

Week 4 – Suggested timetable

Dear year 6,

Below is a suggested timetable for home learning, mirroring the learning that will be taking place in school. For those children who are attending school as part of the reduced timetable, learning can be continued at home on the days that they are not due in.

For some activities during the summer term, you may create 3D projects, which can be shared through photo evidence. Other activities can be completed (neatly) in your homework book, on blank paper or on your computer. If there is any learning you wish to submit to us, we would love to see it via the year 6 email.

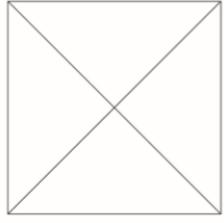
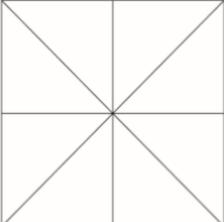
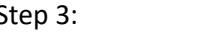
We hope you enjoy completing your challenges; this is an opportunity to show your adults at home the amazing work that we, as teachers, see every day in school.

From,
Year 6 teachers

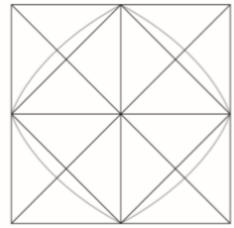
Suggested timetable

Monday	Well-being	English – Day 1 <i>See Hamilton Trust on school website</i>	Break	Maths – Day 1 <i>See Hamilton Trust on school website</i>	Lunch	Computing
Tuesday	Well-being	English – Day 2 <i>See Hamilton Trust on school website</i>	Break	Maths – Day 2 <i>See Hamilton Trust on school website</i>	Lunch	Music
Wednesday	Well-being	English – Day 3 <i>See Hamilton Trust on school website</i>	Break	Maths – Day 3 <i>See Hamilton Trust on school website</i>	Lunch	PSHE
Thursday	Well-being	English – Day 4 <i>See Hamilton Trust on school website</i>	Break	Maths – Day 4 <i>See Hamilton Trust on school website</i>	Lunch	Art
Friday	Well-being	English – Day 5 <i>See Hamilton Trust on school website</i>	Break	Maths – Day 5 <i>See Hamilton Trust on school website</i>	Lunch	PE

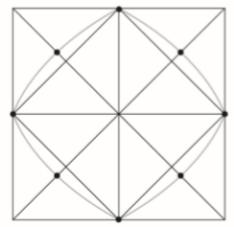
Week 3 - Suggested activities:

Well-being	Art	PE	Computing	Music	PSHE																																																																																																																																																
<ul style="list-style-type: none"> Try some yoga https://www.youtube.com/user/CosmicKidsYoga Make a mindfulness jar https://www.developgoodhabits.com/mindfulness-jar/ Try some mindfulness colouring https://www.twinkl.co.uk/resource/tc-1551-mindfulness-colouring-sheets-bumper-pack Parents can create a free login to access this work. Use the code: CVDTWINKLHELPS Go for a walk Make some origami Play a game Read a book 	<p>Islamic Geometric Repeating Pattern</p> <p>You will need:</p> <ul style="list-style-type: none"> Paper Ruler Pencil Rubber Colouring pencils/pens <p>Step 1:</p>  <p>Step 2:</p>  <p>Step 3:</p> 	<p>Personal Challenge: What is your personal challenge? Update your results for this week.</p> <p><i>Don't forget to measure your new personal challenge result at the end of the term to see if your score has improved.</i></p> <p>Get active using the following links: Havering Sports Collective https://haveringSportsCollective.org/covid-19/</p> <p>Joe Wicks – The Body Coach https://www.youtube.com/playlist?list=PLyCLOPd4VxBvP0g2-k</p> <p>Just Dance</p>	<p>Add, edit and calculate – Spreadsheets</p> <p>What can you remember about spreadsheets?</p> <p>What could spreadsheets be used for?</p> <p>How do you enter a formula?</p> <p>Adding: =SUM(cell+cell)</p> <p>Subtracting: =SUM(cell-cell)</p> <p>Multiplying: =SUM(cell*cell)</p> <p>Dividing: =SUM(cell/cell)</p> <p>Create a table with children's spelling scores</p> <p>For example:</p> <table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>TOTAL</th> <th>AVERAGE</th> </tr> </thead> <tbody> <tr><td>1 Sonny Day</td><td>9</td><td>6</td><td>10</td><td>10</td><td>7</td><td>5</td><td></td><td></td></tr> <tr><td>2 Eve Ning</td><td>7</td><td>7</td><td>10</td><td>7</td><td>9</td><td>10</td><td></td><td></td></tr> <tr><td>3 Bess Twishes</td><td>8</td><td>5</td><td>8</td><td>10</td><td>10</td><td>6</td><td></td><td></td></tr> <tr><td>4 Sid Down</td><td>5</td><td>4</td><td>10</td><td>7</td><td>8</td><td>10</td><td></td><td></td></tr> <tr><td>5 Hazel Nutt</td><td>10</td><td>7</td><td>8</td><td>10</td><td>10</td><td>8</td><td></td><td></td></tr> <tr><td>6 Lance Lyde</td><td>7</td><td>10</td><td>9</td><td>10</td><td>8</td><td>3</td><td></td><td></td></tr> <tr><td>7 Justin Case</td><td>8</td><td>10</td><td>10</td><td>9</td><td>9</td><td>10</td><td></td><td></td></tr> <tr><td>8 Paige Turner</td><td>10</td><td>6</td><td>10</td><td>7</td><td>10</td><td>7</td><td></td><td></td></tr> <tr><td>9 Rita Boo</td><td>9</td><td>10</td><td>5</td><td>4</td><td>7</td><td>10</td><td></td><td></td></tr> <tr><td>10 Holly Berry</td><td>10</td><td>5</td><td>10</td><td>10</td><td>9</td><td>7</td><td></td><td></td></tr> <tr><td>11 Anna Mull</td><td>9</td><td>8</td><td>8</td><td>10</td><td>10</td><td>4</td><td></td><td></td></tr> <tr><td>12 Jamie Dodger</td><td>8</td><td>10</td><td>3</td><td>10</td><td>10</td><td>10</td><td></td><td></td></tr> <tr><td>13 Moe Delawn</td><td>7</td><td>9</td><td>10</td><td>7</td><td>9</td><td>10</td><td></td><td></td></tr> <tr><td>14 Ben Crobberry</td><td>9</td><td>10</td><td>2</td><td>6</td><td>3</td><td>10</td><td></td><td></td></tr> <tr><td>15 Bob Down</td><td>10</td><td>10</td><td>5</td><td>4</td><td>2</td><td>7</td><td></td><td></td></tr> </tbody> </table>		1	2	3	4	5	6	TOTAL	AVERAGE	1 Sonny Day	9	6	10	10	7	5			2 Eve Ning	7	7	10	7	9	10			3 Bess Twishes	8	5	8	10	10	6			4 Sid Down	5	4	10	7	8	10			5 Hazel Nutt	10	7	8	10	10	8			6 Lance Lyde	7	10	9	10	8	3			7 Justin Case	8	10	10	9	9	10			8 Paige Turner	10	6	10	7	10	7			9 Rita Boo	9	10	5	4	7	10			10 Holly Berry	10	5	10	10	9	7			11 Anna Mull	9	8	8	10	10	4			12 Jamie Dodger	8	10	3	10	10	10			13 Moe Delawn	7	9	10	7	9	10			14 Ben Crobberry	9	10	2	6	3	10			15 Bob Down	10	10	5	4	2	7			<p>Listen and Appraise – Up on the roof (Carole King)</p> <p>Listen: Play the song https://www.youtube.com/watch?v=GWELH8Oj6Uw</p> <ul style="list-style-type: none"> How does the song make you feel? Does the song tell a story? What does the song make you think of? How old do you think this piece of music is? <p>Appraise:</p> <ul style="list-style-type: none"> Did the tempo stay the same all the way through the song? In music, dynamics means how loud or quiet the music 	<p>Transition to Secondary School – changes</p> <p>What do you think will be similar about secondary school? Map out your memories of primary school and predict your future experiences. Will any be similar?</p> <p>Discuss the above questions with your parents/carers</p>
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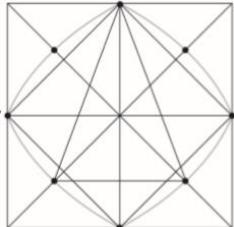
- Bake some food
- Watch a film



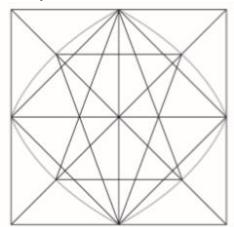
Step 4:



Step 5:



Step 6:

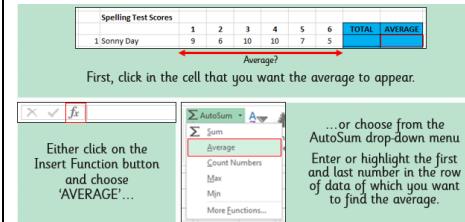


Step 7:

https://www.youtube.com/results?search_query=just+dance

Input the formula to calculate the totals

How to use the AVERAGE function.



Calculate the average score for each child.

is. What are the dynamics in this song?

- Can you identify the different instruments / voices that you heard? Did all the instruments and voices play or sing throughout the song?

1. Musical Activities

Learn to sing the song
– Up on the roof

2. Perform

Don't forget to record yourself performing it
– we would love to see your singing. If you are feeling very creative, you could add dance moves too.

