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| MathsMon-FriShould be done in order | **Daily times tables practise: see TT Rockstars - we have a battle against Dolphins this week!** |
| **Monday**

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| -Round any number to the nearest 10, 100 or 1000. (Use the rounding poster to help you find each IP number to the nearest 10, 100 and 1000.) |

 | **Tuesday**

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| -Round any number to the nearest 10, 100 or 1000. (Use the rounding poster to help you find each IP number to the nearest 10, 100 and 1000.)  |

 | **Wednesday**

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| -Divide any number by 10, 100 and 1000. (Use the ‘dividing by’ poster and the place value poster to divide any number by 10, 100 and 1000.)  |

 | **Thursday**

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| -Divide any number by 10, 100 and 1000. (Use the ‘dividing by’ poster and the place value poster to divide any number by 10, 100 and 1000.) |

 | **Friday****Code-breaking problem solving task** |
| EnglishMon-FriChoose one-a-day.**Rye-Writers** is best done on consecutive days. You can also choose to do the 2 sessions could be on the same day, just do 2 curriculum subjects on the other day. | **Daily Reading** (20 mins+ of a text of your choice) **and spelling practice** (Year 5 and 6 statutory words) |
| **Rye Writers: Sinkhole Discovery!**Using the **photo** (on Class Dojo and on the Rye Writers section of our webpage) create a Newspaper Report based on this mysterious discovery. Imagine this enormous hole in the ground was discovered at the edge of the allotments by a person of your choice. In your report don’t forget to tell us **who** discovered it, **what** it is (description!), **why** it could have appeared, **where** it was found and **when** the sinkhole was first spotted. You can use the planning sheet to help you plan your ideas on the first day before writing. There is a template for the newspaper but you may write it straight into your book/on paper if you would prefer.  | **Comprehension****Day 1 –** Read through ‘Life Cycle of Frogs’. Check meaning of any unknown words.**Day 2 & 3 –** Answer questions. Can you create your own questions using the text?  | **Grammar, Punctuation and Spelling****Expanded Noun Phrases** |
| CurriculumChoose one-a-day. | **Science****Food Chains:**Watch these video clips below about food chains. <https://www.bbc.co.uk/bitesize/topics/zk7h34j/articles/z4jpnrd><https://www.youtube.com/watch?v=hLq2datPo5M>Now create 2 of your own food chains, explaining what a ‘producer’ and ‘consumer’ is. Make sure you start with a producer and add 2 or 3 consumers. An infographic showing producers and consumers in a food chain | **Geography****Food Origins:**As this topic is all about the environment and what we can grow, we’d like you to pick a fruit or vegetable and find out where it comes from. Whether this is through research and/or reading the label. Make a list of the food and vegetables and the places that they come from. Do your fruit/vegetables mainly come from the UK or abroad?  | **ICT****Purple Mash:** There are lots of tasks available for you to complete on Purple Mash.Please see the ‘food’ tasks that have been set for this week.  | **Art****Observational Drawings:**Choose a fruit, vegetable, plant, leaves and/or bulbs.Create a careful sketch looking closely at what you can see.Share your drawings with us.  | **Practical**If you have access to a garden, can you:- Make sure your plants are fed and watered.- Weed your garden and get rid of any dead flowers.- Plant a seed. Create a healthy dish using fruit or vegetables.  |