MacAdam Class Homework Grid – to be used in the event of school closure

**GRID A:** **This should supply enough work for 2 weeks** (from Mrs Green – 18.3.20)

**\*All work set must be completed (unless otherwise stated) \*Look at the school website for further work**

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| English | Maths/Topic | Other |
| **Complete sentence-level worksheets** **enclosed**.  **Work through English the Year-group packs/booklet** **supplied on the school website.\*This task should only be done if you are not able to access other work on this sheet.**  **Write a diary of the week**. Focus on your thoughts and feelings, ask rhetorical questions, flash-forward to what you will look forward to tomorrow or next week: use extended sentences, ?, parentheses, ; : and super synonyms to describe. Make it fun by adding in comments (Like *Adrian Mole’s Diary*). Take photos to go with it, or draw a picture to go with each day.  **Write an Action story:**  **Think of the fun Bertie and the Birthday cake writing you did earlier this week:**    **1. Write a set of chronological sentences with great adverbs and verbs that describe a fun action sequence**. Include some fronted adverbials too. It could be you using a water-gun, or playing a spider trick on your brother or sister.  **2.** **Re-write the sentences as part of a story.** (use ;/ :/ ?/ , ,) DRAW fun pictures to go with it.  \*research funny actions on the internet (Youtube)– alongside a parent. **Use the sentence-prompt and lined paper enclosed.**  **Cursive Handwriting: Practise handwriting joins** **using enclosed sheets**. (Edit and publish your writing/ diary using joined writing).  Use the samples of extended sentences, commas, parenthses … to **write a story about you being stuck on a different planet** – what would you see, hear, do, feel….design a new planet that could allow  humans, maybe with oxygen, but with no gravity. A planet that lives in **50**20, not 2020! **Create a poster that explores pictures/ facts about food/ water/ shelter (homes)/ clothing (survival clothing too)**/ transportation/ work/earnings/ money/ education ….like any civilisation. It can be 3D too.  **Reading: You will need to read for 15 minutes+ daily**.  **Create a book blurb** (as seen at the back of your books to promote the story) that will explore your character and story. Make choices of interesting vocabulary and phrases (research book blurbs by looking at several of your books). Write-up/ or perform you your blurb with one picture that represents your book well.  **Comprehension skills: Work through the reading papers** – **enclosed**.  **Write a thank you letter to the parents who came to school one weekend to make our school better.** Create a border of decorations including: the lovely plant pots dotted around the school; the super organised P.E. shed with new balls and ropes; the fresh-painted library and the book-jacket-friezes that decorate the walls. Think of things these people missed out on to help make the school better. Structure the letter nicely – research letter structure on the internet.  **My Future: Research different jobs that have connections to your interests:**  dinosaurs – palaeontologists, sports – athletes, space – astronauts, trains – engineering. Animals – vet. History – archaeologist. Find out what skills you would need to be one, what qualifications and skills, a type of person would you need to be? Write a mini report – also featuring a well-known person that has been successful at this job.  **Spellings to learn and practise** – **see two sets of spellings enclosed.**  Fun websites: Search interactive games….  <https://mathsframe.co.uk/en/resources/category/22/most-popular>  **\*Mathsframe.com Good for telling the time/ times tables…**  **\*ICT Games.com**  **\*Sheppard Software**  **\*Topmarks.com (skills-based)**  **\*CorbettMathsPrimary.com (maths videos/resources) for upper key stage 2.** | **Complete Area, circumference, translation, calculation worksheets** **enclosed.**  **Design an outdoor fitness fun-zone for kids like an obstacle course** noting at least 6 varied activities using objects around your house (skipping ropes, balls, hoops…). Go outside too to use i.e trampolines.    2. Measure the space you have available – the length and width of your room/garden. Calculate the ‘Area’(height x base/width) \*think of safety and how much Area space each activity will need. **Produce a map: draw the activities, note the perimeter/Area of each**.  3. Write-up and stick on a list of accurate **instructions for each obstacle course activity.**  4. **Research how to be healthy and fit;** make sure you have activities that are a mix of cardio and muscle- strengthening. **Produce a fact-box or a separate poster of healthy exercises for the heart and body.**  5. Pulse-monitoring: Research how the heart stays healthy. How to take a pulse (also use Fit-Bits if you have one). **Create a scientific Pulse-monitoring test** to test out each obstacle course activity to see which one makes your heart work faster.  6. **Place results in a table, testing each at least 3-4 times. Work out the Mean average** (add all values together/ divide by 3 or 4 outcomes).  7. **Produce a graph to show the results of the pulse-monitoring**. **Add the outcome of the results to the poster.**  **8. Research your favourite athlete – Create a biography** and develop information into a Powerpoint presentation (if you have MS Office), or a different digital presentation.  **Work through the Year-group packs** **supplied on the school website.**  \***Year 6 – work through your CGP SATS revision booklets**: Arithmetic/ Geometry/ Reasoning. Complete these slowly, checking answers with parents/older siblings. Do not race to complete these. Any questions you have found difficulty with asterisk them, and write instructions for this question if someone helps you.  \*Year 6: Please do not worry about gaps. We will help you when you get back.  **Year 6: Work through the Corbett Maths mini-booklets (A5-sized booklets)** Any problems or further help can be accessed via the ***Corbett Maths website*** that includes maths topic self-help videos: <https://corbettmathsprimary.com/>  This website is suitable for all year groups.  **Times Tables Rockstars.** Continue to the next level (use this every day)/ also work on a times table that you do not know.  **Make times tables flash cards**, practise in order, then recite..mix them up ..hide them around the room, time how quickly you can place them in order. Extend onto division facts, then onto multiples of 10, 100. (3 x 600) Make decimalised cards for i.e 0.6, 1.2, 1.8, or 0.06, 0.12 or 0.012, …. Mix two sets, then order in under 30 seconds.  **Telling the time – Analogue clock:**Ask a parent to help you - List and draw quick pictures of what you do at different times of the day. Extend to recording start and end times of some activities. Work out how much time you have spemd on each. Turn it into a game: every 15 minutes of a positive activity will earn you ? points. Compile a list with your family: writing+, exercise+, helping with tidying home+…  **Play supermarket management- Create your own supermarket:** collect props for a mini-supermarket. Price up the products (research process), include products that are in demand now. Change pricing due to demands – explain why shops do this (summer/winter pricing).  Hold sales (50% off, or 75%) of old stock. Label stock perishables with sell-by dates or hours.  Play shop keeper/customer..make own money and look at paying/ giving change. Cash-up at the end of the day.  Think of promotions and mini posters to advertise products.  Make product packaging using NETS from the internet or disassemble i.e. toothpaste packaging.  Look at product logos and designs – which are more effective at catching the eye/ interest. | **Family Portraits/Andy Warhol designs:**  **Take a photo of a family member – create a portrait sketch… even develop it into an Andy Warhol design.**  **Complete the Andy Warhol art sheets – enclosed. Use bright colours. Research another Pop Artist and re-create their work.**  **Create your own family song, complete with home-made percussion instruments and voiced sound-effects.**  Explore a favourite artist and song in which you can alter the words, explore verses and chorus, repetitive beat, lyrics, and possible backing percussion (beat-raps/backing beats, drums….saucepans..hand-beats, ect). Film it – Ipads. (To show in class on return). See You tube for examples of this. \*Prize for the winning group.  **Begin to research the Mayan Civilisation** and answer the following questions:   1. When did this civilisation exist? 2. Where in the world did it exist? 3. What were the Mayans good at?   Make a mini-Mayan booklet full of FACTS and numerical timeline info.(Make comparisons in timeline to other civilisations).  **Jesus in the Desert – Look up interactive stories on the internet that explain the story of Jesus in the Desert**. An adult can ask you questions as to why he was in the desert, how long was he there? What temptations he faced, how he overcame them? Ask if he is special for how he handled the challenges. Talk to an adult about the importance of Jesus remaining good in light of this.    **Palm Sunday – talk to your child about what Palm Sunday is** – visit Topmarks.com that explains the story of Palm Sunday. Create a story-board of pictures that shows the events of Palm Sunday. Add speech bubbles.  **Write a prayer for Jesus on Palm Sunday.**  **Optional:**  **A sewing task: Ask your parents if you can practise your fine finger-skills by sewing.** Practise different stitches, then try making a mini pattern of repetitive stitches. When you become confident, try making a mini-friendship cushion for your friend, or a cushion for your pet…  Get outside – find out about the importance of vitamin D – that you get from the sun. **Make a home/habitat for a hedgehog, or plant some herbs**..look at recipes to include these herbs or foods.  Get outside – **think up a wildlife investigation**…try to obtain free resources and sticker booklets from the RSPB (bird charity)… |

Please complete tasks from the grid. Shade in the boxes as you complete the tasks. All finished work to be returned in your link books (for rewards). Thank you very much for your support. **PLEASE CHECK OUR WEBSITE AT A LATER DATE FOR WEEK-3 GRID.**