Work for Silver Birch – Week beginning 23rd March

PLEASE READ

It is expected that you work through all of these activities throughout the week. After speaking with staff, we have made the decision that you **do not** need to send work through to me. Instead, please discuss at home what you have completed and what you have learnt. I am more than happy for you to email me if you have any questions or queries at rburton@bolneyprimary.school . Please be patient for a reply as, as you can imagine, there is a lot to being seeing to currently and I want to take the time to reply to you as fully as I can.

On the Silver Birch class page, there is the calculation progression showing the methods we use of this (if you wish to practise your methods in additional to the work set). I have also uploaded the SPAG grid which explains all the grammar features across the curriculum.

**Topic Grid** – I haveuploaded the previous topic grid back to the website

**Maths** – TT Rockstars can be used to keep up with your tables!

We were going to be covering co-ordinates in both year groups. The objectives that need to be covered are:

* identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
* describe positions on the full coordinate grid (all four quadrants)
* draw and translate simple shapes on the coordinate grid, and reflect them in the axes.

These activities will support you to achieve this. Please work through the activities on the separate document on the class page. I have sent the majority of you home with squared paper to make it easier but, if you find another way easier, then this is also fine.

**English** – Please continue to read daily.

Write a story about evacuation in WW2 – this should be in the third person. Some of you will have come home with you plan for this on Friday. I will be expecting to see these skills/features:

* Speech to move the story on or give information about the setting or characters.
* A range of sentences (embedded clauses, short sentences for effect)
* Well-chosen vocabulary and description to develop your character and settings descriptions.
* You could research some vocabulary that was used in this period of time to make your story seem more authentic.

You could also revise these skills that we have previously covered:

* Brackets
* Semi colons/colons
* Dashes

I would also expect you to thoroughly proof read your work and make improvements. If you are word processing your story, **please turn off spell check** as you still need to be developing you skills of proof reading.

**Science** – We should have been looking at prisms in science as part of our light unit. It would be good to research what effects a prism has on light. Why does it split colours? How can it sometimes make it change direction?

Are there are items at home that you have that can show the light splitting?

**RE** – We have begun to explore the question of ‘Why was Jesus resurrected?’

* ‘A man who was completely innocent, offered himself as a sacrifice for the good of others, including his enemies, and became the ransom of the world. It was a perfect act.’ (Gandhi)
* ‘A man who was merely a man and said the sort of things Jesus said would not be a great moral teacher. He would either be a lunatic — on the level with the man who says he is a poached egg — or else he would be the Devil of Hell. You must make your choice. Either this man was, and is, the Son of God, or else a madman or something worse.’ (CS Lewis)
* ‘Don’t kid yourself that you’re going to live again after you’re dead; you’re not. Make the most of the one life you’ve got. Live it to the full.’ (Richard Dawkins)
* ‘And if Christ has not been raised, then your faith has nothing to it; you are still guilty of your sins.’ (Paul in 1 Corinthians 15:17, New Century Version)

Have a debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might make to them (for example, inequality — wealth and poverty — illness, loneliness, injustice).

**Computing** –I appreciate some of you will not have internet connection to please do not worry if you are unable to complete this. <https://www.kodugamelab.com/resources/> If you are able to, download Kodu and begin to explore how the programme works. I will set more structured lessons once you have had an explore.

If you are unable to download this, please go onto <https://scratch.mit.edu/> to explore Scratch online.

**Daily Mile** – Please find time for 10/15 miles to have a walk outside (even if it is just in the garden).

**PE** - Joe Wicks will be using his YouTube channel to teach home workouts. Please see the link here: <https://www.youtube.com/user/thebodycoach1>

Optional additional tasks that you may have ongoing as a project.

* Playing games (card games, board games etc)
* Sewing
* Cooking – following a recipe
* Gardening
* Accurate measurements (including conversions)
* Time (read bus and train schedules and plan a journey if you are being creative)
* Complete a project on a subject of your choice