

# Isolation Work

Please find some school activities to do if you are feeling well.

We are really looking forward to seeing you back in school!

Click on the link and it should (!) take you to your year group's page, if not, scroll down. 😊

[Year 3 work](#)

[Year 4 work](#)

[Year 5 work](#)

[Year 6 work](#)

# Year 3

## Daily Tasks:

- 10 minutes of reading
- Spellings
- 10 minutes of **Hit the Button** times tables and number facts practise. <https://www.topmarks.co.uk/maths-games/hit-the-button>

## English: Characters

### Activity 1 (equivalent to one lesson)

Read the extracts on the next page carefully and answer the questions below.

1. First, find and look up any words you aren't sure of.
2. What is the name of the person being described?
3. What are the **3** things on her blouse?
4. Find the **simile** in the first paragraph.
5. Write down **4 adjectives** that suggest she is unclean. (describing words)
6. What do you think she does as a job? Why do you think that? Use information from the text.

*I think* \_\_\_\_\_ *because* \_\_\_\_\_.

7. Describe the character in 3 words or phrases of your own.
8. Describe how you think this character would speak.

9. Finally, draw a picture of this character and label the features with quotes from the text. For example, if you draw her moustache, label it “moustache on her upper lip”.

Her name was Mrs Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never welcomed us when we went in.

By far the most loathsome thing about Mrs Pratchett was the filth that clung around her. Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting lumps of coal on the fire all day long. And do not forget please that it was these very hands and fingers that she plunged into the sweet-jars when we asked for a pennyworth of Treacle Toffee or Wine Gums or Nut Clusters or whatever. There were precious few health laws in those days, and nobody, least of all Mrs Pratchett, ever thought of using a little shovel for getting out the sweets as they do today. The mere sight of her grimy right hand with its black fingernails digging an ounce of Chocolate Fudge out of a jar would have caused a starving tramp to go running from the shop.

## Activity 2 (equivalent to one lesson)

On the next page are some characters you may know. Your job is to write as many similes as you can to describe them.

Things to think about:

- If we didn't have the picture, would we be able to picture your character or guess who it was?
- Think about things in addition to appearance - personality, smell, voice, how they walk etc.
- Are your similes appropriate and useful?

E.g. *"Hagrid is as tall as a skyscraper."* Yes, he is tall but not as tall as a skyscraper.

- Are you using the same similes each time? Try to be adventurous with your choices and use a variety of adjectives and comparisons.
- Try to use adjectives to make the things you're describing more interesting too!

Instead of just saying, *"His eyes were as black as coal."* You could say, *"His beady eyes were as black as coal."*

- Be creative!

beady eyes were as black as coal



tangled hair as wild as a forest

hands as wide as dustbin lids

**Characters:** Choose at least 1 and make a circle map with similes. (These are suggestions but you can choose your own.) Then repeat the activity with a character you have designed.



### **Activity 3 (equivalent to two/three lessons)**

Your task is to write an interesting description of your character.

Things to consider:

- Write in **full sentences** with capital letters and full stops. If you write a list, use a comma. Names **must always** have capital letters too!
- Try not to just list things like “They have a big nose. They have red eyes.” This will become quite boring quite quickly.
- Include the description from your plan.
- Don’t try and write lots and lots. Write a really interesting paragraph or two which give your reader a clear picture of your character.
- Be creative about how you write your description.
  - Maybe your character can be heard (or even smelt) before they’re seen.
  - Maybe the description appears on a WANTED poster.
  - Maybe your character has just arrived in an unfamiliar setting and they look completely different to everyone else. How would the locals describe them.
  - Maybe nobody’s actually seen your character before and the description is a rumour.

Here is the start of a couple of different examples:

In class, we would usually try to improve examples together so you may want to see where you could add more description to these as a starter to get you warmed up to write!

### ***The Witch***

*People say that if you are ever unlucky enough to catch sight of the witch, you'll instantly turn to dust. From within the gnarled trees, deep in the woods, her sunken, beady eyes will stalk you like a hawk hunting its prey.*

*People say that on a day when the air is crisp and clear, you can hear the high-pitched sound of her shrill cackle in the wind.*

*People say that her skin is as rotten as old wood, leaving chips and cracks on her shrivelled face.*

*People say a lot about the witch but thankfully I've never seen her.*

### ***Henrick***

*From the very top of his acid green mop of hair to the enormous flippers on his feet, it was clear that Henrick wasn't like anyone else I'd ever met. As he moved to introduced himself to the class, our eyes were fixated on the two perfectly spherical eyes that protruded from his forehead like lollipops on sticks. He cleared his throat to speak but what came out of his duck bill mouth was a rumbling sound as low-pitched as a whale's song. The pencil pots shook violently as his voice vibrated around the room.*

*"Hello. I'm Henrick," he finally spoke. It was then I noticed that he was shaking like a leaf.*

### **Activity 4 (equivalent to one lessons) Write up in neat handwriting if complete**

Once you have completed your character description, it is time to make it even better. Maybe leave some time after finishing it so you've not been looking at the same writing for too long.

## Corrections

1. **Check for punctuation errors:** full stops and capital letters.
2. **Check your spellings:** dot underneath the words you aren't sure of or the ones you think are incorrect, just like we do at school. Then, you can look them up!
3. **Check it makes sense:** always read your work out loud as you may notice you're missing words or it doesn't flow.

## Improvements

4. **Improve your adjectives:** have you used words like "big" or "blue". Can you choose a more exciting adjective or expand them with another word? E.g. enormous or ocean blue.
5. **Verbs and adverbs:** Adverbs make our "doing/being" words a bit more interesting. Does your character just *walk* or do they *walk cautiously*. Even better, do they *creep cautiously*? Not only an improved verb AND an adverb, but also alliteration (repeating the starting sound).

Before you start editing your own work, have a look at the *Hamish* extract on the next page.

How could you check for mistakes and improve some of the blue vocabulary?

### **Henrick**

*from the verry top of his green mop of hair to the flippers on his feet, it was clear that hamish wasnt like anyone else I'd ever met. As he moved to introduced himself to the class, our eyes were fixated on the two perfectly sferical eyes that protruded from his forehead like lollipops on sticks. he cleared his throat to speak but what came out of his duck bill mouth was a rumberling sound as low-pitched as a whale's song. The pencil pots shook as his voice vibrated around the room.*



## Maths:

### Activity 1

Log into Education City. Click Subjects > Maths > Year 3 (you can choose Y1/2 if required)

- Choose some times tables activities and learning screens to revise
- Listen to the song
- Complete the multiplication facts activity
- Complete the division facts activity

If confident, there is a multiplication check at the bottom which tests on all facts.

### Activity 2

#### **Adding Tens to a 3-Digit Number**

Calculate the answers to the following:

- |                        |                           |
|------------------------|---------------------------|
| 1. $153 + 30 =$ _____  | 13. $564 + 80 =$ _____    |
| 2. $272 + 20 =$ _____  | 14. $675 + 90 =$ _____    |
| 3. $301 + 60 =$ _____  | 15. $761 + 70 =$ _____    |
| 4. $413 + 70 =$ _____  | 16. $964 + 60 =$ _____    |
| 5. $523 + 40 =$ _____  | 17. $102 +$ _____ $= 172$ |
| 6. $630 + 20 =$ _____  | 18. $282 + 60 =$ _____    |
| 7. $737 + 50 =$ _____  | 19. _____ $+ 30 = 424$    |
| 8. $939 + 60 =$ _____  | 20. $488 + 40 =$ _____    |
| 9. $142 + 80 =$ _____  | 21. $537 + 90 =$ _____    |
| 10. $267 + 70 =$ _____ | 22. _____ $+ 30 = 686$    |
| 11. $398 + 60 =$ _____ | 23. $770 +$ _____ $= 850$ |
| 12. $451 + 50 =$ _____ | 24. $961 + 70 =$ _____    |

### Activity 3

Log into Education City. Click Subjects > Maths > Year 3 (you can choose Y1/2 if required)

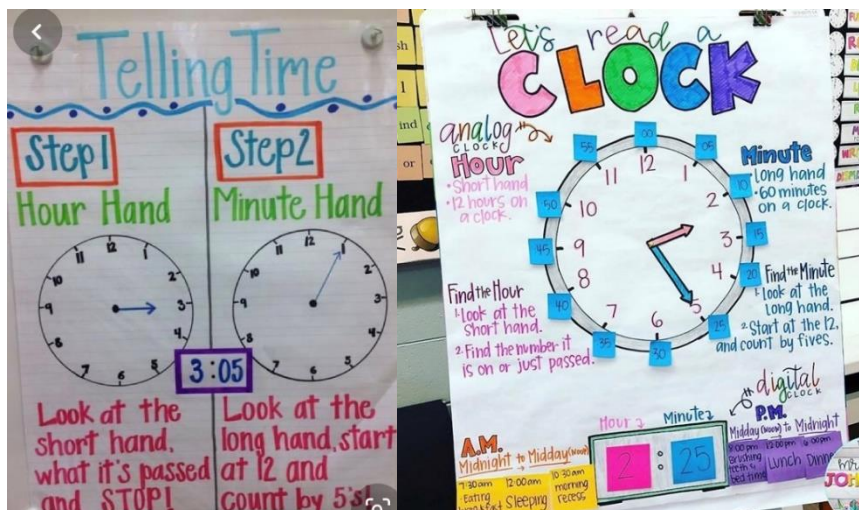
- Complete 3 activities under **2. Number – Number and place value** or **3. Number – Addition and Subtraction**

### Activity 4

We would like to challenge you to make your own teaching clock! There are lots of different ways you could do this. Let me share some ideas with you...



Once you have created your clock keep it or take a picture of it and then create an anchor chart/poster informing people how to use it to tell the time. Here are a couple more examples:



## **Activity 5**

Telling the Time

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

### **Foundation: Science (two sessions)**

For Science, we'd like you to think of a simple experiment. It could be as simple as comparing two designs of paper aeroplane or even a ball of scrunched up paper. You could research simple science experiments if you want to do something different.

The main aim is to **think like a scientist**, using your thinking skills to make sensible predictions and test to see if you were right.

- Prediction – What do you think will happen?
- Method – What did you do?
- Results
- Conclusion – What did you find out?

### **Foundation: Art – Self Portraits (two sessions)**

You will need:

- A mirror
  - Some paper
  - Drawing materials (pens, pencils, crayons)

**Step 1:** Use the mirror to look at your face.

Where are your eyes in relation to your nose?

Do you have thin or full lips?

How does your face change when you smile?

**Step 2:** Have a go at sketching your face using the rules in the guide below.

Meet the Masters®

**Learning From Cassatt's Portraits**      **Intermediate Level**

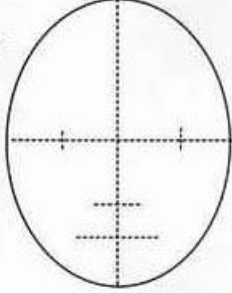
### Portraits

In order to paint such beautiful portraits, Mary Cassatt had to study the features of the face. Follow the directions and you will learn some of her secrets.

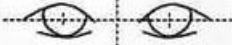
Lightly sketch a guide line down the center of the oval shape in the frame below.

Divide it in half for the eye line.


Divide it half again for the nose line.  
Divide it in half again for the mouth line.




Draw eyes centered on the eye line.



Draw a hint of a nose on the nose line.



Draw a mouth on the mouth line.



Page 1 of 5

**Step 3:** Create a self-portrait. You can use one of the style ideas suggested.

Pointillism

Half Portrait

Sun Glasses

Or come up with your own idea.

## **Foundation: RE – Who was Guru Nanak?**

Take a look at the video and create a simple fact file or poster about what you learned.

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt>



# Year 4

## Daily Tasks:

- 10 minutes of reading
- Spellings – use overview to find out this week's words.

**Activities (one each day):** speed writing, find the word in a dictionary, use each word in a sentence, rainbow writing

- 10 minutes of **Hit the Button** times tables and number facts practise.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

## English

We have created a number of tasks for you to do. These are listed below (one per day). Supporting documents can be found on this link:

<https://oaklandsjunior.sharepoint.com/year4/SitePages/Home.aspx>

If the link does not work, go to the Oaklands Website, click on 'Home Access', then 'OWL – School VLE' and finally click on 'Year 4'.

1. Write a story responding to one of the pictures on this page: <https://www.literacyshed.com/story-starters.html>
2. Complete & edit story.
3. Reading comprehension (choose your level of challenge and check your answers): [FA Cup](#)
4. Grammar (you do not have to complete it): [Punctuating speech booklet](#)
5. Reading comprehension (choose your level of challenge and check your answers): [Garden birds](#)
6. Grammar (continue from day 4): [Punctuating speech booklet](#)
7. Write a story responding to a different picture on this page: <https://www.literacyshed.com/story-starters.html>
8. Complete & edit story.
9. Reading comprehension (choose your level of challenge and check your answers): [Usain Bolt](#)
10. Grammar (you do not have to complete it): [Fronted adverbials booklet](#)

## Maths – Maths Whizz

Please complete 45 minutes of Maths Whizz each day as this will target the things that you find tricky at the moment!

## **Foundation work**

For afternoon work, please choose one of the following projects:

### **History (This is a project that should about 5 hours to complete):**

Research the impact that the Romans had on Britain using either books and / or the internet. You could use this [link](#) to get some ideas of the different aspects you could write about.

Re-write any research into your own words and then produce an information text about your research - try to include a few pictures as well lots of writing.

### **Science (This is a project that should about 5 hours to complete):**

#### **How many different ways can electricity be generated?**

Research the following and then create an information booklet with these as sub-titles as well as some labelled diagrams:

- What is electricity?
- What are the different ways that electricity is generated?
- How does it get to our homes?
- What are the dangers of electricity?

## Year 5

### Daily tasks:

- 10 minutes of reading.
- Spelling activity. This week's spellings are homophones.  
Day 1- Write down spellings in joined-up handwriting and look up definitions in a dictionary.

Day 2- Create pictures to help you remember the different spellings and meanings.

Day 3- Stair steps x 3.

Day 4- Spelling sentences.

There	To	Your
Their	Too	You're
They're	Two	

- Times Table Practise- 10 minutes.

<https://www.topmarks.co.uk/maths-games/hit-the-button>



## Day 1

- English- Complete Wimbledon reading comprehension.

# The Wimbledon Championships

Wimbledon is the world's oldest tennis tournament and is also thought to be the most prestigious. It has been held at the All England Club in Wimbledon, London since 1877. It is one of the four Grand Slam tennis tournaments (majors), the others being the Australian Open, the French Open and the US Open. Wimbledon is the only major still played on traditional grass, the game's original surface, which gave the game its original name of 'lawn tennis'.



## Events

Wimbledon consists of five main events and five junior events. There are also five invitation events where some former professionals are invited back to compete. The five main events are gentlemen's singles, ladies' singles, gentlemen's doubles, ladies' doubles and mixed doubles.

## Tickets

The majority of Centre Court tickets are made available through a public ballot in which applicants are chosen at random by a computer. Fans without tickets can queue up overnight to get seats on match day. There are a certain number of seats allocated for the queuing system.

## Schedule

Currently, Wimbledon begins in June and ends in July. In 2017, the championships will begin and end in July, extending the gap between the tournament and the French Open. The five main events span both weeks, but the junior and invitational events are mainly held during the second week. Traditionally, there is no play on the 'Middle Sunday' however rain has sometimes forced play on this day.

## The Courts

In 2009, Wimbledon's Centre Court was fitted with a moving roof which can be automatically closed over the court to reduce the loss of playing time. The principal court, Centre Court, was opened in 1922. The main show courts, Centre Court and No. 1 Court, are normally used for only two weeks a year during the championships, but play can extend into a third week if there have been high levels of rain. The other 17 courts are regularly used for other events hosted by the club.

# The Wimbledon Championships



## Trophies and Prize Money

The gentlemen's singles champion receives a silver gilt cup which has been awarded since 1887. The women's singles champion wins a sterling silver salver which is decorated with figures from mythology. In 2015, the prize money for the winners of the singles finals was £1,880,000!

## A Few Famous Champions

To date, Serena Williams has won four Olympic gold medals and six Wimbledon singles titles, the latest being in 2015. Her sister, Venus, has won a total of five Wimbledon singles titles, spanning between 2000 and 2008. In 2008, she played against Serena in the women's singles final and won. The sisters have also paired up and won the Wimbledon women's doubles title five times.

Roger Federer won Wimbledon five times in a row between 2003 and 2007, a period where he totally dominated grass court tennis. In 2012, Federer beat Andy Murray in the final but Murray came back the following year to beat Novak Djokovic in the men's singles, making him the first British man in 77 years to win this title.

## Did You Know....?

- All Wimbledon tennis players are required to wear all-white or at least almost all-white clothing.
- Players must bow or curtsy if HRH The Prince of Wales or Her Majesty the Queen is present in the Royal Box at Centre Court.



# Wimbledon

Make sure you answer questions in full sentences.

1. Where is Wimbledon held?

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2. Other than Wimbledon, name two Grand Slam tennis tournaments.

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3. What can tennis fans do if they don't win a ticket in the public ballot but want to go and see a tennis match during the tournament?

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4. Why is Wimbledon starting later in 2017?

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5. What is special about 'Middle Sunday'?

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6. What is unique about Centre Court?

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7. Compare the Wimbledon success of the Williams sisters.

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8. When must players bow or curtsy?

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9. What qualities do you think you need to become a Wimbledon champion?

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## Day 2

English- look at the picture below and use it as inspiration for a story. Today you need to plan your story using any method that you like.



### Day 3

Start writing your story using your plan as a guide. You will have time to finish it tomorrow.

### Day 4

Finish your story and edit with a different coloured pen. You may like to illustrate your story too.

## Day 5

Complete the co-ordinating conjunctions worksheet. You can either print off the sheet or write the answers on a piece of paper.

Activity Sheet

Name: \_\_\_\_\_

I can use co-ordinating conjunctions.

There are seven co-ordinating conjunctions – **and, but, for, nor, or, so** and **yet**.

A good way to remember them is to learn the acronym **FANBOYS**.

**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o

However, some of these conjunctions are rarely used so it may be easier just to learn **BOYS**:

**B** for **B**ut, **O** for **O**r, **Y** for **Y**et, and **S** for **S**o.

A co-ordinating conjunction places equal emphasis on the clauses before and after the conjunction.

I ate a chocolate frog **and** you ate a Bertie Bott's Every Flavour Bean.

Write an appropriate co-ordinating conjunction to link the two clauses together. Use each conjunction two times only. (Double check you've used each conjunction just twice because some conjunctions will fit in a number of spaces.)

### Witches V Fairy Godmothers

- 1 Witches often feature in fairy tales, ..... fairy godmothers appear in fairy tales as well.
- 2 Fairy godmothers rarely appear outside of fairy tales, ..... witches often appear in other genres too.
- 3 They both perform magic, ..... it is only witches who are seen as evil.
- 4 The fairy godmother is usually portrayed as motherly and kind, ..... she uses her magic to help people.
- 5 Witches are often cast in the evil role, ..... they use magic for their own wicked ends.
- 6 Fairy godmothers use their magic to help the protagonist, ..... they might even grant wishes.
- 7 Witches can be seen casting spells, ..... mixing potions in their cauldrons.
- 8 Some witches capture children and imprison them, ..... they can fatten them up to eat them.
- 9 You could probably name dozens of witches, ..... you may only be able to recall a few fairy godmothers.
- 10 Some people believe that they are witches, ..... everyone knows that fairy godmothers belong to fiction.



## Day 6

Complete the subordinating conjunctions worksheet. You can either print off the sheet or write the answers on a piece of paper.

Name: \_\_\_\_\_

Activity Sheet

I can identify and use subordinating conjunctions.

*Subordinating conjunctions work in much the same way as co-ordinating conjunctions, but the **subordinating clause** (the clause that comes after the conjunction) is not as important as the clause which comes before.*



### The True Story of the Pendle Witches

Choose the subordinating conjunction that makes most sense between the two clauses.

- 1 The trial of the Pendle Witches is one of the most famous witch trials ..... no less than twelve people were accused of witchcraft. (*because / although*)
- 2 It took place in Lancashire in 1612 ..... people were obsessed with witches. (*while / when*)
- 3 It was an accepted part of village life ..... there were healers dealing with herbs and medicine. (*as / that*)
- 4 The poor would often ask for help from village healers ..... they could not afford doctors. (*since / after*)
- 5 One day a pedlar selling pins in Pendle suffered a stroke ..... he had been cursed by Alison Device. (*if / after*)
- 6 He accused Alison of witchcraft ..... he found out that she was known to be a witch. (*before / when*)
- 7 Alison admitted using witchcraft ..... she also blamed members of the Chattox family of being witches. (*because / although*)
- 8 It is thought she accused the other family ..... she wanted revenge for an earlier incident. (*when / because*)
- 9 Alison's father, John Device, said the Chattox family had threatened to hurt him ..... he hadn't paid them some protection money. (*when / until*)
- 10 Some of the Pendle witches seemed genuinely convinced of their guilt ..... others fought to clear their names. (*unless / whereas*)
- 11 At the end of the three-day trial a total of ten people were hanged ..... they were found guilty of witchcraft. (*though / because*)
- 12 One of the accused died ..... she was held in custody at Lancaster Castle. (*while / until*)



## Day 7

Complete the Rosa Parks reading comprehension.

# Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

### **Early Life**

Rosa Parks was born on 4th February, 1913 and grew up mainly on a farm with her mother, brother and grandparents in Montgomery, Alabama, USA. She grew up at a time when American was segregated for black and white people.

### **Segregation in America**

Segregation meant that many things for black and white people had to be separated by law. They had to use separate toilets, water fountains, entrances to public buildings and black and white children went to separate schools. It was also quite obvious that all the black facilities were not as clean or as modern as white facilities. Not only were black and white people segregated; black people were treated worse than white people within society.

### **The Bus Ride That Changed History**

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as she had to – in the section allocated for black people at the back of the bus. The bus companies always moved black people further back or made them stand if the section allocated for white people was full and a white person needed to sit down. This happened to Rosa and she was told to move further back to give her seat to a white person...but she did not move. She was threatened with police action but she stayed put. Eventually, the police arrested, charged and fined her for breaking the law.

### **What Happened Next?**

Amazingly, Rosa's behaviour unleashed a wave of protest and 40 000 black people in the area (and some white people) supported a bus boycott (a refusal to use the bus services in Montgomery). The bus companies lost a lot of money and the amount of people involved could not be ignored. The newspapers reported it and the boycott went on for 381 days, before it came to the attention of the government and just over a year later, in December 1956, the segregation on buses was lifted.

Rosa's actions made history as they sparked a movement to make a change. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116





# Rosa Parks Questions

Try and answer the questions using full sentences.

1. Where did Rosa grow up?

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2. What is 'segregation'?

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3. How were the facilities provided for black and white people different?

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4. How old was Rosa when she did not move on the bus?

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5. If you boycott something, what are you doing?

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6. In 1955, how were the buses in Montgomery segregated?

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7. In 'The Bus Ride That Changed History' section, why has the author used an ellipsis?

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8. Near the end of the text, the author writes that 'it wasn't the end of segregation'. When the bus laws were changed, why wasn't it the end of segregation?

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9. In Rosa's quote, what was Rosa tired of and why do you think this was?

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10. What sort of characteristics and qualities do you think Rosa Parks had? Give reasons for your answers.

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## Day 8

Complete a piece of free writing of your choice.

### **Maths – Maths Whizz**

Please complete at least 45 minutes of Maths Whizz each day as this will target the things that you find tricky at the moment!

### **Foundation work:**

Have a look at the four different activities below. You can choose which activities you complete but you should be spending at least 45 minutes a day on your afternoon activity. You may spend a whole week on 1 activity that you are completing in lots of detail or you may complete all of them. Please bring your work in to school when you are next in.

#### Activity 1: Hinduism

##### **Hindu Diwali Celebration Food**

At the beginning of next half term we will be learning about Diwali. Research and plan a Diwali Celebration Feast. Prepare an illustrated menu for your feast.

#### Activity 2: Forces

##### **Electrical Force**

Where does the electricity in your house come from? How does it get to your home?

Present your explanation in a format of your choice.

#### Activity 3: Space

##### **Planet Facts book**

Research and create a fact book about one of the planets in our solar system. You may even be able to spot it at night!

#### Activity 4: Geography

##### **Mapping**

Draw a map of an imaginary island. Illustrate your map with symbols of the features that you might find on your island. For example, the island could have a mountain, forest, roads, river and at least one settlement.

Don't forget the key!

### Activity 5: PE

Design a series of stations for circuit training. Remember to include a combination of strength and cardio.

### Activity 6: Mayans

Research and design a traditional Mayan headdress. Make sure to use lots of colour and label your design.

## Year 6

### **Daily tasks:**

#### Reading

10 minutes of reading.

#### Spellings

Spelling activity. This week's spellings are revision from your half termly spellings.

Day 1- Write down 10 spellings of your choice in joined-up handwriting and look up definitions in a dictionary.

Day 2- Create pictures to help you remember 10 of the different spellings and meanings.

Day 3- Stair steps x 3 using ten spellings of your choice.

Day 4 – Hangman with a partner.

#### Nessy

If your child is signed up to Nessy, please also complete 10 minutes on this per day.

## Group 1)

Autumn 1 – (tious/cious, sounds like el, ent to  
ency)

Ambitious  
Cautious  
**Conscious**  
Delicious  
Fictitious  
Infectious  
malicious  
nutritious  
precious  
superstitious  
suspicious  
unconscious  
vicious  
Official  
Special  
Artificial  
Partial  
Confidential  
Essential  
Torrential  
Substantial  
Initial  
Facial  
Commercial  
Financial  
Palatial  
Innocent/innocence  
Decent/decency  
Excellent/excellence  
Confident/confidence  
Existent/existence

## Group 2)

Autumn 1 – (y not at the beginning of a word, ou,  
prefixes)

Pyramid  
Mystery  
Symbol  
Myth  
Gym  
Mysterious  
**Group**  
**Thought**  
**Thorough**  
Young  
Touch  
Double  
Country  
Cousin  
**Disappear**  
Disappoint  
Disagree  
Disobey  
Misbehave  
Misspell  
Incorrect  
Invisible  
Incorrect  
Immature  
Impossible

## Grammar:

In class we have been revising word classes. We are revising adverbs and adverbials. Work through the activities on BBC Bitesize:

<https://www.bbc.co.uk/bitesize/articles/zv73bdm>

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

## **English: Free Writing**

This week, the whole school is taking part in free writing sessions to produce a piece of writing of your choice. Hopefully you will have some ideas and a plan prepared. If you haven't settled on an idea, have a look at the pictures on the following webpage: <https://www.literacyshed.com/the-images-shed.html>

What you write is completely up to you! Think back to the assembly from Miss Noad.

- Fiction
- Non-Fiction
- Poem
- Diary Entry

The writing should take you all of the sessions for next week. Please spend around 1 hour per day on this. This will also include editing time. We suggest you do this as you go so you can check carefully.

### **Editing Checklist**

- Check your capital letters and full stops.
- Dot unfamiliar spellings and check them carefully in a dictionary.
- Does your work make sense? Have you missed any words?
- What descriptive language could you include? Even if it is a non-fiction piece, you should include some.
- Can you include some fronted adverbials or cohesive devices?

- Have you included examples of interesting vocabulary? Remember to use a thesaurus to help improve your language.
- If it is a story, can you include some correctly punctuated speech?
- Can you include some apostrophes for possession?
- Have you extended your sentences with conjunctions or relative clauses?
- Could you include any examples of commas for parenthesis?

Extra challenge: Can you use a ; or : to separate clauses?

## **Maths – Maths Whizz**

Please complete at least 45 minutes of Maths Whizz each day as this will target the things that you find tricky at the moment!

## **Foundation work:**

Complete one activity each day you are absent. You should spend at least 45 minutes to one hour on each task. For the Science tasks, you must complete the classification activity FIRST.

### 1) RE

In RE, we have been studying the Islamic religion. Create an information page or set of detailed instructions for students to explain how to handle the Quran. These must be eye-catching for the reader and explain in clear steps how the holy book should be handled.

### 2) History

In History, we have learnt about the Shang Dynasty. Research Shang Dynasty battle strategies. How were the Shangs such fearsome warriors?

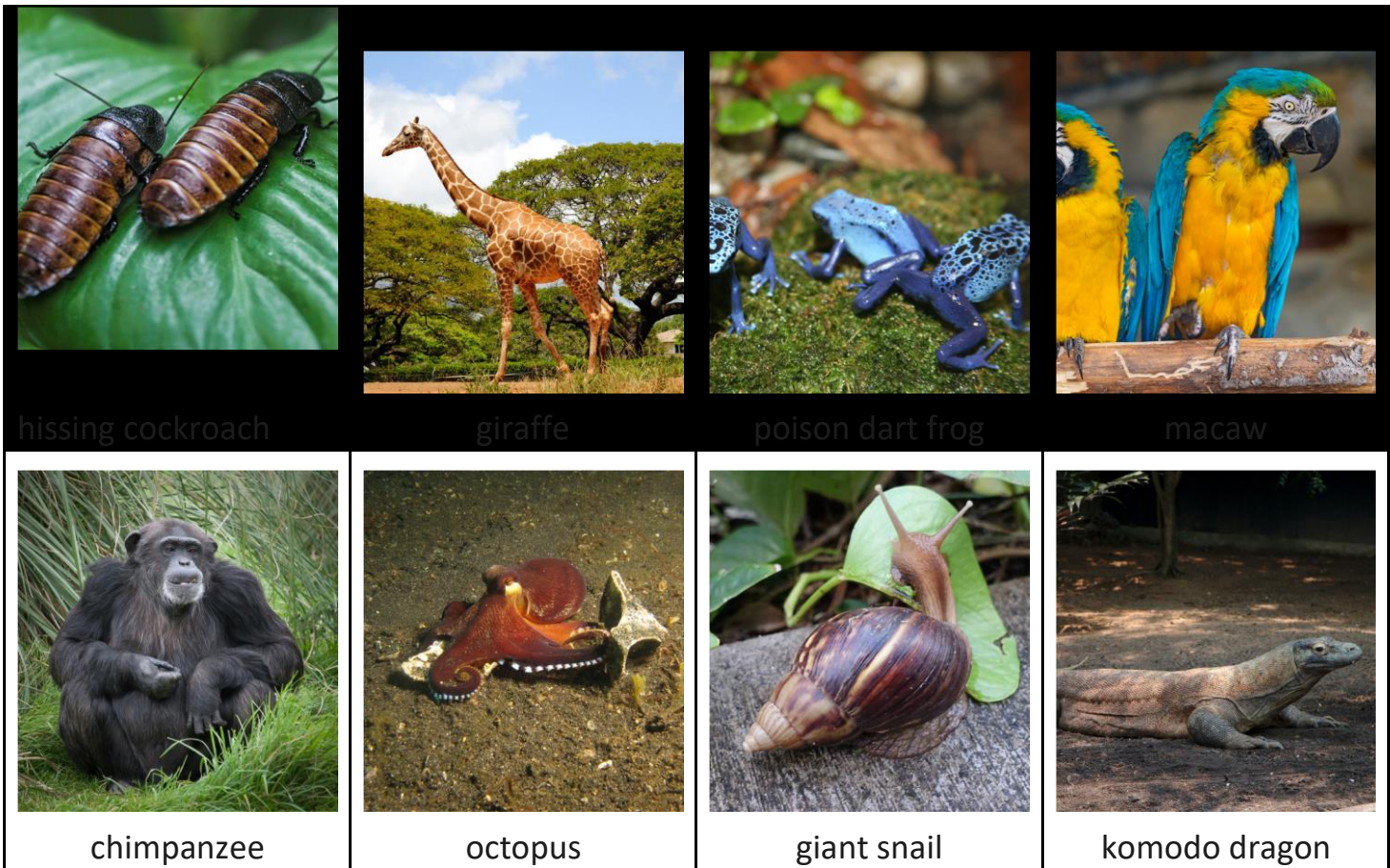
The website BBC Bitesize may be a good starting point.

<https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/z98w4qt>

Once you have researched their strategies, design and annotate a new weapon that they could use to defeat even their most fearsome opponents. This weapon must be detailed and include an explanation how it would be used.







### Additional Science

The world is made up on several different organisms and some of them are really strange! Choose a strange creature (can be plant or animal) and create a detailed fact book/fact file about it to inform an adult reader.

You should consider the following:

All about it (what makes it strange)

Classification

Size and Appearance

Habitat

Diet and Nutrition

Examples you may wish to choose from:

Sloth, Dumbo Octopus, Naked Mole Rat, Dugong, Lamprey, Yeti Crab