

Day 1

What to do today

- ✓ *IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

1. Read a poem

- Read *Certainty*. Read the poem twice: once in your head and once out loud.
- What did you like about the poem? What did you dislike? What patterns can you find?
- Watch the poem being performed:
<https://www.youtube.com/watch?v=3IUlymdLjK4>
- Was it as you expected? What did you notice in the performance?

2. Spag -remind yourself about adverbs of possibility

- Use the *Revision Cards on Adverbs of Possibility* to remind yourself.
- Complete *Adverbs of Possibility Sentences*.

3. Now for some writing

- Think about your life in six-month's time. What possibilities could be there? What can you be sure about? Record your ideas on the *Table of Certainty*.
- Try turning some of your ideas into a poem. You could use some of the patterns from Matt Abbott's poem.

Well done. Show your poem to a grown-up. Show them the patterns that you have included.

Try these Fun-Time Extras

- Make a recording of your poem and share it with someone else.
- Use the Table of Certainty to interview others about their ideas of the future. What will they possibly, maybe and certainly be doing?

Day 1

Certainty

Amongst the chaos and confusion,
the only certainty I've got,
is that in six-month's time,
we'll be tying the knot.

Our honeymoon might be a beer garden.
Our wedding meal, a bag of crisps.
But we'll count our smiles as favours,
and high-fives as wedding gifts.

Our band might be karaoke.
Our cake, from corner shop.
Our first dance in our kitchen
with flutes of fizzy pop.

Decorations made out of pasta
and toilet rolls galore.
Whatever changes in the next few months,
of one thing I am sure.

In six months' time,
we'll be husband and wife,
And none of this will feel real.
In six months' time: it's the rest of our lives,
and our love will be stronger than steel.

By Matt Abbott

Adverbs of possibility

An **adverb** can tell you more about a **verb**.
Some **adverbs** tell us how *certain* we are about the **verb**.



We will *probably* eat crisps.

We will *possibly* make decorations from pasta.

We will *definitely* have an amazing day.



These **adverbs** are useful for talking about the future.

Adverbs

You can order these **adverbs** by possibility/certainty.

	perhaps		surely	definitely
	possibly	maybe	probably	certainly
LESS CERTAIN				CERTAIN

What order would you put these in? Do you agree with this ordering?

Adverbs

Adverbs of possibility usually go before the **main verb**.

They *certainly* need to think creatively.

Matt and Maria *definitely* want to be married.

Some **adverbs** of possibility can go *at the beginning* of the sentence .

Maybe, they will be able to hold a party later.

Perhaps, they will celebrate with friends using video-calls.

When the adverb opens the sentence, punctuate with a **comma**.

These **adverbs** modify the **whole clause**.

Adverbs of Possibility

perhaps

maybe

possibly

probably

surely

definitely

certainly

Day 1

Adverbs of Possibility Sentences

Read these sentences. Underline the verbs.

Add an adverb of possibility to each sentence. (Look at the list on the previous page.)

1. _____, Maria and Matt are looking forward to their wedding.
2. A wedding party in lockdown would _____ be a challenge.
3. They are _____ unlucky to have to plan a wedding in lockdown.
4. If you want to have a memorable time, you should _____ think creatively.
5. _____, Matt thought that his poem would make people smile.
6. People can _____ identify with the situation that they are in.
7. If I was planning a celebration, I would _____ use music as part of it.
8. _____ cheerful dance music could create the right atmosphere.

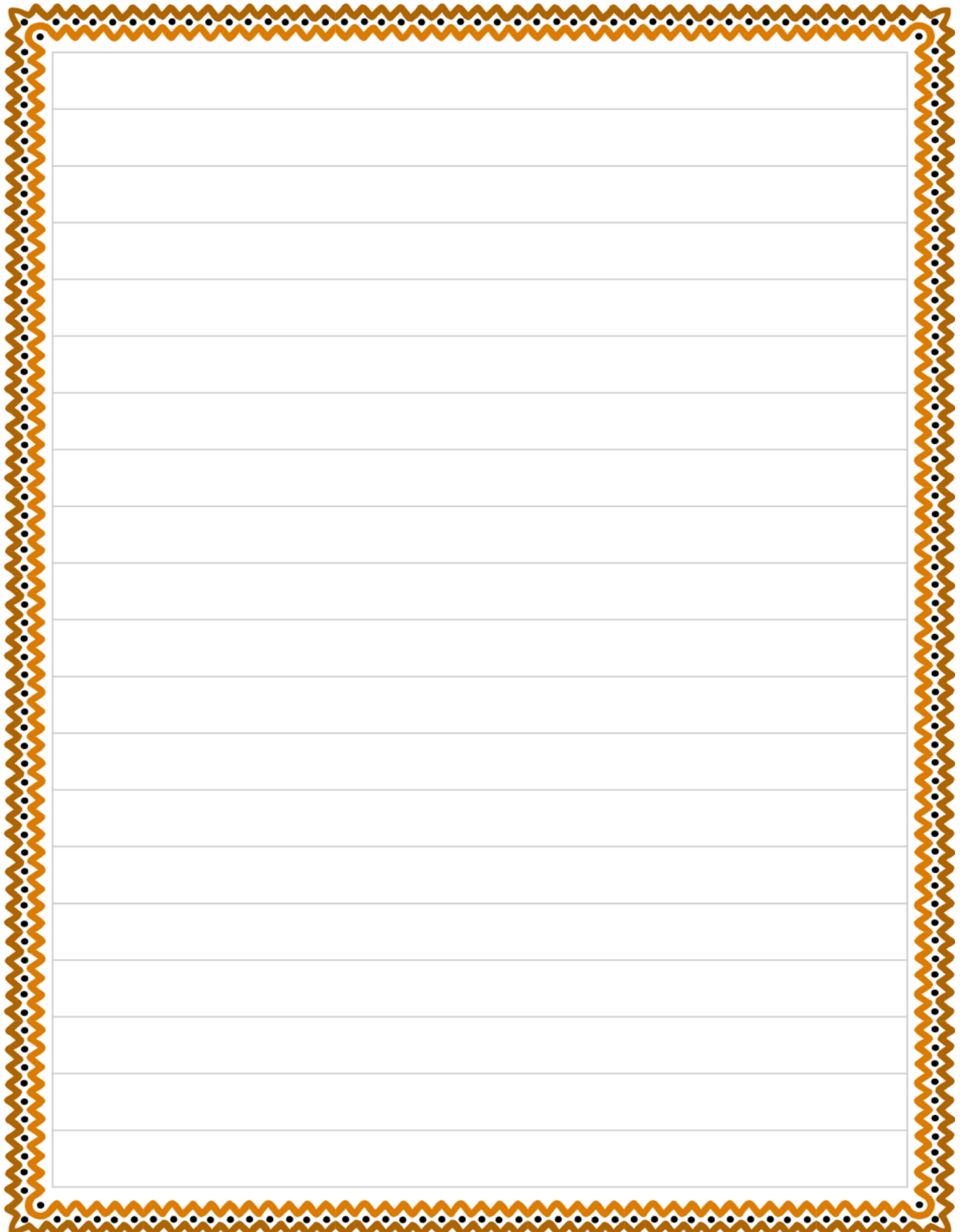
Table of Certainty

Perhaps Possibly	Maybe Surely	Certainly Definitely

Day 1

In Six-Month's Time

Try writing your ideas as a poem here.



Day two

Day two

1. Watch a newspaper article

- Read *First News – Frank Mills*. Which three facts do you think are most important in this story?
- Read *Frank Mills – Questions*. Think about your answers and then write them carefully as sentences.

2. Summarise other news stories

- Read *Inspired in Lockdown 1*.
- Complete *Summary Table*. The first row has been done for you.
- Challenge yourself to read & summarise *Inspired in Lockdown 2*.
- Which of these stories do you find most inspirational? Why?

Day 3 continue

3. Now for some writing

- Look at *Example Inspirations* and then read *Lockdown Inspiration Ideas*.
- Write notes about your answers to the questions. Leave out questions that you cannot answer.
- Use your ideas to write a paragraph about Lockdown Inspiration – it could be about someone who has inspired you, something you have done or something that you would like to do.

Well done. Share your writing with someone else. What are they inspired to do?

Try these Fun-Time Extras

- Find out more about Captain Thomas Moore
- Put some of your inspiration ideas into action
- Watch the choir from Inspired in Lockdown 2
- tinyurl.com/TWJ-Choir-Youtube

Day two

Issue 724 £1.99 1 - 7 May 2020

FirstNews

TRUSTED NEWS FOR KIDS WITH MORE THAN 2 MILLION READERS*



FRANK HELPS NHS, LIKE HERO CAPTAIN TOM

A DISABLED six-year-old boy from Bristol is walking ten metres a day for the NHS, inspired by the fundraising efforts of Captain Tom Moore.
by editor in chief Nicky Cox

Frank Mills, who was born with a condition called spina bifida, started off with the aim of raising £99 because that was the age of Captain Tom. But, as *First News* went to press, young Frank had already reached nearly £300,000.

The little boy, who only started walking with the help of a frame 18 months ago, walks the ten metres a day on the pavement outside his family's home.

Mum Janet said the family heard about Captain Tom's COVID-19 fundraising walk for the NHS, and Frank just said: "I want to do that!"

She said: "We grabbed hold of that magic moment... and we took his walker outside for him and chalked out 10m on the pavement, with a start and finish line, and 2m 'You can do it!' markers."

As he walked with the aid of his frame, Frank shouted at one of his neighbours to sponsor him. So the family quickly put something up on JustGiving. From that moment, it took off! "We cannot believe how people are responding," says Janet.

Frank needed lots of hospital care when he was born. Now, every time the family drives past Bristol Children's Hospital, Frank says: "That's my hospital!" so the family are delighted to be able to give something back.

Dad Tony said: "We have called this challenge Frank's Finish Line Fundraiser! At a time of great national anxiety, Captain Tom has given us a really good news story when we desperately needed one, especially inspiring our little lad Frank."

"The NHS has been very good to our family over the years. It is a privilege to be able to give something back to those who have given so much to us."

Thank you all from the bottom of our hearts."

Captain Tom Moore launched his walk for the NHS aiming to walk 100 lengths of his garden before his 100th birthday at the end of April. As *First News* went to press, he was at Number One in the charts, had raised nearly £30 million and had been honoured with a special postmark to celebrate his 100th birthday.

The Royal Mail postmark, which has been applied to all stamped post this week, reads: "Happy 100th Birthday Captain Thomas Moore NHS fundraising hero 30th April 2020."

You can sponsor Frank on his Finish Line Fundraiser at [justgiving.com/fundraising/franksfinishlinefundraiser](https://www.justgiving.com/fundraising/franksfinishlinefundraiser)

A disabled six-year old boy from Bristol is walking ten minutes a day for the NHS, inspired by the fundraising efforts of Captain Tom Moore.

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Summer week 3 literacy and spag

Summer week 3 literacy and spag

Day 2

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Day 2

Frank Mills – Questions

1. Who inspired Frank Mills?
2. What condition was Frank born with?
3. How long has Frank been walking with a frame?
4. Find two examples of support that his family gave him.
5. Why do you think Frank's dad says 'it is a privilege to give something back to the NHS'?
6. What was Captain Tom's original aim?
7. Find one example of how Captain Tom has been honoured.
8. How would you describe the tone of this article?
9. If you were interviewing Frank, what three questions would you ask?

Day 2 **Inspired in Lockdown**

Dartmoor Zoo, in Devon, England, launched an appeal to raise money after it had to close last month because of coronavirus. When animal lover Josh White heard, he pledged to climb his stairs 3,400 times, which he says is the equivalent of scaling Mount Everest. The 11-year-old has raised nearly £20,000.



Eight-year-old Elise Parkes and her father spent two days building a Lego model of King's Mill Hospital, in Nottinghamshire, England. They added figures of doctors, nurses and patients. Parkes was asked by a teacher at her school, Dalestorth Primary School, in Skegby, to make a model of a local building she most admires.



A man living in Eastbourne, England, has spent lockdown completing a fully functioning railway in his back garden. It took Adrian Backshall hundreds of hours to construct the system, which allows a train wagon to be moved up and down. Inside the train, Backshall has a kettle, a seat and a stove, and he says he designed it to host parties for friends. The railway line is just nine metres long, but Backshall hopes to extend it to 15 metres in the future.



A teacher from London is helping people to learn more about wildlife by writing on the pavement rather than on her blackboard. Rachel Summer usually teaches people about the natural world but this is not possible for now because of the coronavirus outbreak. Instead, she decided to write the names of trees and facts about them on the pavement using chalk, to make people's walks more interesting. "I wanted to help people make a connection with the wild spaces where they live," Summer told the BBC. Images of her chalk writings have been posted on social media and have become popular. One user was happy to see them, writing that it made their "heart sing today".



The Islamic holy month of Ramadan began on 23 April. Ramadan marks when the words of the Quran (the Islamic holy book) were first revealed to the Prophet Muhammad, the founder of Islam. This year, Muslims have had to adjust their plans because of the coronavirus outbreak.

During Ramadan, all Muslims who are able to do so take part in a fast (don't eat) during daylight hours. They do this to bring themselves closer to Allah (God) and to remember those who are less fortunate. They have a meal before dawn called suhoor and another after sunset called iftar. It is normal for family and friends to come together for iftar and go to mosques together for prayer. However, because of coronavirus, mosques around the world are holding worship services and ceremonies online instead.

In the UK, an eight-year-old from Bradford called Yahya Murad Hussain decided to build his own mosque at home using cardboard and sweet wrappers. Yahya says, "I wanted it to be a special area, a peaceful place in the house. It is magical and it makes me feel happy when I go in there."



"We love singing together at school," Reeves told *The Week Junior*. "But this is obviously something which is very difficult to do from isolation." Reeves wanted to make sure her pupils could carry on enjoying music, so she came up with the idea of a virtual choir. She sent a message to other teachers about the idea and the project grew to include 60 young people aged five to 15 years old.

Reeves chose a song by Emeli Sandé called *You Are Not Alone* and adapted the lyrics for the current situation. Reeves had tried to get groups to sing at the same time through a video-call app, but people's different internet speeds made it very difficult to keep time with the music. However, Reeves was determined to make it work because she says music can make people feel better. "Sometimes things are hard to talk about, but the music can make it easier to express," she said. So, Reeves recorded herself singing the song and then she sent it to all the young people. They sang along to Reeves's track while recording themselves, and sent it back to her. The next part was the hardest for Reeves, who had to learn how to edit all the individual singers together to make one song. She managed it, though, and the video has been viewed more than 3,000 times on YouTube.

"It would be amazing if Emeli Sandé saw the video," Reeves said. "We think she'd like it." Reeves hopes the choir can meet up in person in the future. You can watch the video here at tinyurl.com/TWJ-Choir-Youtube



Summary Table

[illegible]

Summer week 3 literacy and spag

Day 3 **Example Inspirations**



"During the lockdown, I have been handwriting quizzes for the neighbours on my street to keep up morale. They consist of four rounds – one is weekly news, which I am using your magazine for!" **Benjamin**



"We painted this rainbow table as part of the rainbows for the NHS movement." **Maya and Anika**



"We made collages at home during lockdown out of old issues from *The Week Junior*. My collage was a toucan and Alex's was a dinosaur. It took a while to find the right images and cut them out, but we had a lot of fun." **Irina and Alex**

Who?

Who has inspired you in lockdown?

What did they do? Why did it inspire you?

What?

What have you done that you are proud about?

What would you still like to do?

Use your ideas to write a paragraph about Lockdown Inspiration.



A large rectangular writing area with a decorative orange and black zigzag border. The interior is white with horizontal grey lines for writing.

Frank Mills – Questions – Possible Answers

1. Who inspired Frank Mills?

Frank was inspired by Captain Tom Moore.

2. What condition was Frank born with?

Frank was born with spina bifida.

3. How long has Frank been walking with a frame?

Frank has been walking with a frame for eighteen months.

4. Find two examples of support that his family gave him.

They chalked a course. They set up a Just Giving page.

5. Why do you think Frank's dad says 'it is a privilege to give something back to the NHS'?

He is so grateful to the NHS and everyone who has helped his son over the years and so he is glad to be able to do something in return.

6. What was Captain Tom's original aim?

Captain Tom aimed to walk 100 lengths of his garden before his 100th birthday.

7. Find one example of how Captain Tom has been honoured.

A special birthday postmark was created for Captain Tom.

8. How would you describe the tone of this article?

The tone is positive and celebratory.

Day 4

What to do

1. Look closely at a picture

- Look closely at [Game Changer](#) by Banksy. This artwork was revealed in Southampton Hospital.
- Read [Picture Prompts](#) and think about your answers. Write them as clear sentences.

2. Remind yourself about relative clauses

- Use the [PowerPoint on Relative Clauses](#) or, if this is not possible, remind yourself using the [Revision Card](#).
- Complete [Relative Clause Activities](#).
-

Game Changer



Day 4

Picture Prompts

1. What was your first reaction to this artwork?
Why do you think you had the reaction?
2. Which area of the artwork is most important?
Why?
3. What adjectives would you use to describe this artwork?
4. What verbs would you use to describe this artwork?
5. If you could ask the artist a question, what would you ask him/her?
6. What emotions do you notice in the artwork?
7. Who do you know that would really like this artwork? Why would they like it?
8. Who do you know that would really dislike this artwork? Why would they dislike it?
9. If this artwork were music, what would it sound like?

from <https://artclasscurator.com/82-questions-to-ask-about-a-work-of-art/>

Relative clauses can give more information about a **noun** or **pronoun**.
They usually begin with a relative pronoun.

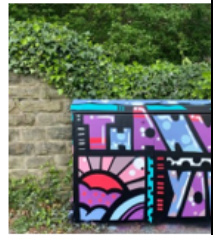
Tell me more about the **box**.

The design covers the **box**.

*The design covers the **box** which had been rather dull-looking.*

*The design covers the **box** that no-one had noticed before.*

*The design covers the **box** whose exact purpose no-one knew.*



Relative Pronouns (& Relative Adverbs)

who, which, whom, whose, that, (where, when)

Relative clauses can give more information about a **noun** or **pronoun**.
They usually begin with a relative pronoun.

Tell me more about the **design**.

The **design** covers the box.

The design, which appeared overnight, covers the box.

The design, which is brightly coloured, covers the box.

The design, which expresses gratitude, covers the box.



Relative Pronouns (& Relative Adverbs)

who, which, whom, whose, that, (where, when)

Relative Clause Activities

1) Add a relative clause to each of the sentences (a) to (d) .

Look at the pronouns in the box and try to use a different one each time.

E.g. At his house, he has a bat cave which is very well equipped.

(a) He is holding a toy nurse

(b) He is, most likely, a boy...

(c) He wears a pair of dungarees...

(d) He has left his other toys....

2. Read the clauses in the yellow box.

Each one can be added to the numbered sentences below in place of

Match each clause to a sentence and write it.

Relative pronouns

which

who

where

when

whose

that

1. This picture, ..., was left in Southampton Hospital.
2. Banksy's artwork, ..., commands a high price at auction.
3. Nurses, ..., have been praised for being heroes.
4. The title of the picture, , is a play on words.
5. Banksy, ..., gave his picture for free.

whose identity is a mystery

which is 'Game Changer'

whose working conditions are often hard

which is well-known worldwide

which celebrates the NHS

Day 5

3. Now for some writing

- Look at [Street Art Examples 1 and 2](#).
- Write sentences that include relative clauses about these pictures. Try to make some of your relative clauses embedded with some following the main clause.

Well done. Show your sentences to a grown-up. Can they work out which piece of street art each sentence is about? Show them the relative clauses that you written.

Street-Art Sentences

who
which
whom
whose
that

Write sentences with relative clauses about the Street Art examples.

Show your sentences to someone else. Can they guess which piece of art each sentence is about?

Day 5

Look carefully at the artwork and write some great sentences using relative clauses to share.

Street Art Examples



- Find out more about Banksy and Street Art.
- Look at Slogan Examples. Invent a slogan for your family and friends. Make a design that shows your slogan clearly.

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Spellings

Years 5 & 6 spellings A

S	A	Q	A	C	C	O	R	D	I	N	G	I	J	B	D	K	U	C	G
H	A	T	W	Y	E	S	O	T	X	G	B	D	O	R	O	J	S	T	D
D	P	E	T	O	F	R	M	B	P	Y	P	X	I	U	G	X	H	X	T
Q	P	L	A	A	J	L	X	B	A	K	I	I	L	I	A	G	H	J	F
P	A	A	P	E	C	L	I	W	A	A	A	C	A	S	L	C	X	H	W
M	R	C	A	F	A	H	B	B	N	V	W	Q	U	E	K	M	U	A	N
T	E	C	U	G	I	Y	E	G	C	E	K	L	C	D	I	Y	P	P	W
I	N	O	R	S	G	C	P	D	I	R	W	C	A	T	E	G	O	R	Y
Y	T	M	V	W	J	R	R	C	E	A	A	Z	B	N	S	P	I	Z	Z
E	C	P	K	C	G	E	E	I	N	G	R	N	X	A	O	C	C	U	R
J	O	A	R	T	H	A	O	S	T	E	D	W	V	I	R	C	A	R	D
F	M	N	K	L	S	V	M	F	S	I	G	E	C	P	M	G	N	B	T
C	M	Y	Z	S	C	A	I	I	F	I	C	V	I	P	R	H	A	R	V
E	U	Y	E	R	T	I	F	W	U	Z	V	J	T	Y	O	L	D	I	R
M	N	R	Q	I	L	L	A	N	T	S	S	E	W	Q	G	Z	U	Q	N
E	I	O	N	X	S	A	C	I	F	O	R	T	Y	W	N	U	O	R	K
T	T	Z	T	X	D	B	C	O	M	M	U	N	I	C	A	T	E	A	F
E	Y	C	U	D	V	L	H	V	Q	C	D	K	A	Q	Q	L	U	I	Z
R	V	Z	Z	W	R	E	X	E	Q	U	I	P	M	E	N	T	S	O	L
Y	N	I	R	A	C	H	I	E	V	E	P	G	O	C	C	U	P	Y	H

occur

accompany

according

achieve

aggressive

forty

ancient

apparent

occupy

attached

available

average

awkward

bargain

bruise

category

cemetery

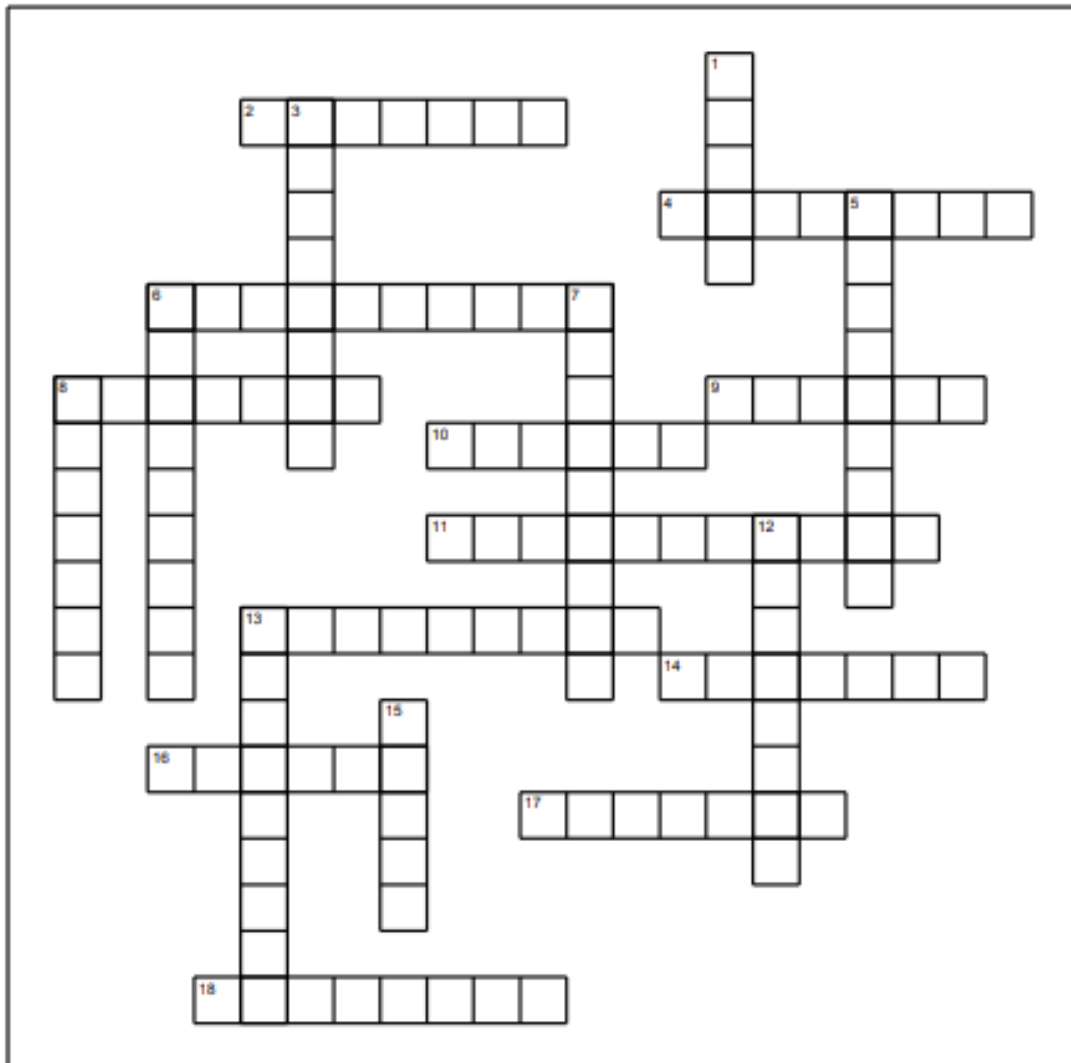
critic

community

communicate

equipment

Years 5 & 6 spellings A



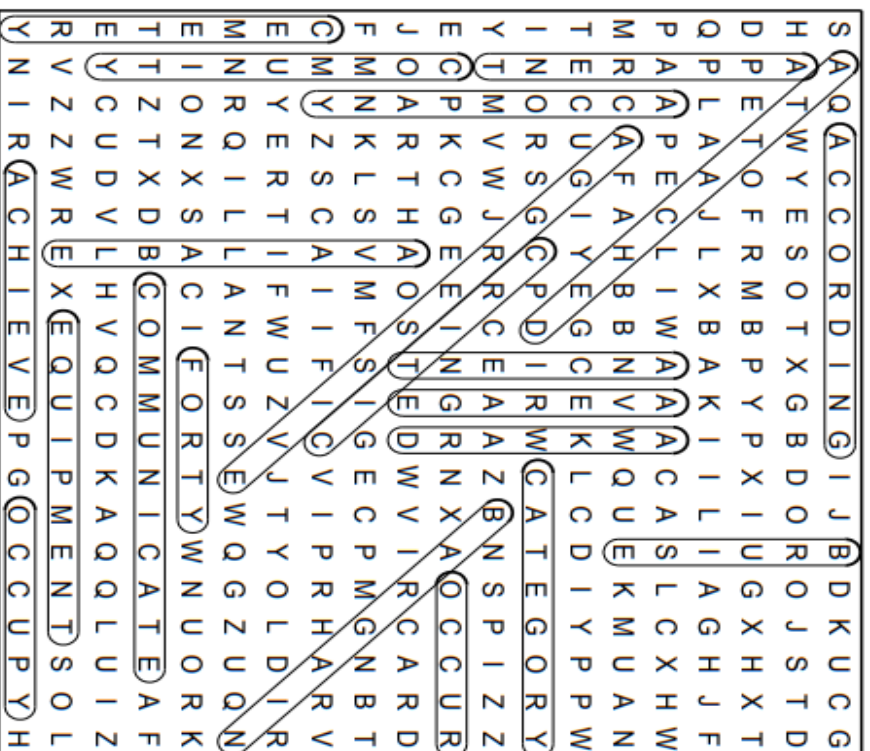
Across

2. a _____ is where you pay a little to get a lot
4. joined on to
6. ready or likely to attack
8. extremely old
9. live in
10. a mark on the skin caused by a blow
11. talk, write, text, email, phone, Skype etc
13. _____ to = as stated by
14. middle of the road; neither particularly good nor bad
16. someone who judges what other people write or do
17. not easy
18. a place where bodies are buried

Down

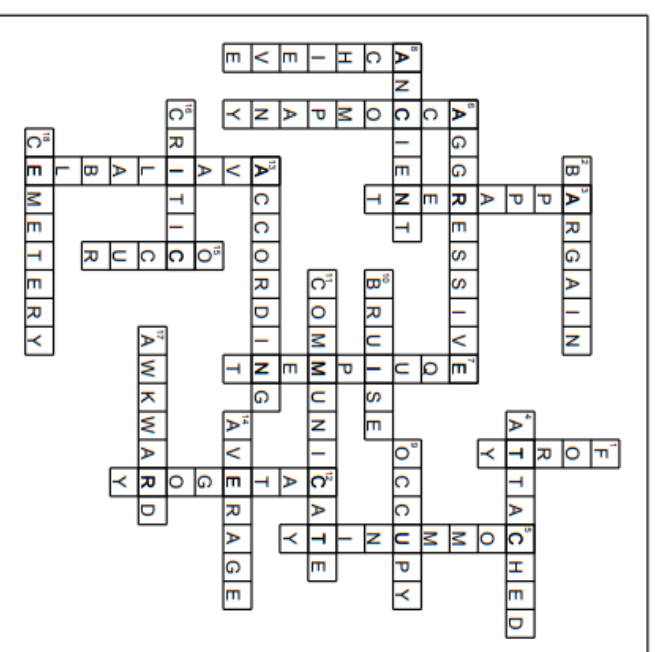
1. double 20
3. clear to see
5. group of people living in the same area
6. go with
7. tools you need for a job or expedition
8. complete something good
12. a group you can sort things into
13. ready for use
15. happen

Years 5 & 6 spellings A



occur	accompany	according	achieve
aggressive	forty	ancient	apparent
occupy	attached	available	average
awkward	bargain	bruise	category
cemetery	critic	community	communicate
equipment			

Years 5 & 6 spellings A



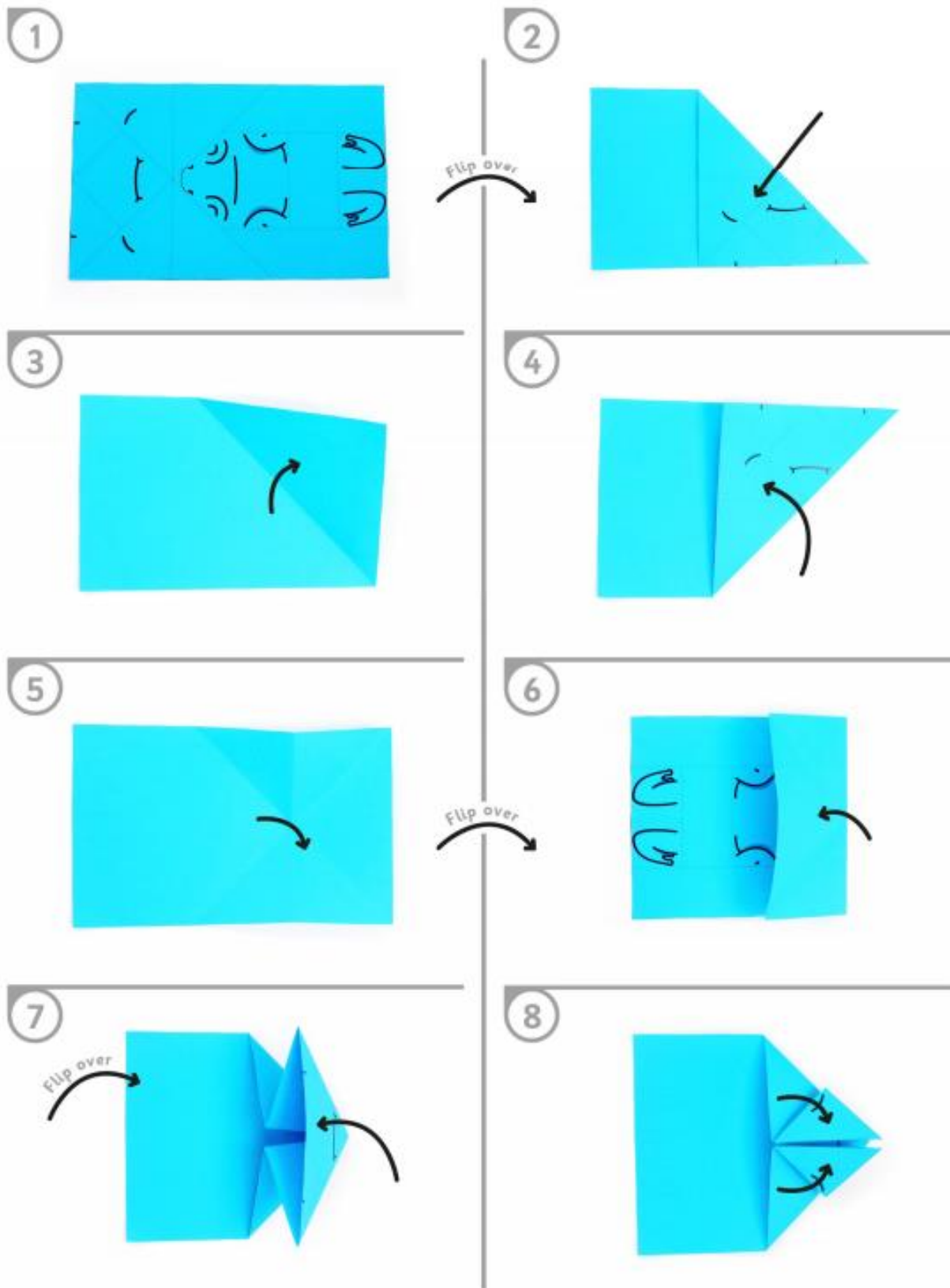
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AFTERNOON TOPIC IDEAS

This week there are lots of paper art ideas.

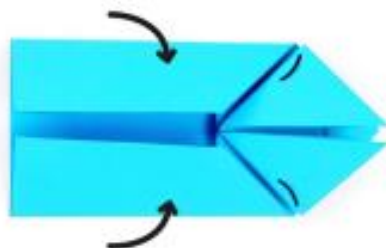
You may also have some of your own, if possible take pictures of what you make so that you can share them later.

Origami Frog Hopper Instructions

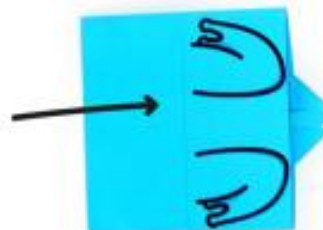


Origami Frog Hopper Instructions

9



10



11



12

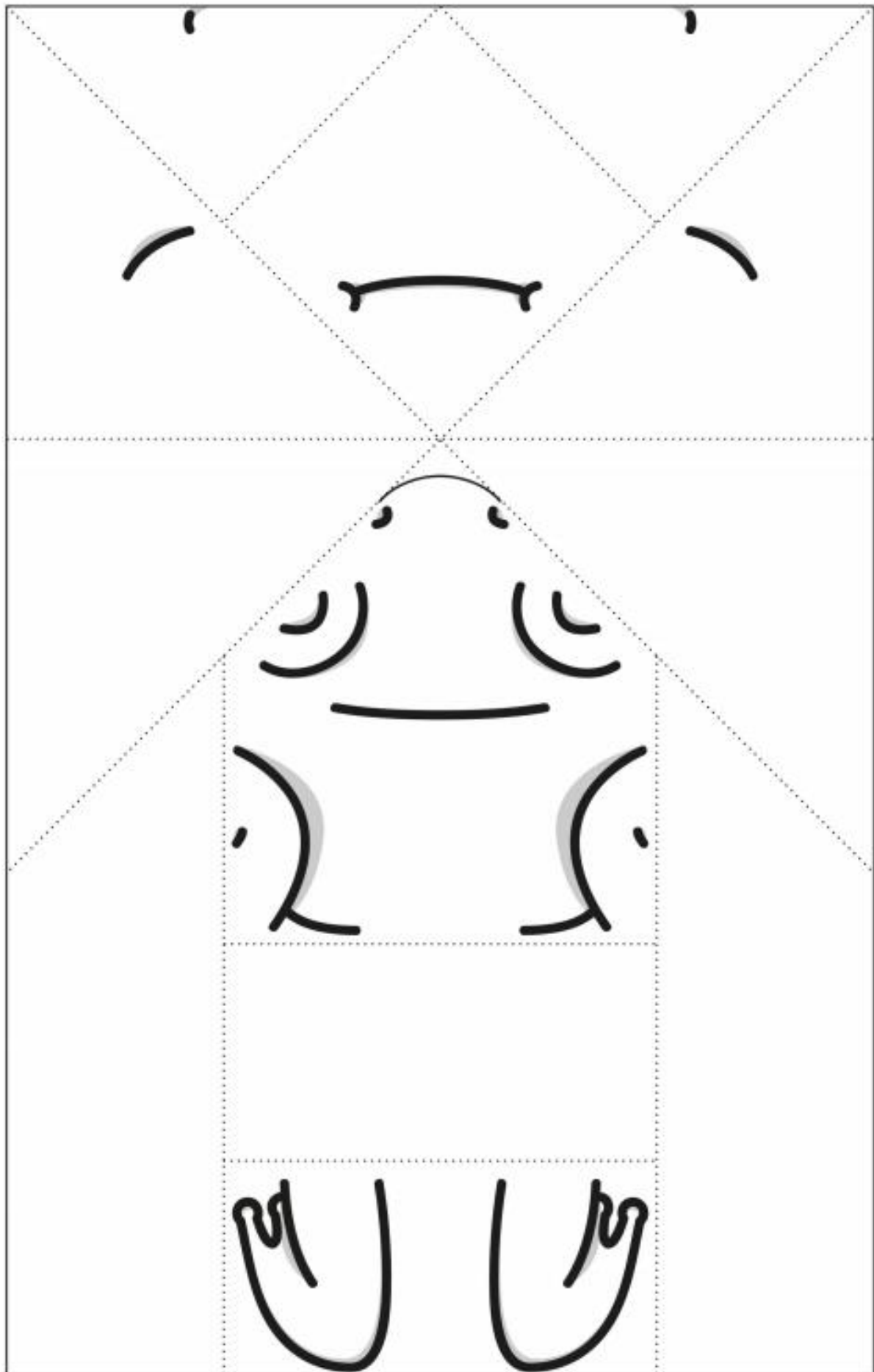
Flip over



13



Origami Frog Hopper Template



Folded Paper Butterfly Activity Instructions

- 1 Cut out both of the templates carefully.



- 3 Add some glue and press the top and bottom together to create a set of wings.



- 5 Put both sets of wings together and wrap a pip cleaner around them to make a butterfly body and antennae. Your butterfly is complete!



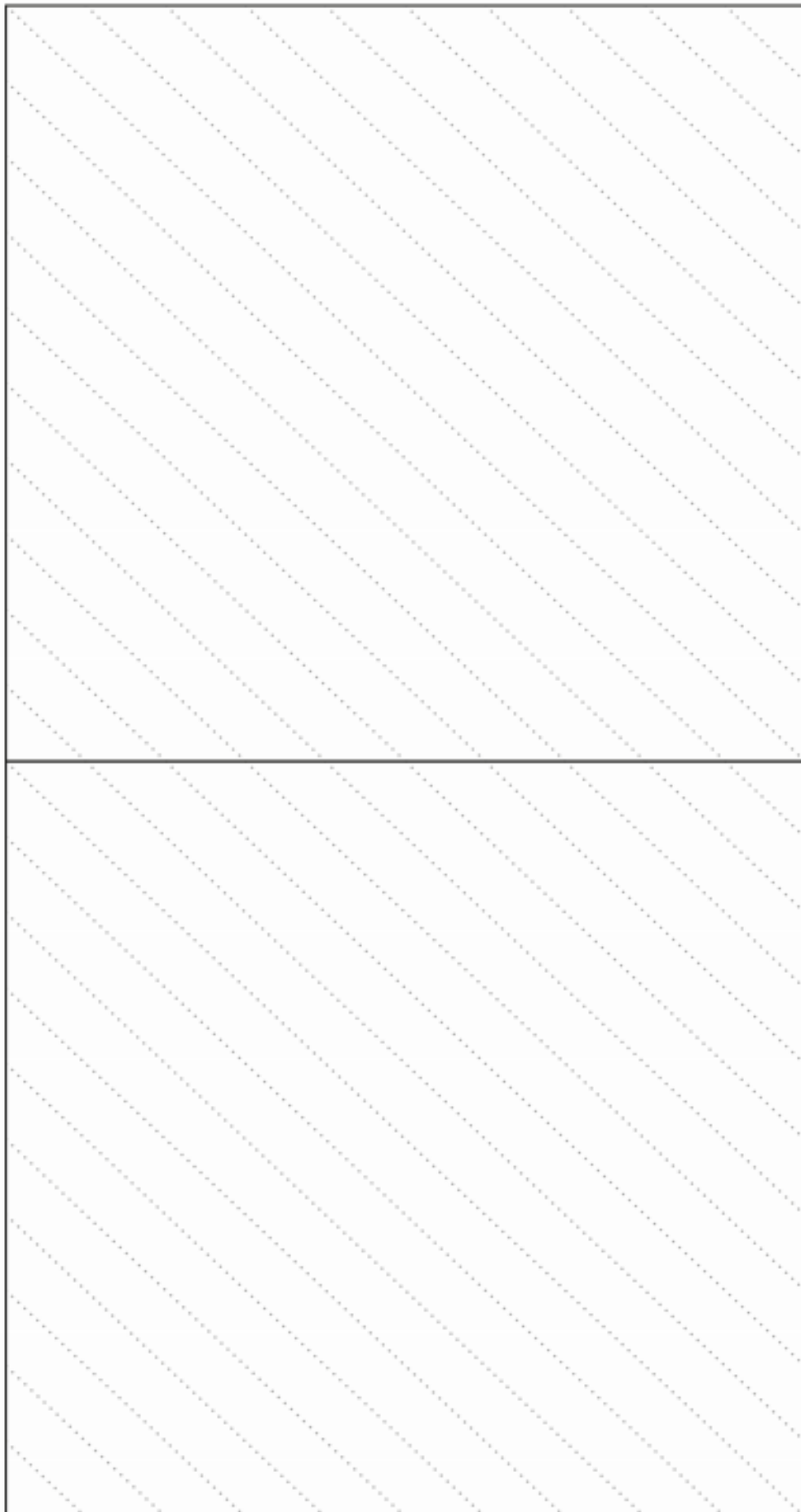
- 2 Take one of your squares and turn it so it looks like a diamond. Accordion fold your sheet using the lines to help you, starting from the bottom corner all the way to the top.



- 4 Repeat steps 2 and 3 with the second sheet of paper.



Folded Paper Butterfly Activity Template



Origami Butterfly

Page 1/2



1



2



3



4



5



6



Flip over

7



8



Origami Butterfly

Page 2/2

9



10



Summer week 3 literacy and spag

Summer glasses

Dream Summer Art

What would be your ideal summer? Trips to the beach maybe? A day at a theme park? A picnic with friends in a peaceful green field? Or a swim in an outdoor pool? Mirrored sunglasses show a reflection of what the wearer is looking at. Use the sunglasses template to create a scene of your ideal summer.

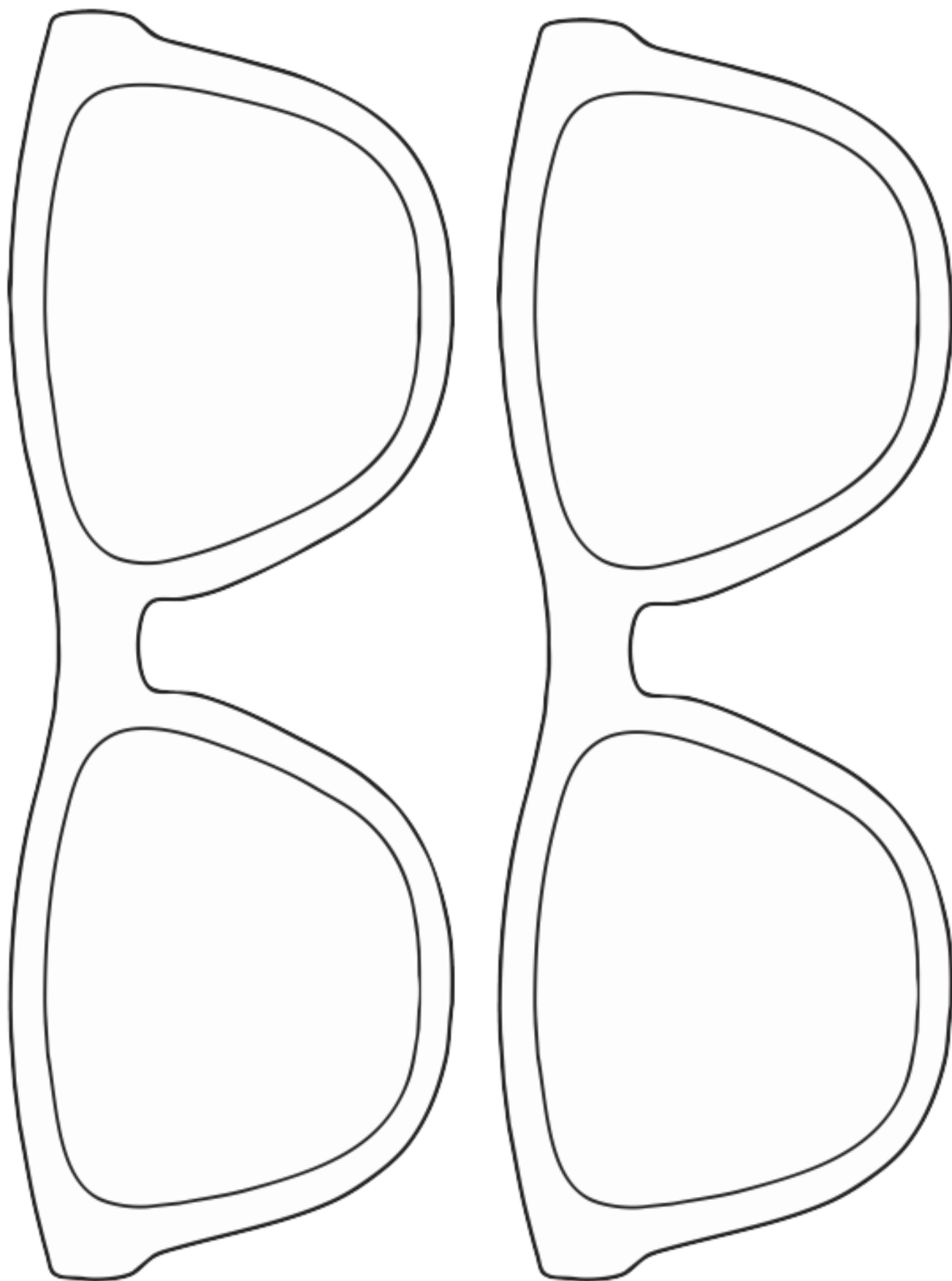
You will need:

- Pencil crayons or watercolour paints. Both of these will give a light, relaxed feeling to your summer scene. If you are using paints, you will also need water and paintbrushes.
- Pencil
- Black felt tip or marker
- Sunglasses template



Instructions

1. Draw your scene in the lenses of the sunglasses. Do this lightly in pencil so you can rub out any mistakes.
2. Once you are happy with your drawing, use your chosen materials to add colour.
3. Finally, colour in the frame of the sunglasses in black felt tip (if you have been using paints, allow time for the paint to dry before adding your outline).



Sunglasses Summer Art

Andy Warhol was a famous artist who created lots of artwork, including a style called Pop Art. He would reprint a photograph (often of a celebrity) lots of different times using different bright colours in each reprint.

The sun is strongest during the summer so wearing sunglasses is a great way to protect your eyes from the sun's rays.

Produce your own sunglasses Pop Art using the template below.

You will need:

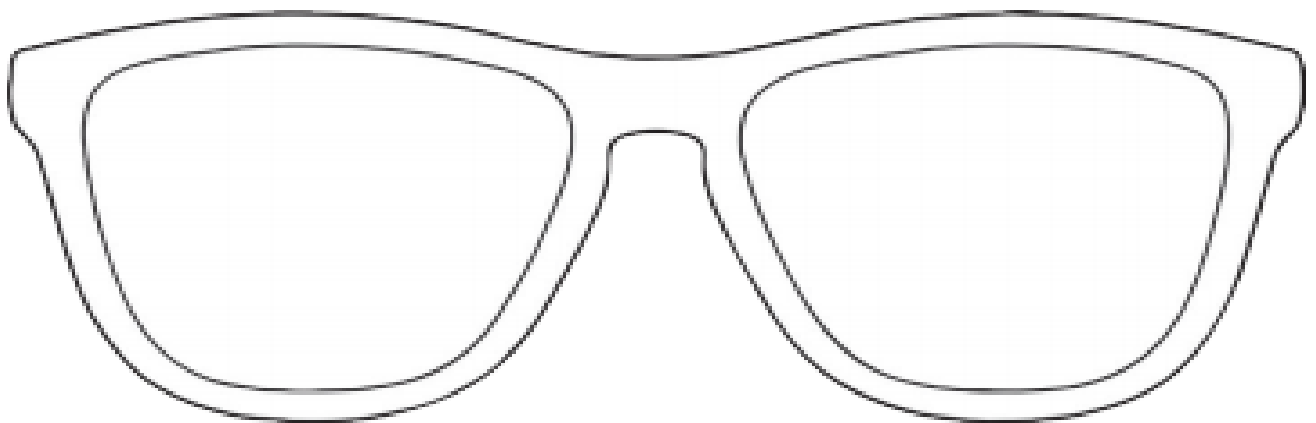
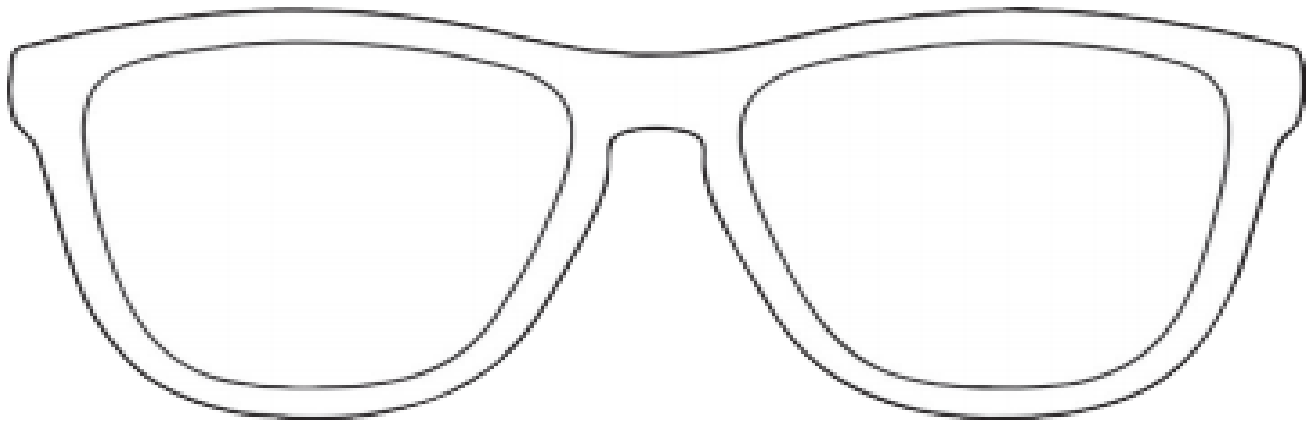
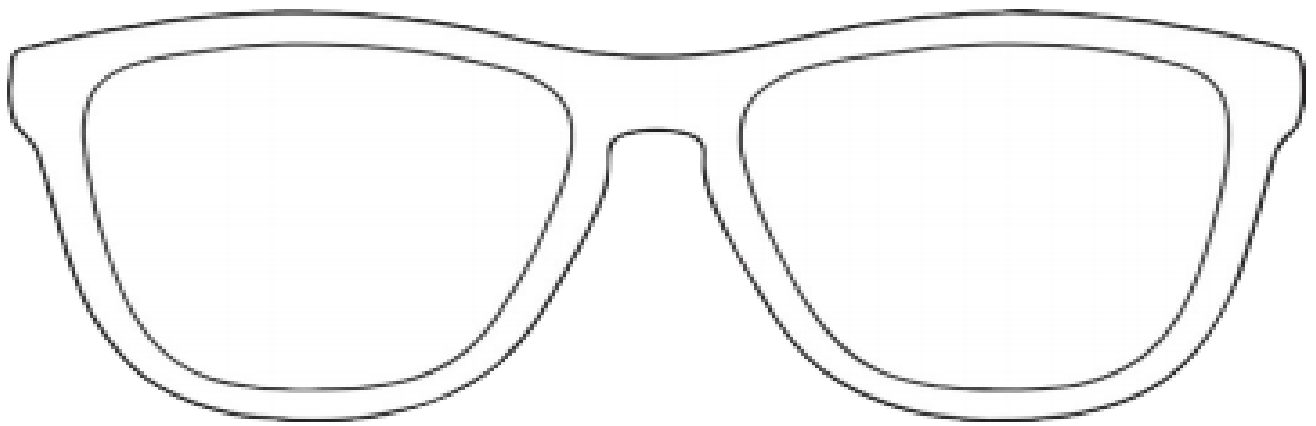
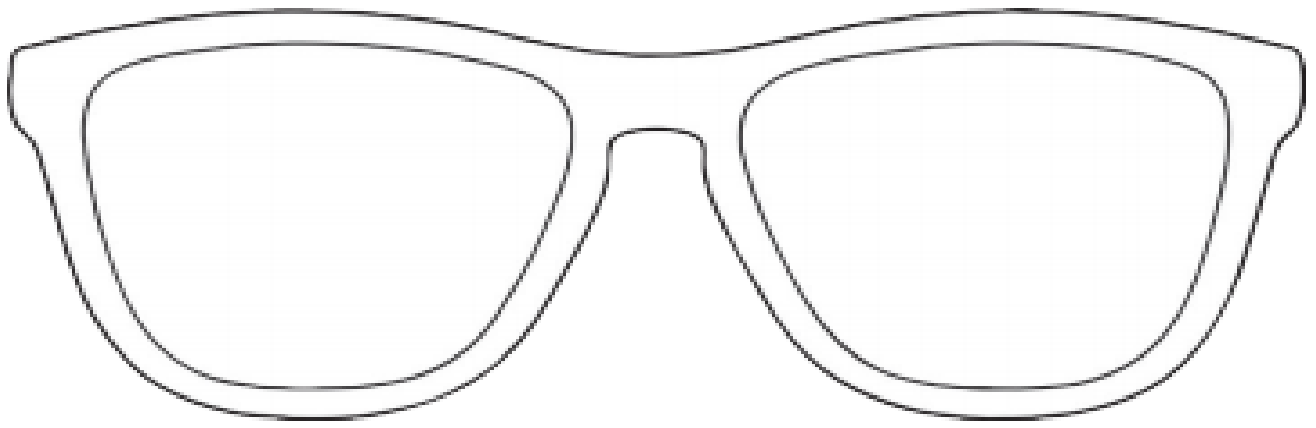
- A selection of strong, bright colours in whatever you are going to use to colour. It could be paints or felt tips. Fluorescent colours work particularly well in Pop Art.
- Sunglasses template



Instructions

Colour in each pair of sunglasses and the background of each section. Pop Art isn't meant to be realistic so use strong, bright colours. The lenses on each pair of sunglasses could even be different colours to each other.





Flexangles

Instructions

1. Colour in each triangle of the flexangle. Make sure each triangle in a row is coloured in using the same colours. Each row can be different to one another, to make different patterns. All of the triangles in row 'A' should look the same, all of the triangles in row 'B' should look the same, and so on.
2. Cut the whole flexangle template out around the edge.
3. Fold the dashed vertical lines towards you (a "valley" fold). Crease them well, then unfold to make the flexangle flat again.
4. Next, fold all of the diagonal lines away from you (a "mountain" fold) and crease them well. Make sure you fold both diagonals! Unfold the flexangle again.
5. Carefully wrap the flexangle into a tube, matching dot to dot, forming a tube shape.
6. Add glue to the tabs marked GLUE and press the tube together.
7. Add glue to the end tab and tuck it into the open end of the tube. Press the ends together to make it strong.
8. Let your glue dry and then test out your flexangle! Can you see all of your different patterns?

