

	Maths	Reading	Writing	Spelling/Phonics	HPPS Creative
Monday	<p>Daily Drilling for the week: (See Distance Learning Folder) Complete these adding and subtracting same denominator fractions activities: Challenge: What happens if I have a numerator greater than my denominator? How can you change this fraction?</p> <p style="background-color: #90EE90; display: inline-block; padding: 2px;">LA</p> <p style="background-color: #FFD700; display: inline-block; padding: 2px;">Core</p> <p style="background-color: #FF4500; display: inline-block; padding: 2px;">HA</p>	<p>L.1 - To summarise the main information <u>King Midas and the Golden Touch:</u></p> <p>This week, we will be reading a radio script for King Midas and the Golden Touch and completing activities to improve reading skills.</p> <p style="padding-left: 40px;">a) Read pages 1-3 of the script b) Complete the summary activity</p> <p>Starter : Summarise what has happened in no more than six words</p> <p style="background-color: #90EE90; display: inline-block; padding: 2px;">LA</p> – Summarise in 10 word hashtag <p style="background-color: #FFD700; display: inline-block; padding: 2px;">CORE</p> – Summarise in 6 word hashtag <p style="background-color: #FF4500; display: inline-block; padding: 2px;">HA</p> – Summarise in 4 word hashtag https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-king-midas-and-the-golden-touch/z4wyhbk	<p>Over the week, Read Chapter 3 to children: (Loom videos for Remote learners)</p> <p>PLAN – Sustained Writing</p> <p><i>Target for all: To begin to use a wider range of linking words/phrases between sentences including time adverbials (firstly, secondly, next, finally)</i></p> <p>Task: Complete planning sheet, organising each paragraph of your instructions text</p>	<p>Statutory words Spellings: Green – Y3/4, Black – Y5/6</p> <p>Task: Write out 2 lines of each word checking spellings.</p> <p style="color: #FF8C00;">Create 2 sentences using 2 words</p> <p style="color: #FF0000;">Create a paragraph using all words.</p>	<p>PSHE – Substances:</p> <p style="color: #FF8C00;">L.I: To understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, some are restricted and some are illegal to own, use and supply to others.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <li style="color: #008000;">• I can recognise, predict and assess risks in different situations and decide how to manage them responsibly <li style="color: #008000;">• I can differentiate between the terms, 'risk', 'danger' and 'hazard'. <p>Mixed Ability - Complete the activities on Substances and their risks:</p>

Adding different denominator fractions

Challenge: Create a definition for numerator and denominator so you can explain them to another.

LA:
Core:
HA:

Q

Over the week, Read Chapter 3 to children:
(Loom videos for Remote learners)

Sustained Writing

Target for all: To begin to use a wider range of linking words/phrases between sentences including time adverbials (firstly, secondly, next, finally)

Task: Complete the plan started yesterday on your Survival Text for surviving the Amazon

REMOTE LEARNERS will start their Sustained writing today (WAGOLL to be attached online and given out in class)

Task:

- Read each word and say each word out loud.
- Define each word.
- Create a sentence for each word

L.I: To understand about people who are responsible for helping them stay healthy and safe and ways that they can get help.

Success Criteria:

- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.

Activity 1 – Risky Dares

Go back to our crossing the road scenario.

Gemma, who is 11 years old, knows it is safest to wait for the green man but some of her so called friends at school have said she can't hang out with them unless she plays 'chicken' with the cars. They said someone would always be watching her.

What do you think Gemma should do?

[Options they may suggest include: think about whether asking someone to do that is being a good friend; ignore the dare; tell a teacher because it is dangerous; do the dare; say 'no' and stick to that.]

Ask the class to think about the following:

1. What sort of friends are they to Gemma?
2. If Gemma does it, is it safe? How would she feel?
3. If Gemma decides not to do it, how would she feel?
4. Where could these friends have got the idea from? [e.g. TV, Social media craze.]

Activity 2: Complete the sheet:

Subtracting different denominator fractions

LA:
Core:
HA:

L1 To use inference skills and emoji cards to identify parts of a story, characteristics of a character and themes of a plot

Share a sample of emoji cards with the pupils before reading / listening to the myth.

Task: After reading pages 7-9 of the story ask pupils in groups / pairs or independently to choose an emoji and then identify a part of the myth / a character from the myth / theme within the myth that matches the feeling on the emoji card.

LA: Stick 3 emojis and write a sentence for each

Core: Stick 4 emojis and write a sentence for each

HA: Stick 5 emojis and write a sentence for each

LA: 3-2 -1

Core: - Reader's Theatre

HA: - Top 5

Over the week, Read Chapter 3 to children: (Loom videos for Remote learners)

Sustained Writing

Task: In Remote Learning books/Curriculum book, children to start writing their sustained write

Target for all: To begin to use a wider range of linking words/phrases between sentences including time adverbials (firstly, secondly, next, finally)

Task:

Create a sentence including each of these words:

Find 3 synonyms for the words

Choose 4 of your favourite synonyms for the words

Which one would you definitely include in your next writing piece? Why?

DT – Levers and Linkages

Children to watch this video and complete the evaluation sheet:

https://www.youtube.com/watch?v=xh1jTtAxs_Q

Name: _____

Evaluating: investigating products

Look at a range of products and choose two to compare. Draw them and then answer the questions about each one.

	1	2
Who is it most suitable for? Why?		
How does it work?		
What materials are used?		
What joining methods are used?		
What design features do you like?		
What size is it? (ground measurements)		
What special features does it have? How useful/important are these?		

Complete these multiplying by a whole number activities. There are three levels of challenge

LA:
Core
HA:

L.I. - To bring a scene from a myth to life
After hearing one or more myths and then reading the transcripts, allow pupils to choose a myth of their choice to read in more detail.

Task - Challenge children to choose a scene from the myth and in groups, re-enact the chosen scene.

Discuss: ✓ Pace; tone; pitch and mood when delivering lines ✓ Facial expressions and body language ✓ Position on the stage

ALL – Precis Police of the story

Over the week, Read Chapter 3 to children: (Loom videos for Remote learners)
Sustained Writing
Task: Continue writing your sustained writing piece,

Target for all: To begin to use a wider range of linking words/phrases between sentences including time adverbials (firstly, secondly, next, finally)

- Read each word and say each word out loud.
- Define each word.
- Create a sentence for each word .

DT – Lesson 2 – Design

DT – Levers and Linkages

Children to watch this video and complete the evaluation sheet:

https://www.youtube.com/watch?v=xh1jTtAxs_Q

Designing: overview

What I am designing and making (the product): _____

Who I am making it for (the users): _____

What it is for and what it should do (its purpose/purposes): _____

How it will work: _____

How it is suitable for the person/people I am making it for: _____

<p>Children to complete Times Table challenge and self- mark these challenges</p> <p>These will be uploaded to Google Classroom/SeeSaw</p> <p>30 minutes Mathletics – Adding same denominator fractions</p>	<p>15 Mins Oxford Reading Buddy 15 Minutes answering key questions about your text</p> <p>https://www.oxfordreadingbuddy.com/uk</p> <p>Think about the title/genre/author/pictures/setting.</p> <p>What do you think the story/book will be about? What makes you think that? <input type="checkbox"/> What challenges do you think the characters might face? What clues from the text helped you make your prediction? <input type="checkbox"/> What information from your own life helped you make your prediction? <input type="checkbox"/> How do you think the story might end? Why do you think that? Do you want to change your prediction now that you have read the story?</p> <p>https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-king-midas-and-the-golden-touch/z4wyhbq</p>	<p>Over the week, Read Chapter 3 to children: (Loom videos for Remote learners)</p> <p>Sustained Writing Task: Edit and improve your sustained writing by reading aloud, checking spellings and ensuring the text makes sense.</p> <p><i>Target for all: To begin to use a wider range of linking words/phrases between sentences including time adverbials (firstly, secondly, next, finally)</i></p>	<p>Task:</p> <p>- Create a sentence including each of these words:</p> <p>Find 3 synonyms for instant</p> <p>Choose 4 of your favourite synonyms.</p> <p>Which one would you definitely include in your next writing piece? Why?</p>	<p>Arabic:</p> <p>Asking and answering questions using Verbs in Arabic تسكن، أسكن</p> <p>DT SAzad to email</p> <p>For paper packs, add in last weeks DT and Arabic</p>
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Daily Activities	Useful Online Resources
<p>Daily Raving Reading: Read for at least 15 minutes and record it in your home reading record. Remember there is a reward if you read and record every day</p> <p>Daily Maths: Login and practise times tables rockstars (https://trockstars.com/)</p>	<p>https://www.oxfordreadingbuddy.com/uk</p> <p>https://www.mathletics.com/uk/</p> <p>https://www.purplemash.com/sch/horton-bd5</p> <p>https://www.bbc.co.uk/bitesize/levels/z3g4d2p</p> <p>https://uk.ixl.com/</p>

Please use the links below to

help you learn at home. You can do this work on the computer or in your Home Learning book and upload it onto Seesaw. It is important to complete all the work to ensure you keep up with the learning we are doing in school.