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| **Year 6**  **Toucans**  **Week beg. 8th June** | **Before** 9:00am | 9:00 – 10:00 | 10:00-11:00 | 11:00-12:00 | **Lunchtime – 12:00 -12.30** | 12:30 – 1.00 | 1:00 – 2:00 | 2:00 – 3:15 | 3.15 – 4:00 |
| **Monday** | Eat breakfast, make your bed, get washed and dressed, any laundry in the basket. | Family walk with the dog (if you have got one!)  Five-day/indoor exercises/indoor yoga or other exercise if wet.  <https://www.youtube.com/user/CosmicKidsYoga>  <https://www.gonoodle.com/>  <https://www.nhs.uk/10-minute-shake-up/shake-ups>  [www.5-a-day.tv](http://www.5-a-day.tv/)  USERNAME: 5-a-dayAtHome    PASSWORD: AtHome123 | Work from the packs that have been sent home/CGP books/First4Maths activities/fluency grids/any specified work from the daily blog  TT Rock Stars - <https://play.ttrockstars.com/auth/school>  White Rose Maths <https://whiterosemaths.com/homelearning>  I See Reasoning lessons <http://www.iseemaths.com/home-lessons/> | Creative Time – Lego, drawing, crafting, music, cooking, baking, coding, painting.  coding - <https://www.scratchjr.org/> <https://code.org/>  Ted Ed https://ed.ted.com All sorts of engaging educational videos.  Blockly https://blockly.games Learn computer programming skills - fun and free. | Tidy Time – Wipe down kitchen table and chairs, wash and dry kitchen dishes, tidy bedroom and lounge | Quiet Time – Reading, Puzzles, Nap (No Electronics) | Languages/Art  German Website: www.atantot.com User name: lostockgralam Pass: 1443 | Afternoon Fresh Air – Bike, Walk the dog, play outside. Have a go at some of the active challenges <https://www.youthsporttrust.org/pe-home-learning>  <https://www.youthsporttrust.org/60-second-physical-activity-challenges>  <https://www.youthsporttrust.org/active-learning> |
| **Tuesday** | Science/PSHCE  <https://mysteryscience.com/> |
| **Wednesday** | History/Geography |
| **Thursday** | Science  <https://mysteryscience.com/> |
| **Friday** | RE/Geography |



Home Learning – this timetable is intended as a guide to support learning at home during a prolonged period of school closure. We appreciate that you will have differing demands on your time but hope that this helps in continuing ‘a love learning’ at home. We will also be updating the class blog daily with any specific activities that you can do each day and further resources that you may need.

Mrs Downing & Mrs Whittingham

**If you have issues with usernames and passwords, please contact admin@lostockgralam.cheshire.sch.uk**

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| **Monday** | **Art/Geography – Spirit of the Rainforest**  Over the next few weeks we are going to complete a project that will explore the tribal culture of the Yawanawá people of Brazil along with the vegetation and wildlife that can be found in the rainforest – taking you on a journey to discover your own connection to the forest, through art.  At your own pace, work through the attached PowerPoint, answer the questions to learn more about Brazil and the rainforest and have a go at the art activities. I’d love to see what you create. Maybe you could share it on our new Discussions learning platform. | |  |
| **Tuesday** | **PSHCE – The Brain Lab**  Please click on the following link -- <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-the-brain-lab/z7khnrd>  **Today you will view a collection of short films on mindset and mindfulness. Five of the films introduce us to one of the five steps to wellbeing, with the sixth film 'The Brain House' using animation to look at what is happening inside our brain when we feel 'big' emotions.**  The films explore the five steps to wellbeing:  Connect with others  Be active  Give to others  Take notice  Keep learning | | |
| **Wednesday** | **History – Maya Civilisation Project**  We will continue our study of the ancient Mayans today. I would like you to think about how you can record what you have learnt so far and will learn over the next few weeks about the Mayans. Think about how we would represent this work if we were in school. You could create a poster, a PowerPoint, use Word to type up questions/answers or a fact file, create some art work etc. Be as creative as you can. Also have a look at the cross curricular art work. Could you create a piece of art work? Do you like Maths – the Mayans were great mathematicians!  **What was life like for the ancient Mayas?**  <https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4>  **What remains of the ancient Maya?**  <https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zs2ph39>  **Useful websites/links**  <https://www.youtube.com/watch?v=AE2JxR7KQzA>  [www.mayankids.com](http://www.mayankids.com)  <http://mayas.mrdonn.org/games.html> | **Cross curricular ideas for your project work**   * Geography link to the Americas – ***Which countries today formed the ancient Mayan lands?*** (Much of Mexico and Guatemala, all of Belize and parts of Honduras and El Salvador.) * Study Mayan writing – they used symbols called hieroglyphs. ***Compare with other ancient civilisations’ writing.*** * Maths – The Mayans also invented a number system – they used just 3 symbols a “shell” to mean zero, a “dot” for one and and a horizontal line to represent five. ***Which numbers can you represent?*** * Maths – investigate the Mayan Calendar * Science link – Stargazing/ Astronomy. * Design technology – Savoury dishes – tortilla, guacamole, salsa, chilli con carne etc. * Mask making – Design Technology/ Art | |
| **Thursday** | **Science – Everything Changes – Why do living things become extinct?**  *Why do you think that some of these living things no longer exist?*  Look at the Extinction PowerPoint and can you put the animals into two groups: those that still exist on Earth and those that no longer exist on Earth. Use the word ‘extinct’ to define a type of living thing that no longer exists. It is important that you can make the distinction between the extinction of types of living things, which means that there are no more individuals of this type alive anywhere, and the death of individual living things  Then choose one of the living things that no longer exists and find out more about it: where and when it lived, and what happened to it. Create a poster to show your findings. Your poster must provide the following information:  Tell you which animal you have researched.  Describe the environment where that animal lived.  Describe how the animal was adapted to survive in that environment.  Describe what caused the animal to start to struggle to survive.  Explain how the cause of their struggle eventually made the animal extinct.  *Useful websites/video clips*  <https://www.bbc.co.uk/bitesize/articles/zkxjnrd> - animals at risk of extinction  <https://www.bbc.co.uk/bitesize/articles/zjf3rj6> - learn about adaptations  **Explore habitats with this game**  <https://www.bbc.co.uk/bitesize/topics/z6bqkmn/articles/zj7s6v4> | | |
| **Friday** | **PSHCE – No Outsiders – We’re all Wonders**  *I know I can’t change the way I look. But maybe, just maybe, people can change the way they see*… Auggie knows he’s not an ordinary kid. He does plenty of ordinary things. He feels ordinary. He just doesn’t look ordinary. But it’s not just Auggie who’s different. **Everyone is different, and everyone is a wonder – if only they could see it.** Choose kind. Featuring the beloved hero from the best-selling sensation Wonder, this original adventure written and illustrated by R.J.Palacio inspires kindness and acceptance in everyone who reads it.  Use this link to hear the story -  <https://www.youtube.com/watch?v=JhD5ZKH_Fy4>  Have a look at some of the attached activities and choose some to do (worksheets 3-8 aimed at KS2, but you can do any). Worksheets 6-8 include links to scenes from the film Wonder. | | |



‘A Love for Learning’