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| Maths Mon-Fri  Should be done in order | **Daily times tables practise: see TT Rockstars - we have a battle against Dolphins this week!** | | | | | | | | | |
| **Monday**   |  | | --- | | -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**   |  | | --- | | -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**   |  | | --- | | -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**   |  | | --- | | -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** | | |
| English Mon-Fri Choose 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** | |
| Curriculum Choose 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. |