

Suggested Menu of Activities for Butterflies

	Activity	Description	Resources to support the learning
Maths	CGP Maths Workout book OR Year 6 10 minute maths buster books	1 page per day (CGP) year 5 1x 10 minute section per day (SAT-buster) or one day of Ten for Ten booklet year 6	CGP Maths Workout book Year 6 maths buster Year 6 ten for ten booklet
	Fluency practice	Times tables up to 12x12 Arithmetic practice (addition, subtraction, division and multiplication quick questions)	TT Rockstars https://play.ttrockstars.com/ (app also available!) www.satspapers.org has past papers that pupils can practice at home (year 6 only to do sats papers) Countdown https://nrich.maths.org/6499
	Problem solving	Check dojo for problem solving activity on Wednesdays and Fridays	Class dojo
Reading	Reading for pleasure minimum 20 minutes a day	Read aloud to a family member (including pets!) and discuss the characters, settings, feelings Read to yourself Create a reading journal and record what you are reading Once a week, write about your book - a journal of a character, a review, an advert or playscript based on it that you could film and put on Dojo.	Reading books Magazines Recipe books www.oxfordowl.co.uk Username: butterflies class Password: ButterfliesClass Audible (Free!)
	CGP English Comprehension Targeted Question book Year 6 Reading SAT 10 minute test book	1 section per week year 5 1 test per week year 6	CGP English Comprehension Targeted Question book Year 6 10 minute SAT book
Spelling,	Spelling	1 page of spelling	Spelling booklets

Punctuation and Grammar	practise	<p>booklet per day</p> <p>Practise year 5/6 statutory word list</p> <p>Investigate words that end in:</p> <ul style="list-style-type: none"> • able • ible • ably • ibly <p>Do they follow a pattern? What do the words mean?</p>	<p>Activities may include:</p> <ul style="list-style-type: none"> • How many times can you write the word in one minute? • Create a “staircase” from the word (write the first letter, then on the next line write the first and second letter, then on the next line write the first, second and third letter, and so on)
	Punctuation and grammar practise	<p>1 section of SPaG sat buster each week year 6</p> <p>Can you write a definition of each of these with an example:</p> <ul style="list-style-type: none"> • phrase • main clause • subordinating clause • relative clause 	<p>Year 6 SAT SPaG buster booklet</p> <p>www.oxfordowl.com</p>
Writing	Creative writing	<p>We will send one writing prompt per week via Class Dojo for you to complete in your exercise book</p> <p>Complete 1x activity on Pobble per week (scroll below the picture and you will see a variety of activities you can complete!)</p> <p>Continue your diary writing (or videos!), daily or weekly.</p>	<p>Exercise book</p> <p>Class Dojo</p> <p>www.pobble365.com</p>
	Handwriting	<p>Complete activities in own handwriting booklet (if child has one)</p> <p>Continue your diary writing, daily or weekly.</p>	<p>Own handwriting booklet (if child has one)</p>

P.E	Regular Exercise	<p>Online aerobics session or design your own (feel free to upload these to class dojo so we can all do them too!).</p> <p>Practise key PE skills, such as:</p> <ul style="list-style-type: none"> -skipping -throwing and catching -passing or shooting a football -hitting a tennis ball -batting and bowling <p>Play on your own or with a family member. Can you set yourself a challenge, and keep a record of how many you do. Does it improve over a week/ two weeks etc?</p> <p>Check out Caboodle Coaching Gymnastics and practise handstands, cartwheels and balances!</p>	<p>Balls</p> <p>Bats</p> <p>Skipping ropes</p> <p>Stairs</p> <p>Hula hoops</p> <p>Chalk for hopscotch</p> <p>Outside area</p> <p>Joe Wicks</p> <p>https://www.caboodlecoaching.co.uk/lessons</p> <p>Log in: Caboodle@penninegymnastics.com</p> <p>Password: Caboodle1</p>
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Journey Activities

Writing

Look at the picture book 'Journey' by Aaron Becker on Youtube

<https://www.youtube.com/watch?v=DRsmuveKWuk>

Write the narrative as the original story from the beginning until she goes through the door, then continue with your own idea of where the door opens out to.

Think about:

- What setting will the girl enter?
- How is she feeling?
- What can she see, feel, hear, touch?
- Is she going to draw again?
- Have you proofread and edited your work?
- Is your handwriting legible?
- GRAMMAR & PUNCTUATION:
 - capital letters/full stops/question marks/exclamation marks
 - speech marks (include your adverbial clause!)
 - coordinating conjunctions <https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zrxxh39>
 - subordinating conjunctions <https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfphsrd>
 - relative clauses (these start with relative pronouns, for example: who, which, where, when, that)

Art

Draw using one point perspective to create a landscape inspired by a journey. Use this youtube video to help you!

<https://www.youtube.com/watch?v=l2ITmpA8yug>



Geography

Create a simple-to-follow map and set of instructions for a family walk.

1. Use Google Maps or a local map to draw an accurate, labelled scale map of your route.
2. Write a simple set of instructions for other people to follow.
3. We can share them onto Class Dojo for other families to follow

You could use these BBC bitesize lessons to learn more about maps:

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4> (all about maps)

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7> (all about maps)

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr> (latitude and longitude)

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk> (contours, keys and symbols)

Geography

Planning a journey

Is there a place in the world that you would LOVE to go to one day (after the lockdown of course!). Research how you could get there. Which modes of transport would you have to use to get to your destination from your house? Could you do it all using public transport?

E.g.

My house to the Colosseum in Rome: I would walk to the bus-stop in Haddenham, then catch the Ely Zipper to Ely Tesco. I would walk to the train station and catch the train to Stansted Airport. From there I would walk to the terminal and catch a flight to Fiumicino Airport. On arrival in Rome, I would catch an airport shuttle bus to Termini Train station, then catch the Metro B Line to Colosseo station. I would then walk across the road to the Colosseum.

Extra challenge: can you find out the costs and timings involved, and compare two different methods of getting there. E.g. could I have taken a ferry to France and a train?

Science

Investigate how a hot-air balloon works! You may like to create a powerpoint, write an explanation text or write a set of instructions. It's up to you!

Here is a website to get you started <https://www.scienceforkidsclub.com/hot-air-balloons.html>

Science

Use the curriculum visions website to research and compare different modes of transport. Choose at least 3 modes of transport to research, then using what you have found compare them. You might like to compare then on cost, speed, practicality etc.

You could present this as a balanced argument writing piece, or create a powerpoint. Be creative!

Challenge: Can you design your own NEW mode of transport? Build it out of junk modelling. Can you make a model that can move or float?

Music

Have a go at singing this song from Mrs Andrews 'Every Journey'. See attached lyrics sheet and .wav file to sing along to...

Every journey begins with a small step,
 Every race has a starting line,
 Keep on reaching out for your goal,
 Don't give up, just give it time,
 (Repeat)

When the mountain seems too steep to climb,
 Just keep moving on, just keep moving on,
 When the pathway seems too hard to find,
 Just remember this we must stay strong

Every journey begins with a small step,
 Every race has a starting line,
 Keep on reaching out for your goal,
 Don't give up, just give it time,
 (Repeat)

When the road seems too wide to walk,
 Just keep moving on, just keep moving on,
 When the battle seems too tough to win,
 Just remember this we must stay strong

Every journey begins with a small step,
 Every race has a starting line,
 Keep on reaching out for your goal,
 Don't give up, just give it time,
 (Repeat)

History

Research famous journeys, explorers or expeditions from history. You could create a poster telling us all about it!

PSHE

Look at the body language of the characters in the illustrations. What might they be thinking/feeling? How can you tell?