

Week 2 – week beginning; 27th April. Here is a timetable to plan your day if you are finding it difficult to pick and choose when to complete an activity. Enjoy your learning and we look forward to seeing what you have done on Class Dojo!

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Practice	Maths - Keep going with times tables and division practice using the CGP books or Times Tables Rock Stars.				
	Reading – Continue to read every day and choose an activity from the reading matrix in your home learning book.				
	Spellings – Use the Parent Guidance Document and resources on our class story (select your own weekly focus from the pack).				
Physical Exercise	Get active at least twice a day – see the 'Englefield Challenges' ideas on Class Story. Get outdoors every day! The government recommend at least 60 minutes of exercise each day.				
Morning tasks					
English (am)	<p>This is our second week of focusing on the start of 'Danny the Champion of the World' and next week we will be moving on to a different theme in English. For the next 5 days we are focusing on chapter 2 and 3 – it would be great if you could read these before doing the tasks.</p> <p>The BFG lived in a cavern where he made more than a hundred different kinds of magic powder. Imagine that you make your own dream potion which you might find in the BFG's cavern... What ingredients will you put in and what might these ingredients represent or do? To help you might want to draw a picture of your jar first then write sentences to explain. For example:</p> <p><i>In my potion I added daisies, these represent the beauty and delicacy of nature</i></p> <p><i>An intricate yet delicate butterfly wing, this will allow you to softly fly, soaring through the air, admiring the world below...</i></p> <p><i>A spoonful of sugar, providing that bit of sweetness to your dream.</i></p> <p>Imagine the other things you might add to your dream – you can be as inventive as you like!</p> <p>As an extra challenge, maybe you could create your own dream jar. Inside you could add special things to make a wonderful dream... You might wish to add liquids to make an actual potion or just put various items in it to represent a positive dream.</p>	<p>‘A dream makes a sound so soft and low that it is impossible for ordinary people to hear...’</p> <p>Road Dahl carefully selects his verbs during this part of the story...</p> <p>‘He can hear the tread of a ladybirds footsteps as she <u>walks</u> across a leaf..</p> <p>Think about what other words could be used for ‘walk’ e.g. trundle.</p> <p>Imagine other tiny sounds which are impossible for us humans to hear.</p> <p>Think about what creates the sound and the sound that they actually make (if you could hear it!). Choose your verbs precisely for effect. This is a brilliant example from the text:</p> <p><i>He hears the <u>whispering</u> of ants as they <u>scurry</u> in the soil.</i></p> <p>Create at least 4 sentences of your own in this style, zooming in on the tiny things in nature or the wider world which might make the softest sounds only the BFG could hear.</p> <p>Choose your language, especially your verbs, precisely – painting amazing images in the readers' mind.</p>	<p>This is supposed to be a discussion session generating ideas for tomorrow writing. If time doesn't allow, children could take make notes answering the questions below.</p> <p>Think of people who find themselves in strange situations during lockdown. Doctors and nurses saving people's lives; elderly people all alone, people in high-rise, inner-city buildings not seeing nature, people not seeing friends or family...</p> <p>Discuss or create a wish list for these people.</p> <p>What would they wish for?</p> <p>Where would they wish to be?</p> <p>Who would they wish to see?</p> <p>What would they wish to do?</p>	<p>Imagine you are an elderly person sat alone in self-solation. Imagine you live in a high-rise inner city flat, unable to get outside to see nature. Imagine you haven't spoken to anyone for weeks; you haven't seen friends or family or visited the great outdoors.</p> <p>Create (describe) a dream that the BFG might provide for a person in the situation above. What will happen in the dream? Where will it be set? Who will the person see? Where will they go? What will they do? How will they feel? Use some of these ideas/sentence starts to help if needed</p> <p><i>I rub my eyes, as I look around I notice...</i></p> <p><i>I realise that I am...</i> (Describe the place/scenery/view)</p> <p>Use your sense to describe your surroundings (What can you see? Hear? Smell? Feel?)</p> <p><i>Then I see...</i> (Describe long-lost friends, comrades or family)</p> <p><i>Next we...</i> (Describe what you do: picnic, play a football game, swim in rivers, glide down waterfalls, lay on the ground watching the northern lights dance).</p> <p>Ending challenge: describe waking up to the reality of lockdown; being back on your own, back in self isolation (notice the repetition of 'back' – a useful technique!)</p> <p>(Some of you may wish to type up this writing or create it on a sheet of paper which you could then roll up in to a scroll and add to your dream jar! You might even wish to share it with someone as a way to cheer them up or provide them with a bit of escapism!)</p>	<p>In chapter 3, Danny and his dad make a kite (you may want to do this as an extra activity – could you go for a walk and fly it or create a small version and try it out in your garden?)</p> <p>Today's creative writing task is to imagine you are a kite flying high in the sky, how does it feel? What can you see?</p> <p>Possible sentence starts:</p> <p><i>I am released, catching the wind, I...</i></p> <p><i>Climbing higher I notice...</i></p> <p><i>I am now amongst the clouds...</i> (What do you do? Verb choice: <i>Dance like a... soar like a...</i>)</p> <p><i>Looking down I can see...</i></p> <p><i>The houses, buildings and people look...</i></p> <p><i>Then I feel a sharp tug and I...</i> (being pulled back to land)</p>
Maths (am)	Complete Week 2, Lesson 1 from the White Rose Hub home learning platform or continue with Maths Whizz. Remember White Rose Hub learning is sequential – one lesson follows on from the next (just like in school!). https://whiterosemaths.com/homelearning/year-6/	Complete Week 2, Lesson 2 from the White Rose Hub home learning platform or continue with Maths Whizz.	Complete Week 2, Lesson 3 from the White Rose Hub home learning platform or continue with Maths Whizz.	Complete Week 2, Lesson 4 from the White Rose Hub home learning platform or continue with Maths Whizz.	Complete Week 2, Lesson 5 from the White Rose Hub home learning platform or continue with Maths Whizz.
Afternoon tasks					
Pick and Mix Learning (pm)	Choose one activity from the pick and mix learning grid each day to complete during your afternoon.				
Daily Diary (eve)	Keep writing a daily diary. Remember to use your conjunctions (and, so, but, because, if, then, also), interesting vocabulary including adjectives. Use the wordlist attached to Class Story to make sure you spell the ‘common exception words’ correctly.				