



## Home learning during school closure or self-isolation – Y5/6

**Week Beginning: 6.7.20 Theme: Transport**



	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Plan a day out for the family at a location of choice. Think about the different ways you could travel to the location. Work out the cost of using the different transport modes, how long each would take and think about the most environmentally friendly mode of transport.	Draw an aerial map from your house to a location of choice (this could be school, the shops, the park etc). Write a set of directions on how to use the map using positional language.	Answer questions about the Bus Timetable that you will need to download from today's blog.	Survey the transport which goes past your home. Tally the different vehicles/vehicle colours and then create a bar chart or pictogram. Write statements about the data e.g. Silver was the most popular colour car.	Complete as many of these <a href="#">challenges</a> as you can in 60 minutes.
Reading	Read ' <a href="#">Downhill Racers</a> ' using Oxford Owl. Answer the questions at the back of the book in full sentences. Username: WSR12 Password: bcps	Download and complete the comprehension about the Bloodhound SSC. You will need to choose either * ** or ***. To find out more information, visit this <a href="#">website</a> .	Read the poem 'The Magic London Bus' that you can download for today's blog. Use the Poetry Detective sheet to analyse the poem. You will need to choose * ** or ***.	Solve the Underground Riddles that you will need to download from today's blog.	
Spellings/ Vocabulary/ Grammar	Create an A-Z list of transport related words. How quickly can you complete this?	Create a transport glossary of these terms: <b>underground, cargo, gangway, pedestrian, terminal &amp; voyage.</b>	<b>Dotty Words:</b> Choose 5 <a href="#">Common Exception</a> words and write them in a series of dots. Apply them into sentences about travelling.		
Writing			Using the photocards that you can download from today's blog, choose one mode of London transport. Write a guide to inform people how to use this mode of transport.	Design your own mode of transport and then create an information leaflet all about it. Think about how it works, what it looks like and safety procedures whilst on board. What destinations does the vehicle travel to and how long is travel time? <b>Extension:</b> write a job application as someone who would like to work on board this new mode of transportation. Think about the skills you need for the job. <a href="#">Here is an example.</a>	

<p style="text-align: center;"><b>Topic</b> <b>Music</b> <b>PSHE</b> <b>Art</b></p>	<p><b><u>History of Transport:</u></b> Select 10 modes of transport from throughout history using these links: <a href="#">Animated History</a> <a href="#">History of Transport</a> <a href="#">Transport Explorer</a> Ask them to research the modes of transport and present them on a timeline, writing a description for each one, explaining what it was and who would have used it - bonus points for including the inventors!</p>	<p><b><u>Design a Poster:</u></b> Using the instructions from today's blog, design your own transport poster to either thank transport workers for keeping the country moving throughout this pandemic or to encourage families to go for a daily walk or bike ride, keeping socially distanced from others.</p>	<p><b><u>The London Underground:</u></b> Spend the next two days finding out about this infamous transport network. Download resources from today's blog and visit the following websites: <a href="#">50 Interesting Facts</a> <a href="#">Facts for Kids</a> Present your information in a format of your choice: PowerPoint, Word, Publisher or handwritten. Don't forget to include some pictures and colours. Check your spellings and punctuation.</p>	<p><b><u>Creativity in the Underground:</u></b> Many of the London Underground tube stations have their own unique, tiled design. Think of your own London Underground tube station name and create a tile design to accompany it. You could simply draw the design using crayons, felt tips or paint. Alternatively, you could choose to represent the design in the form of a collage, cutting out your own tiles of paper, newspaper, magazines, cardboard, or whatever you have access to at home.</p>
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**PE links:** Make sure throughout the day you get fresh air and you are physically active every day for at least 60 minutes. You can do this by:

- ❖ PE with Joe Wicks every morning at 9am - [www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ)
- ❖ Go Noodle, lots of fun dance resources - <https://www.gonoodle.com/>
- ❖ Youth Sport Trust have a range of resources to keep you active that you can access for free:
- ❖ Activity cards - [www.youthsporttrust.org/pe-home-learning](http://www.youthsporttrust.org/pe-home-learning)
- ❖ Active breaks - [www.youthsporttrust.org/active-breaks](http://www.youthsporttrust.org/active-breaks)
- ❖ 60 second challenge physical activity cards - [www.youthsporttrust.org/60-second-physical-activity-challenges](http://www.youthsporttrust.org/60-second-physical-activity-challenges)
- ❖ Cosmic Yoga - [www.cosmickids.com/category/watch/](http://www.cosmickids.com/category/watch/) and use your print out of yoga moves.
- ❖ Create a circuit in your garden or in a large space using the ideas given to you in your printed pack before half term.



**Collective Worship links:** [www.thenational.academy/assembly](http://www.thenational.academy/assembly)

[www.cofeguildford.org.uk/education/christian-distinctiveness/collective-worship/covid-19-resources](http://www.cofeguildford.org.uk/education/christian-distinctiveness/collective-worship/covid-19-resources)

Open the Book video of Down Through the Roof - [Video 1 Don's Introduction](#), [Video 2 Jane and Peter telling the story](#), [Video 3 Don's reflection about the story](#), [Video 4 Peter's prayer](#).

Jesus and the Children - [Video 1 Carolyn's introduction](#), [Video 2 Jane and Peter telling the story](#), [Video 3 Carolyn's reflection on the story](#).