

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

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Maths:

You may alternate between an activity below and 30 minutes on Maths Whizz each day.

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)

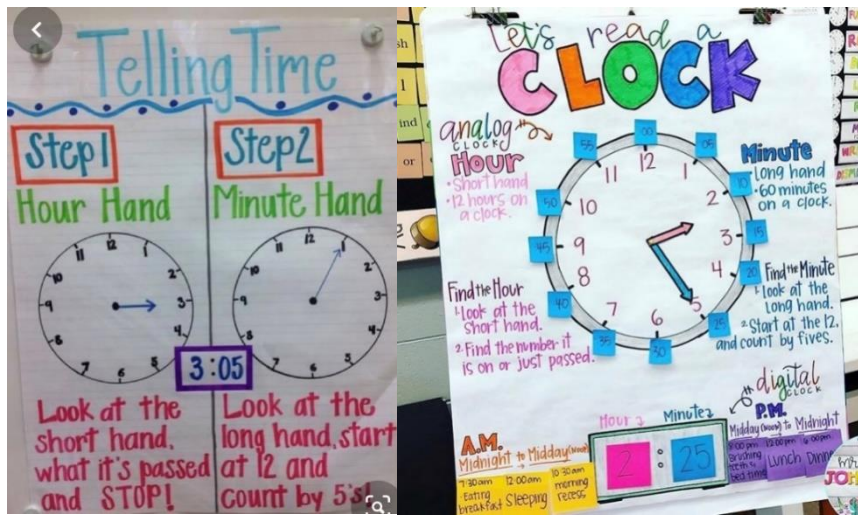
- Complete 3 activities under **2. Number – Number and place value** or **3. Number – Addition and Subtraction**

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 crumpled 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)

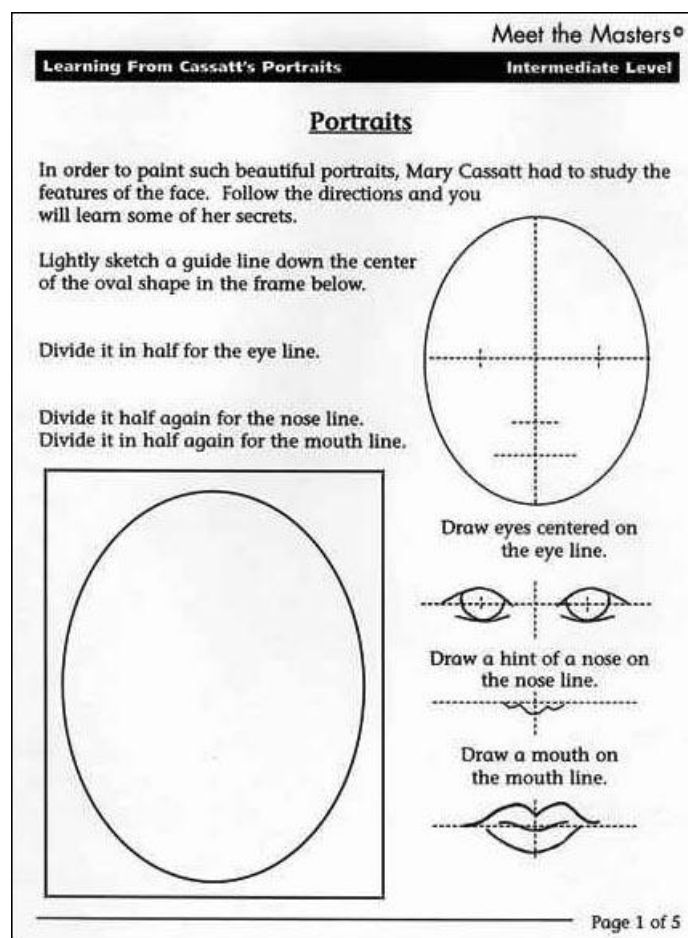
Step 1: Use the mirror to look at your face.

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.



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 complete some of these activities:

History:

What was it like in Anglo Saxon times?

Research an aspect of Anglo-Saxon life and create an A4 information page.

What would Bear Grylls do?

Bear Grylls is famous for his survival skills. Imagine that Bear Grylls is making a film about Anglo Saxon survival.

- Send Bear an invitation to live like an Anglo Saxon man for the day.
- Explain the dangers he will encounter (medical, warfare, food).
- Give some 'Top Tips' for Anglo Saxon survival.

Art:

Anglo-Saxon art

Create a design for an Anglo-Saxon brooch or buckle. You will need to research Anglo-Saxon designs to make sure that it is authentic and present your research. You could also make it out of foil and card.

D&T:

Anglo-Saxon cooking

Research Anglo-Saxon recipes (based on food Anglo-Saxon people might have eaten) and present your research. How does it compare to what you eat? Try out and review a recipe.

Science:

Balloon Voices Investigation

You will need: Balloon, scissors, cardboard tube

1. Carefully cut off the neck of the balloon using scissors and throw it away.
2. Stretch the rest of the balloon over one end of a cardboard tube
3. Gently place one finger on the balloon, and talk down the cardboard tube. Can you feel what is happening?
4. Draw a labelled diagram and describe what is happening and why.

Geography:

Create a map of your local area – with your house in the centre of it. You should include a key and have symbols for features. Remember that maps are a 'bird's eye view'.

Year 5

Daily tasks:

- 10 minutes of reading.
- Spelling activity. Here are the Y5/6 spellings. Pick 5 spellings you are not sure of and complete an activity of your choice per day.

- Times Table
Practise- 10 minutes.

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

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

Day 1

- English – Complete the rainforest poem reading comprehension

A Trillion Tropical Leaves



The Amazon river's a mighty beast
that meanders and powers and weaves;
its fingers and veins flowing into the heart
of a trillion tropical leaves.

....

It sits in the land of the samba and dance,
South American countries count nine:
There's Brazil and Peru, Colombia too,
then Bolivia waits next in line.

....

The rainforest's huge; the biggest on Earth
with millions of creatures and trees.
Great Britain could fit in there 26 times,
or 42 Englands with ease!

....

There're caimans and sloths, and ocelots too,
piranhas and things that can bite;
tarantulas, crocodiles, spiders and snakes,
and jaguars spotted and bright.

....

And what do we do to this Eden on Earth?
This land of such beauty and awe?
We slash and we burn and we chop it all down,
then we slash and we burn it some more.

....

The Amazon rainforest's crying for help,
ecosystems are naturally linked,
it's dying, it's hurt; shall we chop down some more
until all of Earth's life is extinct?



1. What is 'the heart of a trillion tropical leaves'? Tick one.

- South America
- the Amazon river
- Great Britain
- the rainforest

2. Draw **four** lines and match each verse of the poem with the summary of its content.

verse 1	•	•	the creatures of the rainforest
verse 2	•	•	the size of the rainforest
verse 3	•	•	the location of the Amazon
verse 4	•	•	the Amazon river

3. Give the names of **two** countries in South America that are mentioned in the poem.

- _____
- _____

4. Find and copy a word from the text that means 'an unspoilt paradise'.

5. What is 'crying for help'?

6. Give an alternative title for this poem.

7. **... shall we chop down some more
until all of Earth's life is extinct?**

Why do you think that the author has included these lines in the poem?

8. Discuss some of the ways that the author demonstrates the size of the rainforest.

9. What do you think is the poem's message?

Day 2

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

Finish the Metaphor or Simile

1. She ran like

2. When she danced she was

3. The man trudged down the road like

4. The waves on the ocean were

5. He conquered his fear of heights - he was as brave as

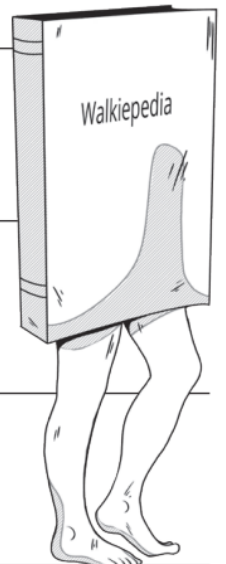
6. On her way to her own birthday party, Lucy was as

7. My teacher is a

8. The rain was

9. The trees in the storm were like

10. The moon hung in the night sky like



Day 3

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

Personification

Aim: Choose and use words and phrases that capture the reader's interest and imagination.

Definition

Personification is a figure of speech in which an object, an idea or an animal is given human qualities.

If you can imagine an object doing actions or behaving like a person, that's personification.

Activity

1. Match the object to the human quality to complete the sentence.

Object		Human quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.

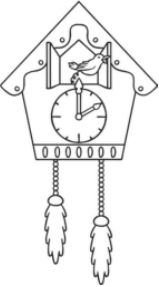
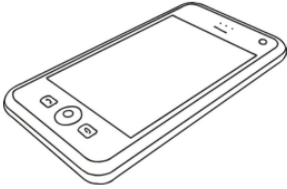
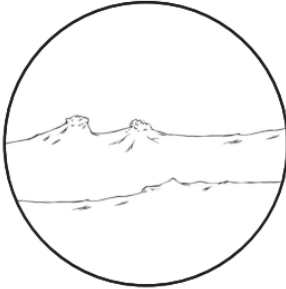
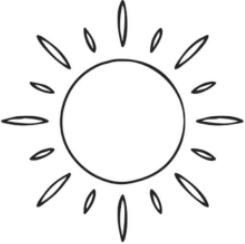


2. Once you have matched the parts of the sentence, underline the object and underline the verb in each sentence.

3. What effect does the use of personification have on the reader?

4. Use a picture and choose a verb to create your own sentence using personification to describe the object. Use the best verb to create the image that you want to put in the reader's mind.

For example:

The summer sun hugged the meadow.

	sang		watched	
hugged			screached	
	yelled			
	smiled			
				swallowed

Challenge:

Can you use more than one verb to personify the objects in each sentence to create the image you want for the reader?

Use the same pictures or choose your own objects to describe.

For example:

The tiny boat danced wildly in the waves as the sails pleaded for calm.

Day 4

English- look at the picture below. Your task is to describe this setting. Remember you should include the senses and figurative language. Today you need to plan your description using any method that you like.



Day 5

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

Day 6

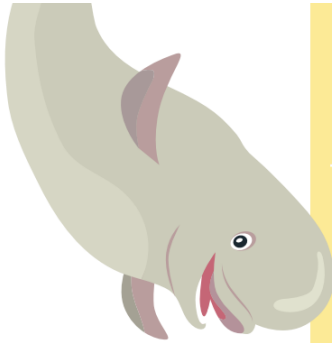
Finish your description and edit with a different coloured pen. You may like to illustrate your story too.

Day 7

Complete the life cycle comparison reading comprehension.

Unit focus: Living Things

Text focus: Explanation Text



Every species that has ever lived on Earth descends from the same simple organism. Over time, different species have evolved along different branches of the tree of life, and now there are significant differences between them. Use the table below to see some of these differences.



Life Cycle Comparison

STAGE 5

	Mammals	Insects	Birds	Amphibians
Do they produce live young or eggs?	Live young	Eggs	Hard-shelled eggs	Eggs
What are the shortest and longest lived species?	Giant Sunda Rat- 6 months Bowhead whale- 200 years	Mayfly- 5 mins to 24 hrs Termite queen- 50 years	Many species- roughly 3 years Laysan albatross- 47 years	Leaf Frog- 2 years Cave salamanders- 100 years
Are the young born fully-formed?	Fully-formed	Larvae which change completely	Fully-formed	Tadpoles
For how long do the parents nurture the young?	Between a few weeks and many years	They don't	Between a few weeks and a couple of months	They don't
Time it takes to be born.	12 days to 95 weeks	24 hours to just over a year	11 days to 85 days	2- 5 weeks
Is the diet of the young the same as the adult?	Babies require their mother's milk	Often the same	Often the same	Tadpoles eat plants whereas adults are carnivores

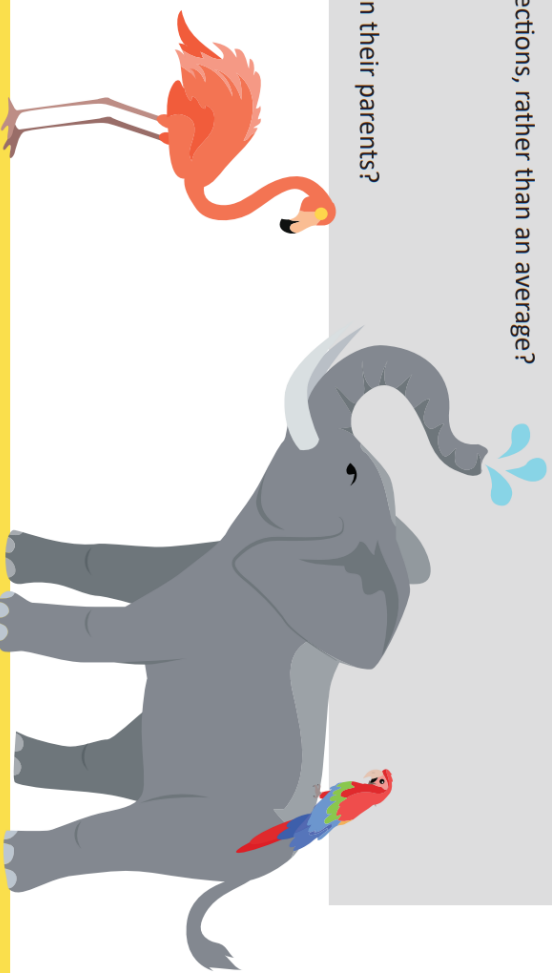
RETRIEVAL FOCUS

1. Which type of animal has the longest gestation period?
2. Larvae are the young of which type of animal?
3. Which species of animal is the shortest lived according to this text?
4. What have all species on Earth descended from?
5. Which amphibians can live to 100 years?



VIPERS QUESTIONS

- | | |
|----------|---|
| S | What is the difference between young and adult amphibians? |
| V | Which word means closest to “look after and care for”? |
| E | Why do you think the author included the range of data for some sections, rather than an average? |
| V | What does the word “descends” mean in this context? |
| I | Why do you think most animals don’t spend a long time reliant upon their parents? |



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: Geography – deforestation Is it ever right to cut down trees? Research why deforestation is happening. Create a double bubble map to share your findings for and against the argument. What can we do to help this global issue? Think of ways in which we can protect the environment.

Activity 2: Science - Design a poster to encourage children to live a healthy lifestyle in 2022. This could include eating healthily, taking exercise and improving personal hygiene.

Activity 3: PE - Keep a journal of the exercise that you are doing to still keep fit at home. For example, going for a walk, playing football in the garden or riding your bike.

Activity 4: Art – Create a collage of the rainforest representing the different layers.

Year 6

Daily tasks:

Reading

10 minutes of reading. Please complete the bingo cards alongside this.

Spellings

Spelling activity.

Use the following words from the Year 5 /6 statutory spellings:

Stomach, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

Day 1- look up definitions in a dictionary.

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

Day 3- Stair steps x 3

Day 4 – Hangman with a family member.

Nessy

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

Grammar:

In class we have been learning about parenthesis and pronouns.

Please complete the following activities on Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcnbn9q>

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwX>

English writing

Story starter

She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror was flawless, untouched by age, not a fingerprint in sight.

Anna propped the mirror upon the thick, timber beams of the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...

Continue the story.



Write a book review of your favourite book:

You must include what the book is about and why it would interest the reader.

Is there anything you would change about the book if you were the author?

English Reading Comprehension:

These have been uploaded onto Teams and are titled ISOLATION READING COMPREHENSION TASKS SPRING 2

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.

1) Music

As we have been studying Anne Frank, listen to some of these popular WWII songs. Which is your favourite and why?

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-songs-index/zbg9gwx>

2) History

3) Science

Option 1) Choose an animal and explain in detail how it has adapted to suit its environment. Create a fact file that explains how it has adapted to be well suited to its environment.

Option 2) You could choose an environment (document #4) and create your own animal that would survive well in the chosen habitat. Explain what characteristics it has and how it helps it survive.

4) Art

We have begun looking at the work of Henry Moore who is a famous sculptor.

Below are some of his works. Although it is not immediately obvious what his work is showing, this means it can tell whatever story you decide.

Create your own sculpture to tell a story.



