

Year 6 Remote Learning Timetable. (Individual isolation journey) NON DEVICE

-If you experience any difficulties with the timetable please contact the school.

-We are using CGP books to support our learning programme for Maths, English, Science and we have created lessons below to support non core subjects. Please use one of the recommended timetables. All work should be completed into the learning log so that we can re use the CGP books if we need to with other children. Learning logs should have a reflection every day and they will be checked by staff as they return to school. We will stay in touch each day to support and check how you are.

-Learning has been planned to meet the following government expectation:

Plans will include:

- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- access to high quality remote education resources
- online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching remotely the government expect teaching pupils to include:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers



ALL LESSON RESOURCES WILL BE PROVIDED ON PAPER – PLEASE DO NOT WRITE IN THE TEXT BOOKS

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
English	CGP pages to be covered Page 4 Nouns and page 68 prefixes.	CGP pages Page 5 Adjectives and page 69 prefixes.	CGP pages Page 6 Verbs and page 70 prefixes.	CGP pages Page 7 Adverbs and page 71 prefixes.	CGP pages Page 8 synonyms and antonyms and page 72
Reading	CGP Page 2 An interview with Nixie labs. Read the text and find the meanings of all unknown words	CGP Page 3 An interview with Nixie labs. Read the text and complete questions 1, 2 and 3	CGP Page 3 An interview with Nixie labs. Read the text and complete questions 4, 5 and 6	CGP Page 4 Holes. Read the text and find the meanings of all unknown words	CGP Page 4 Holes. Read the text and complete questions 1, 2 and 3
Maths	CGP Read pages 2 and 3. Write down any six - six digit numbers and round each one to the nearest 10, 100 , 1000 and 10, 000 .	CGP Page 4 and 5 Calculating with negative numbers. Read and understand how to work out the difference and answer questions 1 and 2 only on page 6	CGP Look at pages 4 and 5 again. Answer questions 3 and 4 on page 6	CGP Page 7- Written Multiplication. Follow the steps and calculate the following: 3233 x 19 8466 x 42 `7135 x 30 4532 x 32 7655 x 43	CGP Page 8- Written division. Follow the steps and calculate the following: 3233/12 4865 / 9 4432/12 8859/8 7575/ 15
Science/Non Core	Science – CGP pages to be covered Read pages 1, 2 and 3. Carry out the activity. Find a photo of your family members, make a table and write down	Art – Complete the sketching skills – use the image given and replicate it using shading and different tones and line	Computing – online safety rules – sort out the rules and complete the close procedure	R.E. To identify my superhero – Celebrating my identity	History – Timeline

	characteristics you have inherited from your parents and characteristics you haven't.				
Mindfulness activities	See activity bank at bottom of this page	See activity bank at bottom of this page	See activity bank at bottom of this page	See activity bank at bottom of this page	See activity bank at bottom of this page
Reading for pleasure	Read Non fiction post that comes through the post Read signs and recipes around the house and streets				
Handwriting	Practice your spelling using the handwriting pages				
Spelling	Complete the spelling look cover write check and learn new vocab				
Times table	Using the timetable practice grids and practice your times table				

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
English	CGP pages to be covered Page 9 synonyms and page 72 hyphenating prefixes.	CGP pages Page 10 Adjectives and page 73 hyphenating prefixes	CGP pages Page 11 pronouns and page 74 the shus sound	CGP pages Page 12 Clauses and page 75 the shus sound	CGP pages Page 13 phrases and page 76 the shul sound
Reading	CGP pages to be covered - Page 4 Holes. Read the text and complete questions 4,5 and 6	CGP Page 6 Born on a Blue Day. Read the text and find the meanings of all unknown words	CGP PAGE 6 Born on a Blue Day. Read the text and complete questions 1, 2 and 3	CGP Page 6 Born on a Blue Day. Read the text and complete questions 4,5 and 6	Read any book that you like for 30 minutes. Choose a character from the book and write down 10 open ended questions that you would like to ask the character.
Maths	CGP Page 9-Mental Maths. Write the examples down so that you understand what you are being asked	CGP Page 10-estimating and checking	CGP Page 11 BODMAS	CGP questions on page 14	CGP Page 13-Solving calculation problems. Complete questions on page 15

	<p>to do. Work out the following calculation in your head: 27310 + 3660 12 692-4200 43233+ 2552 21234+ 5323 Use the example to help you. Write down the process in your books.</p>				
Science/Non Core	<p>Science – See CGP book Look at page 4. Carry out the activity. Think about your siblings or your cousins or grandparents. Who would you say you are most similar in personality and why?</p>	<p>Art – You have a range of different pieces of art to complete using the Viking ship image</p>	<p>Computing –Read Digi Duck and complete the story mountain</p>	<p>R.E. To recognise that adverts influence us and sometimes not always in a positive way!</p>	<p>History – Diary entry of an evacuee</p>
Mindfulness Activities	<p>See activity bank at bottom of this page</p>	<p>See activity bank at bottom of this page</p>	<p>See activity bank at bottom of this page</p>	<p>See activity bank at bottom of this page</p>	<p>See activity bank at bottom of this page</p>
Reading for pleasure	<p>Read Non fiction post that comes through the post Read signs and recipes around the house and streets</p>				
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Mindfulness

Gardening

Taking a Walk

Blowing Bubbles

Watching Wildlife

Watching Clouds

Going on a Scavenger Hunt

Mindful Breathing

Drawing with Sidewalk Chalk

Reading Under a Tree

Walking Barefoot

<p>Mindfulness Activity Card</p> <hr style="border-top: 1px dashed black;"/> <p>Place your hand on your belly. Take 10 deep breaths and notice your hand moving up and down as you breathe.</p>	<p>Mindfulness Activity Card</p> <hr style="border-top: 1px dashed black;"/> <p>Sit very still and notice one thing that you can see, hear, feel, taste and smell.</p>
<p>Mindfulness Activity Card</p> <hr style="border-top: 1px dashed black;"/> <p>Close your eyes and spend one minute thinking about the happiest day of your life. Try to remember as much about that day as you can.</p>	<p>Mindfulness Activity Card</p> <hr style="border-top: 1px dashed black;"/> <p>Close your eyes and think about how you are feeling. Happy? Sad? Mad? Scared? Excited? Something else? Think about how you know you are feeling this way.</p>