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| Topic | Mon | Tues | Weds | Thurs | Fri |
| SPAG/ Reading | Reading comprehension  (5 question quick read) | Colons and semi-colons in a list.  Watch the following video:  [https://www.bbc. co.uk/bitesize/topics /zr6bxyc/articles/zhntng8](https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhntng8)  Complete the activities on the PowerPoint provided. | Reading comprehension (5 question quick read) | Write your own list introduced with a colon in which items are separated by semi-colons.  See an example below:  *There are basically two ways to write: with a pen or pencil, which is inexpensive and easily accessible; or by computer and printer, which is more expensive but quick and neat.* | Independent reading  Perhaps you could share on the BLOG what you are reading, and make recommendations to the rest of year 6 about books that might interest them. |
| 20min  activity | Spelling shed | Times-tables rock stars | Spelling shed | Rock stars | Spelling shed |
| Writing | Read the attached fact sheet about Ulama (the Mayan ball game).  Next, watch the 3 video links below.  [https://www.youtube.com/ watch?v=VYcWs7qJeCI&list= PLTdjGcp3x1GfY4ekgIj\_3MGe1 iwn0C38i&index=4](https://www.youtube.com/%20watch?v=VYcWs7qJeCI&list=%20PLTdjGcp3x1GfY4ekgIj_3MGe1%20iwn0C38i&index=4)  [https://www.youtube.com/ watch?v=jKvQjgC9sIY](https://www.youtube.com/%20watch?v=jKvQjgC9sIY)  [https://www.youtube.com/watch? v=ZxIR8USYEFA](https://www.youtube.com/watch?%20v=ZxIR8USYEFA)  Make notes about this ancient sport. | Re-read the example text you were given last week. (How to Trap a Dragon)  Remember, how you used some helpful sentence openers in the introduction. Your job is now to adapt these for instructions on how to play Ulama.  Focus on the introduction and ‘What you need’ sections today.  In the introduction you may want to use the following sentence openers:  Are you tired of…?  Ulama is a game which…  If so,  Read on and…  Use a colon for introducing the equipment list. | Write the main section of your text.  Ensure you use plenty of fronted adverbials to make your instructions clear.  Try to vary your verbs too!  This is a good opportunity to reflect on your last piece of work and think about ways you could improve it.  Perhaps you might wish to use some higher level vocabulary such as:  Locate  Organise  Intercept  Procure | This is your opportunity to show a little humour.  In the final warning section, try to make your reader smile.  Read the example text to get some ideas.  Now proof read your work for SPAG errors. | Publish your work on the class blog.  We look forward to reading it! |
| Topic | Science  Complete lesson 2 on the following link:  [https://classroom .thenational.academy /units/light-6f3a](https://classroom.thenational.academy/units/light-6f3a)  Please make sure you access the introductory quiz, the video and the final quiz!  Can you observe any of the phenomena taught in the lesson in your house or garden? | History  Have a look at the images attached. These are all sources which tell us information about Maya civilisation.  Answer the following questions about each image:  Is it a picture of a **primary** (first hand/from the time) or **secondary** source (information based on primary sources – not witnessed first-hand)?  What do you think it is/was used for?  What does it tell us about the Maya people?  How useful is this source? | RE  Christ the King.  Use the attached sheet helping you to think about Jesus as a “King”.    In the Lord’s prayer it uses the words “on earth as it is in heaven.”  Is earth like heaven? Can it be like heaven? Why did God send Jesus down to earth? | Art  Look at the PowerPoint on Mayan masks.  What are they used for?  Look at the examples of masks and choose one to copy. Explain why you chose this one and what you think it was used for and why. Use any media available to you (e.g. paints, felt-tips, leaves etc.) | Computing  Recap on learning on e-safety by playing this fun game (10-15 mins):  <https://beinternetlegends.withgoogle.com/en_uk/interland>  Complete the Scratch tutorial on animating a name. Follow this link and then click ‘tutorials’ (next to the lightbulb icon).  Finally, click on ‘Animate Name’.  <https://scratch.mit.edu/projects/editor/?tutorial%20=getStarted> |