

Thursday 2<sup>nd</sup> April 2020

9.00 – 9.30	Joe Wicks P.E. Video
9.30 – 10.00	Water and Recover
10.00 - 11.00	English
11.00 – 11.30	Break
11.30 – 12.30	SPaG
12.30 – 1.30	Lunch
1.30 – 2.30	Art
2.30 – 3.30	Free Reading using Reading Record

### English

Today and tomorrow, you are going to be writing and editing your piece of work. You should have your plan from Tuesday to help you. My expectation is that each section of your plan becomes a paragraph. Depending on your writing size, aim for a page and half (or more!) to really allow yourself to show case the success criteria. Please remember that for dialogue, a new speaker needs a new line for their speech and that punctuation needs to be inside the speech marks. Make sure that the dialogue has a point and is integrated between description so it doesn't become a block of conversation. I am really going to be looking for you to use your 5 senses (see, hear, taste, smell and feel) to describe the forest.

I can split my work into paragraphs of related ideas
I can use my 5 senses to describe my surroundings
I can use a wide range of descriptive adjectives
I can use meaningful dialogue

(Extra: I can use pathetic fallacy to show the hopeful and positive atmosphere)

**SPaG:** (message from Mrs Ross)

Hello Year 6!

I hope everyone is well - and you haven't been 'April fooled' too many times! For your SPAG today (sorry - not a joke...), please have a look at the following words. They come from the Year 5 and 6 word list.

**If you are a good speller**, check you know how to spell them all. The aim is to be able to spell them all automatically, without thinking. Get someone to test you on them and then work on any tricky ones.

**If you don't find spelling that easy**, choose between 5 and 10 words to work on. Choose words that you know you use in your writing. You will see that some of the words have been put in 'families', with a root word and other words that originate from that word. Start with a root word and learn the other words in that family too.

**A GOOD WAY TO CHECK YOU KNOW A WORD IS TO SEE IF YOU CAN WRITE IT WITH YOUR EYES CLOSED!**

Good luck!

Mrs Ross

**PS An extension activity:** If you have the revision books at home (not everyone has got them), have a look at the pages on Relative Clauses. Read the page in the Revision book and answer the questions. Then, if you are feeling keen, you could also do the questions on Relative Clauses in the Question book.

Relative clauses are a type of 'Subby' and always start with **a relative pronoun** - **who, whose, where, when, which, that, whom** - and we drew them on our hand shapes in class. (Christ Church pupils did this in Year 5; Holy Trinity did this very recently.)

### Words to Learn

Remember that when you add -ing to a word ending in e, you lose the e. Eg  
achieve - **achieving**

<b>embarrass</b>	<b>achieve</b>	<b>communicate</b>	<b>queue</b>
embarrassed	achieved	communicating	<b>vehicle</b>
embarrassing	achieving	communication	<b>language</b>
<b>persuade</b>	achievement		<b>shoulder</b>
persuaded		<b>immediate</b>	<b>soldier</b>
persuading	<b>necessary</b>	immediately	<b>temperature</b>

Don't lose your temper, when the temperature gets hotter!  
It is necessary for a shirt to have one collar and two  
sleeves.

## Art

There are two options:

- 1.) Get started on START the week. This week the challenge is to make a person out of a loo roll cylinder. Be as creative as you can!

If you email a picture to Mrs Davies then she will display your artwork on her Instagram [isolationartnation](#)



Or

- 2.) Create a rainbow to display at your window for the NHS staff. Doctors, nurses and other medical staff are working tirelessly to look after the sick during this current crisis. Create a rainbow using paint, colouring pencil, glitter etc. to display at your window to show them our appreciation

