
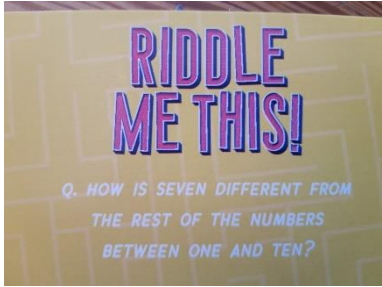





# Thomas Russell Junior School



Tuesday 12 <sup>th</sup> May 2020      #BornReady!      #Ready4theBobs!	
<b>9 - 9.30am</b> 	<b>'PE with Joe'</b> Start the day with some action! A 30 minute workout with Joe Wicks on YouTube.
<b>9.30 - 11am</b>	<p><b>Activity 1:</b> Spelling: Review 'ent, ' ence' and 'ency' word endings and have a go at one of the worksheets (remember *** is the toughest challenge.) Hint! 'ent and -ence/-ency' are usually used if there is a soft /c/, soft /g/ or /qu/ sound before it in the word.</p> <p><b>Activity 2:</b> Read through the lesson plan for Tuesday (page 1).</p> <p>First, read Naughty Dog Blog (page 2) and then read through Informal Writing Features (page 3). Which of these features can you find in the blog-post? Highlight and annotate the text to show them.</p> <p>Next, review the active and passive voice cards on page 4 and have a go at the active and passive worksheet - page 5.</p> <p>Finally, write a short blog-post, or even a pretend vlog about one of these titles:</p> <ul style="list-style-type: none"><li>o The day of the big match</li><li>o Fire!</li><li>o My kid brother/sister</li><li>o My favourite animal</li><li>o Food</li></ul> <p>Try to include some sentences in the active voice and some in the passive voice. Remember the easiest way to include passive voice in your writing is to include 'was' and 'by' e.g. The pen was dropped by the teacher.</p>
<b>11.15 - 12.15pm</b>	Fancy mixing a bit of art with maths? Then 'Get Arty' or if that isn't your style then have a go at 'Perimeters and Areas'.

<p><b>Lunchtime!</b></p>	<p>If you could make your whole house out of food - what food would you use?</p> 
<p><b>1.15 - 2.15pm</b></p> 	<p><b><u>Geography 2 Days lesson 1 of 2</u></b></p> <p>Watch the BBC clip <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6</a></p> <p>The clip tells you some basic information about the United Kingdom. Having watched the clip, your task is to investigate further any areas of these countries which interest you. You should be focusing on being able to:</p> <ol style="list-style-type: none"> <li>1. name and locate counties and cities of the United Kingdom,</li> <li>2. identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),</li> <li>3. understand how some of these aspects (in 2) have changed over time</li> <li>4. Use maps, atlases, globes and computers to locate human and physical features.</li> <li>5. Some of you might be able to do this but if you can't, why not use your time to learn how to: use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build your knowledge of the United Kingdom and the wider world.</li> </ol> <p>Have fun. Let us know what you find out. We look forward to seeing how you present your learning. Be creative if you can! Remember this is day 1 of 2 so take your time.</p>
<p><b>2.30 - 3.30pm</b></p>	<p><b><u>PSHE : Bullying and Personal hygiene</u></b></p> <p>Bullying can affect many young people. This exercise should help you to explore the effects of bullying, why people might bully and strategies to deal with bullying.</p> <p>On a piece of paper, in the centre, create and draw a character either a male/ female; they should be your age. Around the picture note down information about their appearance, interests, family etc. Create a realistic and consistent character that can be</p>

used to discuss and explore many issues. Once you have done this, read the following scenario:

Every day when your character walks into the class, people make comments about him/her and say that he/she smells.

Start a discussion using the following questions:

- How might ... feel when people make these comments?
- How might people behave towards ...?
- Does it make a difference if ... does smell or not? Is this still bullying even if ... doesn't smell?
- Where could ... go / who could ... talk to if ... is being bullied?
- What reasons could there be why ... might smell?
- What could ... do each day to keep himself/herself clean?

What are the main feelings that have come out for your character?

THINK! What could ... do about the bullying and what could ... do about his/ her personal hygiene?

You could make a list of things that ... could do each morning and evening to make sure that he/ she is clean and smells fresh.