from your given book.
- Access some of our online games/activities - aim for 20 mins per game, per day.

Times Table Rockstars - <https://trockstars.com/>

Fiction Express <https://en.fictionexpress.com/account/login/>

Spelling Shed <https://www.spellingshed.com/en-gb>

Maths Shed <https://www.mathshed.com/en-gb>

Lexia <http://www.lexiacore5.com/>

SPaG.com (Y6) <https://www.spag.com/>

- Learn 5 new spellings a day from Y5/6 spelling list
- Y6 – 10 min SAT tests – 1 per day
- Spend 10 mins practicing your handwriting – Choose 5 spellings to write in a sentence.
- Year 6 – CPG books
- Word of the Day – Either choose a word from your book, spelling list or from a dictionary that you are unsure of. Find out what it means, the word class and write it correctly in a sentence like we do in our English Skills book at school.
- Complete a daily mental maths challenge - <https://www.topmarks.co.uk/maths-games/daily10>
- Complete an English task.
- Complete a Maths task/investigation.
- Complete some of your Africa, Science, DT or Art project work.
- Write a page in your Wednesday Word book.

### Suggested timetable

**9.00 - 9.30** - Spelling/Handwriting/Word of the Day

**9.30 - 10.30** - English work around the given book/ CPG Books (Y6)

**10.45 - 11.00** - Daily mental challenge/times tables in books

**11.00 – 12.00** - Maths Work – online games, investigations in maths books, times tables work/ CPG Books (Y6)

**1.00 – 1.30** - TTRS/Lexia/Spelling Shed/Maths Shed/SPaG.com (Y6)

**1.30 - 2.30** – Project work either science, Africa or Art/DT

**2.30 - 3.00** - TTRS/Lexia/Spelling Shed/Maths Shed/SPaG.com (Y6)

## Reading/Writing – Y5 – Kensuke's Kingdom

- Before reading the story, look at the chapter titles. Can you predict and write about what might happen as the story progresses?
- Read the first sentence of the story: 'I disappeared on the night before my twelfth birthday'. Why has the author used this as the first sentence? Could you use it as the start for your own story?
- Make a list of reasons for and against going on the sailing trip around the world.
- Imagine that you were joining Michael on the Peggy Sue. What things would you take with you? Why?
- Create a set of instructions to teach people how to stay safe on board the Peggy Sue.
- Imagine that you have just woken up alone on an island. Write a story that explains what happens next.
- Write some instructions to help people survive on a desert island.
- Imagine that you could interview Michael, Kensuke and / or his parents. What would you ask them? How might they respond at different points in the story?
- Imagine that Michael's log book had floated ashore on the island. Can you write some more entries in it to describe his time there?
- Make a persuasive poster to discourage people from hunting and poaching.
- Discuss how the characters in the story change as time goes by.
- Michael's entry in the log on his journey home after being discovered by his parents.
- Write some letters between Michael and Kensuke a few years after he returned home.
- Turn the story (or part of it) into a play script can you get your family to read along!

## Reading/Writing Y6 – Holes

- Imagine you are Stanley. Write a letter to your parents describing life at Camp Green Lake. Include: the journey to camp, the staff at camp, the accommodation and the other prisoners. (remember this is a personal piece of writing and should include descriptions and feelings.
- ‘The Forgotten Promise’ Use this title to create your own story. Think of interesting words to use and remember to describe your character and setting.
- Imagine you are Stanley. Write a diary entry on the evening that you accepted responsibility for the stolen sunflower seeds. Think about how you felt when you saw Margaret with the stolen seeds, when you saw Mr Sir approach and why you took responsibility for the theft. How did you feel about the other boys at the time and when you were on the way to see the warden. You need to use paragraphs to organise your writing and describe your emotions.
- Create a persuasive leaflet to promote Camp Lake Green as a correctional facility. You need to mention: the purpose of the centre and how it will improve boys, the location, the facilities, the staff, pictures and success stories of previous campers. Use all the persuasive techniques you can remember!
- Write a character description of the warden. Think about her appearance (p66/89), the way she speaks to and treats the staff (p66-68 & p90-91), and her behaviour towards Stanley.
- Imagine you are a reporter on Green Lake Daily News. You have been asked to cover the death of Sam, the onion man. Your report should include Sam’s background in Green Lake, the tragic accident that occurred, who was involved in the accident and how the community felt about Sam. Remember as a reporter you should be impartial and reflect both sides!
- Write a newspaper article reporting the murder of the sheriff.
- Write a character profile on Stanley. What has changed about him since he arrived at camp?
- Write about ‘The Great Escape’. Imagine Stanley’s feelings and thoughts as he trudges across the desert in search of Zero. Include: how he feels about his escape, why he chose to run away in search of Zero, his concerns about Zero, his Great-Great Grandfathers role in his predicament, as well as his fears and plans for the future.
- Write a story under the title ‘No Way Out’, remember to begin with an interesting paragraph, using exciting vocabulary and describe the setting and characters.
- Finally Louis Sachar has left some questions unanswered at the end of the story. Write a new final chapter. Include: What is Zero’s life now he has the money, the return of his mother, a home of his home and his friendship with Stanley. What happens now the curse has been lifted on Stanley’s family? What has happened to the warden, Mr Sir and Mr Pendanski and the other boys at Camp Green Lake?

## **Art/DT**

**Art** – I would like you to create a project on a famous artist!

1. Choose a famous artist – Klimt, Andy Goldsworthy, Andy Warhol, Vincent Van Gogh, Henri Matisse, Pablo Picasso, Salvador Dali or Paul Klee to name but a few you could consider!
2. Explore the artist's work – What do you like about their paintings? Which ones do you like the most and say why! Comment on each picture you look at.
3. Find out about the artist. Can you write a biography about them? How did they start to paint/draw? What inspired them?
4. Can you draw/paint a picture in the style of that artist?
5. Evaluate your drawing. What do you like and what will you change next time?

### **Websites that may be useful**

<https://www.twinkl.co.uk/resources/ks2-subjects/ks2-art/ks2-art-famous-artists#:~:text=Famous%20Artists,more%20in%20your%20art%20classes.>

<https://www.coolkidfacts.com/famous-artists/>

<https://www.bbc.co.uk/bitesize/subjects/zn3rkqt>

<https://www.topmarks.co.uk/Interactive.aspx?cat=86>

<https://www.redtedart.com/exploring-the-great-artists-30-art-projects-for-kids/>

<https://primaryfacts.com/famous-artists/>

**DT** – I would like you to create a project on a famous inventor!

1. Choose a famous inventor – John Logie Bird, Thomas Edison, Alexander Graham Bell, The Wright Brothers, Henry Ford or James Dyson are some examples you may like to choose from.
2. Find out what they invented. Write a Non-chronological report about their inventions. Perhaps you could create a double paged spread to tell me about their work
3. What impact did their invention have on society? Have you ever used the invention?
4. Now you are going to be the inventor! What could you invent that would have an impact on society?
5. Design and draw your invention. Make sure you give it a name.
6. Explain to me how it works using step by step guidelines.
7. You are going to market your invention. Created a leaflet to promote your work, make it persuasive as you want lots of people to buy it!!!
8. Can you create packaging for your invention for your product? What will it look like? What wording is on it?

### **Websites that might be useful**

<https://www.bbc.co.uk/bitesize/subjects/zyr9wmn>

<https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-design-and-technology>

<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2-what-makes-a-good-inventor/z79mf4j>

[https://www.ducksters.com/biography/scientists/scientists\\_and\\_inventors.php](https://www.ducksters.com/biography/scientists/scientists_and_inventors.php)

**Geography/History** – I would like you to create a project on Africa

I expect you to include in your project maps, drawings, labelled diagrams, charts, graphs, written texts – such as reports, travel brochures and discussions.

You can:

1. Research and discuss the weather and climate across Africa
2. Compare and contrast the weather and climate in Africa with other continents.
3. Research and explore and write a report about living things in Africa.
4. Explore maps and atlases to help understand Africa's place in the world and its position in relation to the rest of the continents.
5. Identify countries, cities and points of interests on a map of Africa.
6. Find out and write about 2 countries, cities or points of interest in Africa.
7. Find out similarities and differences between England and South Africa.
8. Compare and contrast everyday life in an African country of your choice to England.
9. Create a timeline of significant events within Africa's history
10. Research and write a chronological report detailing the historical events and lifestyle of a chosen African country.
11. Choose a prominent person from Africa and write a fact file, create a PowerPoint or a biography about them, e.g - Archbishop Desmond Tutu, Nelson Mandela, Kofi Annan or any other significant person that interests you.
12. Write about the long-term impact that some of these people had.
13. You may also like to write about discrimination and apartheid. What do these words mean? What did they look like in Africa? You could write a letter or diary entry to explore how it felt living in these times.

**Websites to support this work -**

<https://www.twinkl.co.uk/> - To access free resources go to [www.twinkl.co.uk/offer](https://www.twinkl.co.uk/offer) and enter the code UKTWINKLHELPS

<https://www.kids-world-travel-guide.com/africa-facts.html>

<https://www.theschoolrun.com/homework-help/south-africa>

<https://www.teacherplanet.com/content/africa>

<https://www.ducksters.com/geography/africa.php>

## Maths

- Choose 1 table per day to write out, practise and learn (Times Tables Practise book). Make sure you learn the division facts as well.
- I have put together several maths investigations. Choose 1 or 2 per day to cut out and work through in your maths book.
- Explore the Nrich website which has some lovely interactive investigations to complete <https://nrich.maths.org/14536>

## Science

I would like you to complete a project on materials and their properties.

- You need to investigate objects made from different materials and sort them into groups based on their properties – e.g why are windows made of glass, and what are special about the materials oven gloves are made from?
- Can you explain to me the difference between the particles of a solid, liquid or gas? – use written explanations and labelled diagrams.
- How do materials change state? What happens to ice when it gets warm? Explain how solids, liquids and gases melt, freeze, condense and evaporate and give examples of when this happens.
- Can you explain what happens when materials dissolve? Can you explain what happens and use examples as well as a labelled diagram to explain what happens?
- Which materials are soluble and insoluble? Can you carry out an experiment at home to test your ideas (sugar and sand are possible materials). Remember to write up your experiment using headings; equipment (what you used), method (what you did), results (what happened) and conclusion (what did the experiment show).
- Can you find out about reversible and irreversible changes? Can you find out about how we can reverse some changes? Write about some examples.

### **Websites with information to help with the above work -**

<https://www.theschoolrun.com/homework-help/materials#:~:text=A%20material%20is%20any%20substance,%2C%20stone%2C%20eather%2C%20wax.&text=The%20property%20of%20a%20material,it%20is%20the%20best%20material.>

<https://www.bbc.co.uk/bitesize/topics/zryycdm>

<https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-science/ks2-science-materials-and-their-properties>

<https://www.everyschool.co.uk/science-key-stage-2-Materials.html>

<https://www.topmarks.co.uk/Interactive.aspx?cat=70>



RE –

- You can use you bible to read different stories and write about them
- Compare different events through the 4 Gospel stories.
- Write about the events of Holy week.
- Find out about key people in the Bible and tell some of their stories.
- Write a prayer
- Complete some of the Wednesday Word work.
- You could write about/draw or paint the Stations of the Cross.
- Based on the Easter story you could write letters, a diary account or a simple retelling.