



Every **Monday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and will be expected to be completed by the **Friday** of that week.

English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To explain the meaning of words, using context clues from the text.	LI: To explore how language and structure contribute to meaning	LI: To write verbs in the present tense	LI: To distinguish between fact and opinion	LI: To analyse emotive language and the effect it has on the reader
Key vocabulary and key questions	<p>Key Vocabulary: vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How do we deduce the meaning of words from a text? How does our existing knowledge play a part in this activity? What different ways might a vocabulary question be asked? 	<p>Key Vocabulary: organisation, pattern, structure, ideas, purpose, audience, effect</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is the purpose of a persuasive text? What is the structure of a persuasive text? What impact does the organisation of a text have in its audience? 	<p>Key Vocabulary: present, tense, progressive, rules, purpose, consistent,</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What does present tense mean? What are the different types of present tense? What is the difference between present perfect and present progressive? Why is it important to use present tense in persuasive writing? 	<p>Key Vocabulary: fact, opinion, statistic, evidence, persuade, expert, quote</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is a fact? What is an opinion? What clues are there in a sentence that tell us it is an opinion? Why is it important to use a balance of fact and opinion in persuasive texts? What other text types use a mixture of facts and opinions? 	<p>Key Vocabulary: emotion, feeling, audience, impact, persuade, manipulate</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is emotive language? What examples of emotive language can you think of? What impact does emotive language have on the reader? Why is emotive language an important feature of persuasive texts?
Introduction	<p>Starter Using the paragraph with the key word underlined, children match the word to the meaning.</p> <p>Talk to your partner: Explain how they know.</p> <p>Show children the different ways in which vocabulary questions may be asked (<i>match the word to the meaning, find and copy the word that means _____, multiple choice</i>)</p> <p>Watch me: Teacher models how to use text clues to infer word meaning and how to answer the question.</p> <p>Help me: Teacher and children work together to</p> <p>Show me: Children independently try a question using the success criteria, showing answers on their whiteboard</p>	<p>Starter From a selection of options on the screen, children need to identify the correct options to describe the purpose and audience of a persuasive text.</p> <p>Watch me: Using the persuasive text on-screen, the teacher models how to identify the structure (<i>intro, thesis statement, point & elaboration following the rule of 3, summary and reiteration of the thesis statement</i>) and explains why this is important for this type of text. Teacher models answering a question about the text.</p> <p>Help me: Children find and copy: a statistic, an example of exaggerated language and an example of linking language.</p> <p>Show me: Children independently try answering a question about the organisation of the text,, showing answers on their whiteboard</p>	<p>Mark my work. Children are shown an extract of persuasive text where verbs have incorrectly been written in the past tense. Children edit to make the tense present.</p> <p>Watch me: Teacher models the rules for using present tense and explains the difference between present simple and present progressive tenses.</p> <p>Help me: Children sort the verbs on screen into the t-chart showing which are present simple and present continuous)</p> <p>Show me: Children are given 5 verbs in the past and future tense that they need to change into the present tense and show answers on their whiteboards.</p> <p>Children self-assess against the traffic lights. Teacher to support the focus group or those who don't feel confident.</p>	<p>Talk to your partner: What is a fact? Where might we see facts being used? How do we know when a sentence is not a fact.</p> <p>Watch me: Teacher to explain the difference between facts and opinions showing children examples of each.</p> <p>Help me: Children and the teacher work together to identify examples of facts and opinions in a persuasive text, using a specific colour for each.</p> <p>Show me: Children write 3 facts and 3 opinion sentences about Alexandra Primary School and feedback their ideas to the class.</p>	<p>Starter Children read two versions of a text shown on-screen (one version contains emotive language and the other does not).</p> <p>Talk to your partner: How does each version make you feel? Explain why.</p> <p>Watch me: Teacher to explain the intention of emotive language in a persuasive text (<i>to make the reader feel a particular emotion, meaning they will question their current viewpoint and will be more easily persuaded to change their mind</i>) and show examples of this.</p> <p>Help me: Children and the teacher work together to identify examples of emotive language in a persuasive text.</p> <p>Show me: From a list of words shown on the screen, children choose 3 and substitute them for an appropriate word to make the reader feel a specific emotion.</p>
Activities	Using the text, children complete the definitions and vocabulary task sheets.	Using the same text read in yesterday's lesson (as the children are familiar with it and the vocabulary used) children to answer the comprehension questions about the structure of the text.	Children complete the present tense worksheet they have been allocated.	Children complete the facts and opinions worksheet they have been allocated. Extension: Explain why a balance of facts and opinions are important in persuasive texts.	Children complete their worksheet, identifying how emotive language is used in persuasive texts and the impact that this has on the reader. Challenge: Improve this text by adding emotive language to help persuade the reader.



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Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To find a unit fraction of an amount	LI: To find a fraction of an amount	LI: To find non-unit fractions of amounts	LI: to solve problems involving finding fractions of amounts	LI: to apply our knowledge of fractions to solve problems
Key vocabulary and key questions	<p>Key Vocabulary: numerator, denominator, whole, part, quantity, amount, divide, share</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Which operation do we use to find a fraction of an amount? How many equal groups do we need? Which part of the fraction tells us this? How does the bar model help us? 	<p>Key Vocabulary: numerator, denominator, whole, part, quantity, amount, divide, share</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What does the denominator tell us? What does the numerator tell us? What is the same and what is different about two thirds and two fifths? How many parts is the whole divided into and why? 	<p>Key Vocabulary: numerator, denominator, whole, part, quantity, amount, divide, share, multiply</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is the whole? What fraction of the whole are we finding? How many equal parts will I divide the whole into? What's the same and what's different about the calculations? Can you notice a pattern? What fraction is left? 	<p>Key Vocabulary: numerator, denominator, whole, part, quantity, amount, divide, share, multiply</p> <p>Key Questions:</p> <ul style="list-style-type: none"> If I know one quarter of a number, how can I find three quarters of a number? If I know one of the equal parts, how can I find the whole? How can a bar model support my working? 	<p>Key Vocabulary: numerator, denominator, whole, part, quantity, amount, divide, share, multiply, add, subtract, mixed number, improper fraction</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What information do we have? What information do we need? How will we find the missing information? How is this useful in real life?
Introduction	<ul style="list-style-type: none"> Supermovers multiple times tables Mental maths - Flash Back 4 	<ul style="list-style-type: none"> Supermovers division facts Mental maths - Flash Back 4 	<ul style="list-style-type: none"> Fraction equivalents - paper circles and bars Mental maths - Flash Back 4 	<ul style="list-style-type: none"> Fraction equivalent matching Mental maths - Flash Back 4 	<ul style="list-style-type: none"> True or false Mental maths - Flash Back 4
Activities	<p>Teacher to go through previous learning and recap.</p> <p>As a group/class go through some examples from the teaching slides.</p> <p>Children have a go at the activity sheet using the example questions and fraction wall to help where needed.</p> <p>Children to self-assess work.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>Teacher to go through previous learning and recap.</p> <p>As a group/class go through some examples from the teaching slides.</p> <p>Children have a go at the activity sheet using the example questions and fraction wall to help where needed.</p> <p>Children to self-assess work.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>Teacher to go through previous learning and recap.</p> <p>As a group/class go through some examples from the teaching slides.</p> <p>Children have a go at the activity sheet using the example questions and fraction wall to help where needed.</p> <p>Children to self-assess work.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>Teacher to go through previous learning and recap.</p> <p>As a group/class go through some examples from the teaching slides.</p> <p>Children have a go at the activity sheet using the example questions and fraction wall to help where needed.</p> <p>Children to self-assess work.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>Today you will be playing a maths board game. You will need 1 die (a single dice).</p> <p>This can be played by yourself or against others in a competition.</p> <ol style="list-style-type: none"> Read the rules and open the game. The spaces you land on will be the questions you have to answer on the slides. <p>All of the questions link to our learning. For support, there is a Fractions Wall, Bar Model Sheet</p>

Please continue logging into Doodle Maths and Times-table Rockstars regularly.



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Reading - Daily for 20 minutes	Science	Topic
<p>-Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>-Complete the tasks set for you on Doodle English, Bug Club and Reading Plus. Continue logging in and completing your usual activities.</p>	<p>L.I: to carry out a fair and comparative test; Introduction. Children revise their learning about gasses - that they have mass; what happens to them when they are heated or cooled, etc. Activity. An experiment to show that gasses have mass. Children weigh different fizzy drinks that have just been opened and after they have been allowed to go flat. They consider the reasons for the difference in weights and draw conclusions. They consider and identify what makes a fair test and make sure that this test is carried out fairly. Afterwards, they write up the results and their conclusions.</p>	<p>L.I: To describe China's manufacturing industry Introduction: Why are many of the products we buy in the UK manufactured in china? Show children examples of these. Teacher to explain the role of the Chinese economy regarding mass production for the world market. Mini task: Using the newspaper quotes, make bullet points about manufacturing in China. Class discussion: Why is advertising crucial when a country is producing products for different countries around the world? Teacher to make notes on the IWB. Activity: Using the skills developed-0 in our English unit (persuasive texts), children to work in pairs to create an advert for a product. Extension (Debate): Countries import products that are manufactured in countries where minimum wage doesn't exist and modern slavery is an issue because this means the price that the product is sold for is low. <i>Is this morally ok?</i></p>
Music	R.E	
<p>L.I. To listen and reflect on a piece of music. Introduction. Children learn about the composer, Leonard Bernstein, his career and music. Activity. They listen to an orchestral performance of 'Mambo' from 'West Side Story.' They consider and discuss key questions: - what do you think the music might be about? - what is the character of the music? - do you like it and how does it make you feel? Activity. Children listen to the story of 'West Side Story' and learn about its link to 'Romeo and Juliet' by Shakespeare.</p>	<p>L.I: to explore the different effects of abstaining from something. Introduction. Children share situations where they have given up something and the reasons for this. Activity. Children learn about the Christian period of Lent and the reasons why Christian choose to abstain from something. They learn about the concept of 'Sacrifice' and use scenarios to discuss when and how certain actions can be seen as sacrifice. In conclusion, they consider the effects of abstaining and sacrifice in people's lives.</p>	
PSHE	Computing	Spanish
<p>L.I: To reflect on our experiences during lockdown. Introduction. Children complete a booklet about their experiences of lockdown using words and drawings. Activity. Teachers organise Circle Time during which children are able, if they wish, to share their thoughts and feelings about lockdown and about returning to school.</p>	<p>L.I: to revise and apply appropriate presentation in Word documents Introduction. Children discuss the features that make an appropriate Word document for school work. Activity. They work through a series of tasks which enable them to revise and practise the various features. They then discuss methods for filing and retrieving documents and agree on appropriate methods to do this.</p>	<p>L.I: to revise greetings and related vocabulary in Spanish. Introduction. Children listen and repeat words and phrases related to greetings using the video resource. Activity. Children use written and spoken prompts to answer the question, 'Como estas?' ('How are you?'). They complete written activities revising vocabulary learnt during the last eight weeks.</p>
P.E.	Design Technology	Homework
<p>L.I: to develop dynamic balance and social skills Introduction. Teacher explains and demonstrates dynamic balance skills. Children practise these. Activity. Teacher explains Stepping Stones Relay game. Children consider how they will use dynamic balance skills and what social skills they will need to apply to successfully complete the game. Children divide into teams and play the game. Afterwards, children discuss how the physical and social skills helped them to successfully play the game.</p>	<p>L.I: To investigate kite shapes; to select from and use different materials and components. Introduction. Children learn about the component parts that enable a kite to fly. They learn about the main shapes of kites and their strengths and weaknesses. Activity. Children test their knowledge by completing questions and diagrams about the different types of kites. They then choose a design and make a simple kite using paper, plastic bags, etc. Finally, children compare their kites and consider the strengths and weakness of the different shapes and the materials used.</p>	<p>Homework is set on a Monday and uploaded to Google Classroom and is expected to be returned by the following Monday. Please upload completed homework tasks to your Google classroom where possible (unless it is Doodle or online packages.) This can be submitted once completed over the week.</p> <p>Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. Reading Plus: Remember to complete your weekly targets. Spelling: circle, decide, medicine, exercise, special, cinema, decimal, accident. My Maths Complete your allocated activities.</p>