St Thomas More Home Learning Overview – Week 5
1/2/21

Here is what we would like you to do over the next week! You will have an English task, a Maths task and other wider curriculum tasks each day. Don't forget to practise your times tables and spellings and go outside to play for your physical exercise!

	Monday	Tuesday	Wednesday	Thursday	Friday
English	**LO: to apply apostrophes accurately.** In today's lesson, you will be revising the correct use of apostrophes. You have 2 options. Task 1) Follow this online lesson from Oak Academy https://classroom.thenational.academy/lessons/to-understand-the-two-functions-of-apostrophes-68vk6t?activity=video&step=1 Or Task 2) Use the PowerPoint slides to revise apostrophe and create sentences containing them. Prepare for the rest of the week by watching this video: https://www.loom.com/share/9846cbcc96684276ace303cf1ea669ee	**LO: to use speech and description to create emotion.** Read pg. 26-end (Lenny is reunited) Think about what these events will mean now for Lenny after all this time in a strange place. Today, you will be showing that emotion of Lenny using description and skills of speech from the previous week. Explore the modelled example on the PPT applying speech and description. Task: Create your own version of the scene involving Lenny's reaction to being reunited with his Mother.	**LO: to infer character emotions throughout a story.** Now that you have finished reading The Lion and the Unicorn, you can now think about how the emotion of the main character can change from scene to scene. Look at the examples of emotion graphs from two well-known fairy tales. The vertical axis shows the happy emotion at the top and sadder emotion at the bottom. The line across the middle means you are feeling ambivalent. Task 1: Recreate the blank graph into your home learning books. We suggest turning it landscape and using a whole page. Task 2: Use the key events involving Lenny from the next slide, plot them along the graph and then join up the points free hand or using straight lines.	**LO: to plan a story around a theme.** Next week, writing and editing your own version of an evacuation story. Your story will be set around a child (boy or girl) who is evacuated during WW2. Once in the countryside, you can decide what they experience. You can discover secret hideaways; you could discover an enemy soldier hiding away or it could be n adventure with other children. Watch this film trailer for ideas: https://www.youtube.com/watch?v=ztIQkixuOmc Task: Use the example planning proforma on the ppt to bullet point ideas for your story.	**LO: to answer comprehension questions using the Reading VIPERS.** Read the text 'Dear Humans' Reading Comprehension. Task: Answer the questions in full sentences in your Home Learning Book.
	Remember to be reading each day at home. Try new texts such as newspapers, magazines and leaflets. Spellings for this week are on Spelling Shed: https://www.edshed.com/en-gb/login ❖ **Rule**: Word families based on common words. ❖ **Spellings**: Interrupt / interfere / intercept / interject / intertwine / interim / internal / intersperse / interloper / interest				

Maths	**LO: to order fractions, decimals and percentages accurately.** Top tip! When comparing and order fractions, decimals and percentages make sure you find their respective equivalence e.g. express 0.25 as ¼ and 25% to help you accurately compare.	**LO: to identify percentages of an amount.** Top tip! When finding 1% of an amount remember to divide the amount by 100. When finding 10% of an amount remember to divide the amount by 10.	**LO: to apply understanding of identifying percentages of an amount.** Top tip! When tasked with finding 20% could you at first find 10% and then double this amount. When tasked with finding 90% could you calculate 10% of the amount and subtract this from 100% of the respective amount.	**LO: to apply understanding of percentages to identify missing values.** Top tip! Read the question carefully to ensure you are applying your knowledge and understanding of percentages appropriately.	**LO: to apply understnding of percentages to solve test style challenges.** Top tip! Revise your work on percentages to help you to solve test style challenges.
	Find your learning videos for White Rose here: https://whiterosemaths.com/homelearning/year-6/spring-week-4-number-percentages-2/ Open up the Maths file to find the tasks and learning ppts to support you. Look out for the 'Extra spicy hot challenges' at the end of the ppts. Remember to log on to Times Tables Rockstars: https://play.ttrockstars.com/auth/school/student/46347				
Wider Curriculum 1	*RE* **LO: to ponder how the receiving the Holy Spirt will support me in my life.** Over the last few lessons, you have been exploring the key parts in the Sacrament of Confirmation and considered the meaning behind the word 'Confirm'. During this sacrament, we are fortunate to receive the Holy Spirit. Re-read the story of the Apostles at Pentecost on the PPT. Think: How will the Holy Spirit help me in my life? Task: Create an advertisement poster promoting the Sacrament of Confirmation. What do you need to show?	*Geography* **LO: to explore the political purpose of the White House.** Today, we are going to explore Washington DC and its significance for politics. Find more information here: https://www.loom.com/share/fd7d6d30d2d44b59bc4947ddef17cfa6 The DC in Washington DC stands for District of Columbia. Look at some of the key buildings in Washington DC and their significance. One of the main buildings is the White House. Follow the link below to explore the first floor of the 'West Wing' of the White House. This is a key part of this famous building. *http://www.whitehousemuseum.org/ww1.htm*	*History* **LO: to understand the significance of Alan Turing and his Enigma breaking machine had on ending WW2** In our propaganda lesson last week, we explored how two prominent figures of WW2, Winston Churchill and Adolf Hitler, used propaganda to influence and try to bring about an early end to the war. Today we learn about Alan Turing; a man ahead of his time, was the brains behind a famous code breaking device, which many people believed did save many lives and bring about an early end to WW2. This lesson will also see us apply and develop our understanding of computing terminology, as after all Alan Turing was the father of modern computing and every device that we take for granted today.	*PSHE* *Children's Mental Health Week 2021.* ***The theme for this year is: 'Express Yourself'.*** **LO: to consider what makes me special.** Today, you have the opportunity to express what makes you the person you are. Take a piece of A4 paper. Task 1) Write you name in bold lettering in a unique style – see ppt for examples. 2) Decorate and draw inside the letters with images and pattern to present your personality e.g., netting – you love football / rainbows – you love art.	*Art* **LO: to explore the realism in the artwork of William Hunt.** **Skill LO: to make observational drawings.** Have a look at the artwork of William Hunt on the ppt slide. William Hunt was notable for his great attention to detail in his works using vivid colour and elaborate symbolism. As you look at the examples, you will notice how detail is created for the imagery in the foreground and background. In the past, you have worked about getting detail using pencils to create perspective. Task: Either use something natural in your house (flowers in a vase) or outside the window (ensure this is in a safe place)

	1) An image to symbolise the sacrament. 2) Why is the Holy Spirit important? 3) What will the Holy Spirit change in us? 4) What is expected of us once we receive it? – think about how it supported the Apostles. 5) What do we become in God's name?	Task: Re-create a floor plan layout of this floor in the White House. Use A4 paper, a pencil and ruler. Off each room, you will label their importance to the running of the White House. If you click the rooms on the website, you will find out their significance.	Please see helpful videos which explore the life of Alan Turing. Pt.1 Turing – https://www.loom.com/share/70abd23665a744efa7b40ba9c76e0a1c Pt. 2 Turing - https://www.loom.com/share/3701fa64073d4d51ac2ad9c974a7924e Task 1: Can you race against the clock under pressure to compete against others to decipher a code? In doing so, gain a small appreciation as to the importance of and pressures faced by those, who worked inhumanly during the war to crack key codes like the Enigma. Task 2: From the research and information provided in the Blending Learning PPT or through your own enquiry create a biography on Alan Turing. (You could use headings provided on the planning template or create own if you so wish.) Remember to refer to cause and effect, when exploring Alan Turing's Legacy, for example without his contribution to the war effort and his Enigma machine what do think/fear could have happened? How in turn could this have affected you or me?		Draw your first version of this natural object from a distance giving as much detail as you can see. Once complete repeat this by drawing the natural object closer. You should notice a difference in the accuracy of your detail.

2	*Science* Physics **LO: to understand how the eye works.** Today we will explore how the eye works but first you will need an able assistant. To truly appreciate the wonder of vision if and only if it is safe to do blindfold yourself and take instructions carefully navigating obstacles as you go. Top tip! Don't do this by the TV J Task 1: Now we have reminded ourselves as to how important our vision is, we will explore significant parts of the eye and their respective job roles. You will be able to label a human eye. Task 2: Produce a poster on how the eye works exploring the functions of key parts of the eye. Please see the link immediately below: https://www.bbc.co.uk/bitesize/clips/zf9c87h This video will help you to identify key parts of the eye and their respective functions when you produce your poster. (On the PPT there will be an image of both the front and interior of the eye to save you drawing it out if you wish.) Extra hot challenge: explore ways how humans could keep their	Music **LO: to understand the difference between a quaver and a crotchet.** Follow the ppt for lesson 4 of your music work on understanding the differences between the quaver and crotchet. This lesson will help us to understand that a quaver lasts half the time of a crotchet, so two quavers take the same time as one crotchet. Join in with the link below to see if you can also perform "Tea and Coffee". https://www.youtube.com/watch?v=2_K87Un_PII Remember, you can use any objects around the house to support your musical creation. Remember, you can use any objects around the house to support your musical creation or feel free to access an online interactive piano. https://www.musicca.com/piano	*RE* **LO: to understand the meaning of the Creed.** Whilst attending weekly mass, we collectively announce our belief in our faith. This is known as the Creed. Explore the PPT about the meaning of the word 'Creed' and little bit of history behind it. On the next slide you will see the Apostles Creed separated into different coloured sections. – the images around it should help you interpret the meaning. Task: Divide your page in half with a faint line. Neatly handwrite the Creed out; coloured section by coloured section down the left-hand side. You made want to do this neatly in coloured pens – not felt tips. In the right column, write down what we are saying about the beliefs of the Catholic faith in the different sections of the Creed. Example: We believe that there is one God, who is might and powerful, and created us and the world around us.	*PE* **LO: to demonstrate balance and coordination.** Warmup: Think about the sequence you practised and developed last week with two of your own original poses. Create a warmup that will help you to be prepared for performing and developing your sequence further. What muscles must we warm up to allow us to perform our sequences safely? Are there any parts of the body that are being stretched more than others? Task: Today in our sequences we are going add and create two original moves to transition between our poses. Think carefully about how you will transition from a move, to pose and to a move again. When holding your pose remember to breathe in for four and out for four. Playing calming music will help you to concentrate and time your sequence. Could you work with a family member such as a parent or sibling to watch and teach your performance? You could even record/photograph your efforts and self-assess yourself. We look forward to seeing what you come up with. Think about: Have you got accurate posture? Are your arms, legs and finger correctly pointed? Are you able explain what part of your body	

	eyes safe and why they should make the effort to. We are very excited to see what you produce. Remember if you want to share your work you can email your teacher or upload it on the shared Home Learning Showcase folder on One Drive.			is being stretched/worked? Do some moves transition more easily into some poses than others? Why is that?	