

	Maths	Reading	Writing	Spelling/Phonics	Creative
Monday	<p>08.03.21</p> <p>LI: To read and write numbers up to a hundred thousand</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● Use the place value headings. ● Know the place value of each digit. ● Understand the purpose of a comma. ● Explain reasoning. <p>Daily Drilling</p> <p>Starter: Number of the Day activity – AfL for what children remember</p> <p>Main: Short Maths Assessment 8 questions</p> <p>Place Value practical – children to order and place digits correctly with partner, reading and saying numbers and scoring points.</p> <p>Children placing 4-5 digit numbers</p> <p>Children place 5-7 digit numbers</p> <p>Children placing all digit numbers including decimal numbers</p> <p>Plenary Children to answer a PV reasoning question.</p>	<p><i>Well-being session for the children.</i></p> <p><i>Welcoming them back into school.</i></p> <p><i>Class rules</i></p> <p><i>Investors in pupils</i></p> <p><i>Welfare checks</i></p>	<p>Identifying nouns game – using the letters of the alphabet to support. Challenge your partner to identify as many nouns as possible.</p> <p>Nouns activity</p> <p>Retelling the story, children to create a storyboard of the first 5 chapters of the story Journey to the River Sea.</p>	<p>SpaG-Recap Unit 1 – Silent <u>B</u></p> <p>Follow the video by Mr Woolley</p> <p>Task 1 – Copy 2 lines of each word:</p> <p>thumb crumb doubt climb tomb</p> <p>Task 2 – Dots and dashes Following the silent b rule</p>	<p>History</p> <p>L.I. To engage in a variety of History related activities to discover new topic</p> <p>- I can recall the topic question - I can participate in Historical activities. - I can develop talk for learning through practical engagement</p> <p>Introduce TOPIC QUESTION: How has trade changed?</p> <p>Begin 6 Activity Carousel</p> <p>- Artefact hunt - Social Hierarchy Puzzle - Tomb mural Jigsaw - Pharaoh Murder Mystery - Hieroglyph Code Creator - Chronology Activity</p> <p>AfL to assess learning. Key Questioning using Blooms building Historical Vocabulary</p>

09.03.21

LI: To read and write numbers up to a hundred thousand

Success Criteria:

- Use the place value headings.
- Know the place value of each digit.
- Understand the purpose of a comma.
- Explain reasoning.

Daily Drilling

Starter

Children to play Cup Full with criteria such as 'Reach target using only 6,7,8 multiples.

Main

Calculating answers to Reading and Writing place value digits from 4 places up to 7 (Differentiated)

Identifying place value of numbers with varying visual representations using concrete objects as aid.

Identifying place value of numbers with varying visual representations - 5 digit numbers

Identifying place value of numbers with varying visual representations – 6 digit numbers

Plenary

Counting on in Powers of 10 introduction – Whole Class recall / AfL opportunity

Tuesday 9th March 2021

L.I. To answer a range of questions from pages marked in my book.

Success criteria:

- Understand what a question is asking.
- Find evidence quickly in the text
- Write a detailed response

History – Ancient Egypt

LA – Golden ticket

Children to use retrieval skills to answer questions about a text

Core – True/ False/ Prove it

HA- Fact or opinion – To answer questions based on a text identifying if they are a fact or opinion.

English – Journey to the River Sea

Identifying nouns game – using the letters of the alphabet to support. Challenge your partner to identify as many nouns as possible.

Nouns activity – identifying nouns in a text. Children are to identify the common and proper nouns.

Retelling the story, children are to focus on one chapter of Journey to the River Sea. The children are to work in tables to focus on one specific chapter and the events that occur.

Recap Unit 1 – SPaG

Follow the video by Mr Woolley

Task 1: Copy out 2 lines of each word:

subtlest,
climber,
tombs
doubted,
limbs,

Task 2: Word Changers

History

LI: To draw a timeline with different historical periods showing key historical events or lives of significant people.

Success Criteria:

I can recall key historical civilisations

I can order civilisations using BC and AD notation

I can use key vocabulary when evaluating a timeline

In groups, children tasked with key question:

Where and when was the Ancient Egyptian civilisation?

In mixed tables of 4, children to arrange pre-prepared civilisations onto a class timeline, in order to discover WHEN Ancient Egypt occurred. (Post it notes available for I notice/I wonders)

Children should take away the duration/length of Egypt compared to more modern civilisations
Activity 2 – Mediterranean Map – Atlases out to locate Egypt and Italy – What separated these two civilisations?

PE – Competitive Games

LI: To be able to control a ball when shooting

- To know when to release the ball

- To be able to shoot accurately

- Understand the correct time to shoot

Success Criteria: To be able to shoot the ball accurately

National Curriculum Objectives:

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Wednesday

British Science Week - SCIENCE DAY – Animals Including Humans Practical Lesson

L.I. To describe the life process of reproduction in some plants and animals.

Children to dissect plants, labelling and creating whole class discussion on the processes of reproduction of plants

Computing: - Repetition

CS14 Use repetition in programs to write code using the least number of lines and

improving efficiency

Duration: This can be done in a minimum of one hour but it may be longer with time to tinker.

Now children understand the concept of repetition (see prior learning) they use it in programs.

They animate characters in Scratch using forever loops with an extension to use repeat until loops.

LA – Read for pleasure

Thursday 11th March 2021

L.I. To answer a range of questions from pages marked in my book.

Success criteria:

- Understand what a question is asking
- Find evidence quickly in the text
- Write a detailed response

History – Ancient Egypt

Core – Golden ticket
HA- True/False/Prove it

English – Journey to the River Sea

Identifying nouns game – using the letters of the alphabet to support. Challenge your partner to identify as many nouns as possible.

Nouns activity – identifying nouns in a text. Children are to identify the common and proper nouns.

To identify abstract nouns
To identify abstract and concrete nouns

Main activity- Children are to be given a specific character within the story of Journey to the River Sea. They are to create a character bio, stating key elements such as:
Appearance
Personality

Recap Unit 1 – SPaG

Follow the video by Mr Woolley

Task 1: Copy out 2 lines of each word:

**lamb,
lambs,
lambing,
doubts,
subtler,**

Task 2: Choose the Right Words

RE

L.I: To understand how a religious worldview complements different religious beliefs. (All Groups)
TALK FOR LEARNING

Success Criteria:

- I can identify the Rabbi Jonathan Sacks’ Beliefs
- I can discuss key impacts of his life.
- I can explain the implications of his beliefs.

Starter: Children to create a series of questions they would like to ask Jonathan Sacks to gain more information.

Main activity: Children to compare main religions and place Jonathan Sacks’s achievement within his religion.

Plenary: Identify similarities between 2 of the 5 main religions identifying what is similar and different.

Friday	<p>Times Table Challenge and Practical NRICH Activity – Mixed Ability AFL</p> <p>Daily Drilling</p> <p>Take Three Numbers</p> <p>Choose any two odd numbers and one even number, such as 3,5 and 2. How would you like to represent these numbers? Try adding them together and draw/make the representation of their sum. What do you notice about the answer? Look closely at your model. Would it work in exactly the same way if you used different numbers but still two odds and one even? Can you use your example to prove what will happen every time you add two odd numbers and one even number? See if you can explain this to someone else. Are they convinced by your argument? Once you can convince someone else, see if you can find a way to show the argument on paper. You might draw something or take a photo of things you have used to prove that your result is always true from your example. Tell us about it by submitting your solution.</p>	<p>Friday 12th March 2020</p> <p>L.I. To decide whether statements are fact or opinion.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Know what a fact is Know what an opinion is Decide if statements are fact or opinion. Understand the text <p>History – Ancient Egypt LA-Fact or opinion</p> <p>Core – Read for pleasure HA- True/False/Prove it</p>		<p>Recap Unit 2 – SPaG</p> <p>Follow the video by Mr Woolley</p> <p>Task 1: Copy out 2 lines of the following:</p> <p>terrible, legible, sensible, credible, visible,</p> <p>Task 2 – Dots and Dashes</p>	<p>Music Follow Carl White Planning</p> <p>Charanga Unit – L.I. To use body percussion to develop knowledge of rhythm</p> <p>Leading Our Own Learning Time</p>
	<p>Daily Activities</p> <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>Useful Online Resources</p> <p>https://www.oxfordreadingbuddy.com/uk https://www.mathletics.com/uk/ https://www.purplemash.com/sch/horton-bd5 https://www.bbc.co.uk/bitesize/levels/z3g4d2p 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.

