

Week 5 – 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

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| 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 5 - Suggested activities:

| Well-being | Art | PE | Computing | Music | PSHE |
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| <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 | Exciting Paintings https://www.bbc.co.uk/bitesize/articles/zmkcsk7 Use the link above to support you with the following activities: Activity 1 Follow along with Tate to create your own pop art in the style of Andy Warhol. You can make a selfie artwork, similar to 'Marilyn Diptych', for which you will need a smartphone or a digital camera, a printer, six coloured pens or pencils and paper. You can also design your own soup can | Personal Challenge: What is your personal challenge? Update your results for this week. <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> Get active using the following links: Havering Sports Collective https://haveringSportsCollective.org/covid-19/ Joe Wicks – The Body Coach https://www.youtube.com/playlist?list=PLyCLOPd4VxBvPOg2-k Just Dance | Add, edit and calculate– Spreadsheets What can you remember about spreadsheets? What could spreadsheets be used for? How do you enter a formula? Adding: =SUM(cell+cell) Subtracting: =SUM(cell-cell) Multiplying: =SUM(cell*cell) Dividing: =SUM(cell/cell) Last week, you made a spreadsheet adding date and using formulas to calculate the average. | Listen and Appraise – Will You Still Love Me Tomorrow (Carole King) Listen: Play the song <ul style="list-style-type: none"> https://www.youtube.com/watch?v=GLA7sanwnN8 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? Appraise: <ul style="list-style-type: none"> Did the tempo stay the same all the way through the song? In music, dynamics means how loud | Transition to Secondary School – Your Journey to School Reflect and think about the following: How will you travel to your new school? If you will get a bus, where is the bust stop? Will there be any costs along the way? Who will you be travelling with? How will you stay safe? Draw a map of your route from home to secondary |

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| <ul style="list-style-type: none"> • Bake some food • Watch a film | <p>in the style of 'Campbell's Soup Cans', for which you will just need a pencil and paper.</p> <p>Activity 2 In the style of Wassilly Kandinsky, draw a range of emotions and feelings:</p> <ul style="list-style-type: none"> • Happy • Sad • Excited • Scared • Tired <p>With each one, think about which shapes and colours would work best for each one and how you relate to that emotion or feeling.</p> <p>Activity 3 Have a think about how you could work in the same way as Jan van Eyck</p> | <p>https://www.youtube.com/results?search_query=just+dance</p> | <p>This week, you are going to edit that data.</p> <p>Imagine someone's scores have been inputted incorrectly on your spreadsheet. They can be edited and the formulas will automatically recalculate the correct totals and averages.</p> <p>Try editing your data, by changing someone's results. What impact does this have on your total and average column?</p> <p>Now add a week 7 column to your data. Make up the results you want to input and see how this affects your total and average column:</p> <ul style="list-style-type: none"> • First highlight the 'total' column, as you want a new column to appear before it. • Choose 'insert' from the toolbar or right-click in the column you've highlighted, then choose 'insert.' • Make up new scores for the pupils. | <p>or quiet the music is. What are the dynamics in this song?</p> <ul style="list-style-type: none"> • Can you identify the different instruments / voices that you heard? Did all the instruments and voices play or sing throughout the song? <p>1. Musical Activities Learn to sing the song – Will you still love me tomorrow</p> <p>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.</p> | <p>school and back home again.</p> <p>Going back home could be a different route.</p> <p>Around the outside of your map, answer the above questions.</p> |
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| <p>- what objects have a meaning to you or to those around you?</p> <p>Make a list of <i>at least five objects</i> you could include in a painting, making note of their implied meaning.</p> | | <p>Challenge: Once you have finished, try experimenting with the 'conditioning formatting' tools:</p> <ul style="list-style-type: none"> • Highlight a set of cells first, e.g the total column. • Click on the conditional formatting menu, then 'data bars' or 'icon sets.' • Try some selections and see what effect they have. • Can you explain what is being represented? | | |
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