

	Monday 8th February 2021	Tuesday	Wednesday	Thursday	Friday
English	LI: To use comparative adjectives (superlatives)	LI: To distinguish between active and passive voice	L.I: To identify the structure of a text	LI: To sequence events in a logical order	LI: To organise a text using subheadings.
Key vocabulary and key questions	<p>Key Vocabulary: adjectives, compare, superlatives, noun</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What are adjectives? • How can we compare more than one noun? 	<p>Key Vocabulary: active, passive, subject, object, verb</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What 3 components make up a sentence? • Can you define a (subject, object, verb?) • How can we change an active sentence into a passive sentence? 	<p>Key Vocabulary: introduction, process, logic, chronological, summarise, retrieve</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How is the information in an explanation text organised? • How can we identify relevant information? • Why are arrows important in a process? 	<p>Key Vocabulary: introduction, process, logic, chronological, adverbs, conjunctions, terminology</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How can we demonstrate each step in a process clearly? • which devices are most effective at demonstrating logical order? • What language can be used to show the relationship between the events in a process? 	<p>Key Vocabulary: sub-headings, rhetorical questions, openers, features, expand, describe.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What purpose does a subheading play? • How do rhetorical questions engage the reader? • How do writers decide what their sub-headings should be?
Introduction	Watch the teaching slides video to find out about comparative adjectives. Complete the mini activities to get practise. Click on the link attached to the assignment if further support is needed	Watch the teaching slides video to find out about passive and active voice. Complete the mini activities to get practise. Click on the link attached to the assignment if further support is needed	Watch the teaching slides video to find out more information about how explanation texts are structured. The teacher will model how an explanation text we all know (the water cycle), is organised by plotting the main points on a writing skeleton flowchart. Complete the mini activities to get practise. Click on the link attached to the assignment if further support is needed	Watch the teaching slides video to find out how the details on yesterday's flowchart can be substituted for new ones to plan a new explanation text. The teacher will model adapting yesterday's flowchart to create an explanation text plan for an invention by Rube Goldberg.	Watch the teaching slides video to find out how to use your plan from yesterday to write your explanation text today. The teacher will model how to expand your ideas into a variety of sentences and paragraphs with appropriate subheadings.
Activities	Complete the worksheet (google slides document) by completing the sentences with the appropriate comparative adjectives. Challenge: Write 5 sentences of your own using comparative adjectives	Complete the worksheet (google slides document) to convert the sentences from: 1. active>passive 2. passive>active	Click on the video link to see the 'snoozatron' in action. Read the text about the snoozatron and how it works. identify the main points from each stage of the process and plot onto the flowchart template provided. On the arrows between each stage of the process, record any causal conjunctions and adverbs of time that are used. Challenge: Underline any technical vocabulary that you have used	In the same way that the teacher modelled to you, substitute the details on the flowchart you completed yesterday (all about the snoozatron) for new details all about the 'Rube Goldberg' invention you have been given, to explain how it works. 1. write an introduction sentence/ paragraph, saying what the invention is 2. identify the main points in each stage of the process and plot onto the flowchart template provided. 3. On the arrows between each stage of the process, record any causal conjunctions and adverbs of time that are used. Challenge: Underline any technical vocabulary that you have used and create a glossary for the reader.	<ol style="list-style-type: none"> 1. Take the flowchart you wrote yesterday and decide on appropriate sub-headings for each section. Ensure that some are rhetorical questions but not all. 2. Use your flowchart plan to expand your ideas into paragraphs and write up your explanation text. 3. Self-assess against the features checklist to ensure that you have included all the features we have learned about.



	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To recognise and compare unit and non-unit fractions	LI: To identify and explore fractions in different representations	LI: To recognise and represent tenths as fractions	LI: identify and record equivalent fraction pairs	LI: to use number lines to identify and represent equivalent fractions
Key vocabulary and key questions	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, denominator, equal parts, whole</p> <p>Key Questions: What is a unit fraction? What is a non-unit fraction? Show me 1 2 , 1 3 , 1 4 , 1 5 What's the same? What's different? What fraction is shaded? What fraction is not shaded? What is the same about the fractions? What is different?</p>	<p>Key Vocabulary: number line, picture, number, amount, quantity, unit fraction, fraction of more than one part, numerator, denominator, equal parts, whole</p> <p>Key Questions: How can we sort the fraction cards? What fraction does each one represent? Could some cards represent more than one fraction? Is 1.5 3 an example of a non-unit fraction? Why? Using Cuisenaire, how many white rods are equal to an orange rod? How does this help us work out what fraction the white rod represents?</p>	<p>Key Vocabulary: out of 10, tenths, fraction, numerator, denominator,</p> <p>Key Questions: How many tenths make the whole? How many tenths do I need to make a whole? When I am writing tenths, the _____ is always 10 How are fractions linked to division?</p>	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, denominator, equal parts, whole, equivalent, same proportion</p> <p>Key Questions: If the ___ rod is worth 1, can you show me 1 2 ? How about 1 4 ? Can you find other rods that are the same? What fraction would they represent? How can you fold a strip of paper into equal parts? What do you notice about the numerators and denominators? Do you see any patterns? Can a fraction have more than one equivalent fraction?</p>	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, denominator, equal parts, whole, equivalent, same proportion number line</p> <p>Key Questions: The number line represents 1 whole, where can we see the fraction ? Can we see any equivalent fractions? Look at the number line divided into twelfths. Which unit fractions can you place on the number line as equivalent fractions? e.g. 1 2 , 1 3 , 1 4 , 1 5 etc. Which unit fractions are not equivalent to twelfths?</p>
Introduction	<ol style="list-style-type: none"> Flash Back 4 Super Movers Division 	<ol style="list-style-type: none"> Flash Back 4 Look at marking 	<ol style="list-style-type: none"> Flash Back 4 Self Mark last lesson 	<ol style="list-style-type: none"> Flash Back 4 Super Movers Division 	<ol style="list-style-type: none"> Flash Back 4 Thinking Problem
Activities	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'fraction questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic. Next, mark yourself on the Traffic Lights and complete the next part: <ol style="list-style-type: none"> If you need extra practice, then watch the video and redo some of the Practice Slides. If you need help then use the 'Fractions Sheet' to support you. If you coped well, then enter the challenge - record these on paper or on the slide itself. <p>Challenge - Deeper thinking Problem Solving and Reasoning.</p>	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'fraction questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic. Next, mark yourself on the Traffic Lights and complete the next part: <ol style="list-style-type: none"> If you need extra practice, then watch the video and redo some of the Practice Slides. If you need help then use the 'Fractions Sheet' to support you. If you coped well, then enter the challenge - record these on paper or on the slide itself. <p>Challenge - Deeper thinking Problem Solving and Reasoning.</p>	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'tenths questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic. Next, mark yourself on the Traffic Lights and complete the next part: <ol style="list-style-type: none"> If you need extra practice, then watch the video and redo some of the Practice Slides. If you need help then use the 'Tenths Sheet' to support you. If you coped well, then enter the challenge - record these on paper or on the slide itself. <p>Challenge - Deeper thinking Problem Solving and Reasoning.</p>	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'equivalent fraction questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic. Next, mark yourself on the Traffic Lights and complete the next part: <ol style="list-style-type: none"> If you need extra practice, then watch the video and redo some of the Practice Slides. If you need help then use the 'Equivalent Fractions Sheet' to support you. If you coped well, then enter the challenge - record these on paper or on the slide itself. <p>Challenge - Deeper thinking Problem Solving and Reasoning.</p>	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'equivalent fraction questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic. Next, mark yourself on the Traffic Lights and complete the next part: <ol style="list-style-type: none"> If you need extra practice, then watch the video and redo some of the Practice Slides. If you need help then use the 'Equivalent Fractions Sheet' to support you. If you coped well, then enter the challenge - record these on paper or on the slide itself. <p>Challenge - Deeper thinking Problem Solving and Reasoning.</p>

Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Times-table Rockstars regularly.

Reading-Daily for 20 minutes	Science-Uploaded on Tuesday	Topic-Uploaded on Monday
<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>LI: to identify and describe the different stages of the water cycle.</p> <p>Key questions - Why does it rain? What is the water cycle?</p> <p>Introduction - Read through the presentation making sure you understand the four stages of the Water Cycle. (Check the meaning of key words if necessary.)</p> <p>Activities - Fill in the missing words on the Water Cycle Labelling sheet and colour it in. Next, test whether you have memorised the four stages by making a Water Cycle Wheel using the template on the sheet.</p> <p>If your parent/carer is able to help and supervise you, make a miniature water world so that you can watch the Water Cycle in action.</p> <p>Finally, test whether you can spell the names of the four stages of the Water Cycle and whether you can put them in order.</p>	<p>LI: To describe the significance of historical events and people</p> <p>Introduction - Click on the link and watch the teaching video to find out about Lady Fu Hao and her achievements. The teacher will explain how archaeologists have inferred her importance from the artefacts discovered in her tomb. The teacher will also explain the task you need to complete today and show you an example.</p> <p>Activities - Imagine that you are a news reporter alive during the Shang Dynasty. Lady Fu Hao has just died. Write a newspaper report celebrating her life and her achievements. Use the templates and the resources attached to the assignment to help you.</p>
<p align="center">Art-Uploaded on Friday</p>		
<p>LI: To design a sculpture inspired by the work of notable artisans.</p> <p>Introduction - Watch the teaching slides video to find out about Native American art.</p> <p>Activities - Children use the template to design their own dreamcatcher in the style of some of the examples we have looked at.</p> <p>Challenge - Source and repurpose materials from around the home to create the dreamcatcher you have designed.</p>		
<p align="center">PSHE</p>	<p align="center">Wellbeing Wednesday/Spanish / Music</p>	<p align="center">PE/Wellbeing</p>
<p>PSHE – Uploaded on Thursday</p> <p>LI: To explain how adverts try to influence our spending and why they do this.</p> <p>Key questions - Why do adverts try to influence the way we spend money? How do they do it?</p> <p>Introduction -Read the introductory slides in the presentation and look at the examples of adverts in the Advertisement Pack. Answer the questions and write down your ideas about what makes a good advert.</p> <p>Activities - Choose a Product Profile card. Make up a TV advert to sell that product. Perform it to your family. Can they answer the questions on the slide? Next, make a poster version of your advert and submit it to your teacher.</p> <p>Finally, answer the questions on the concluding slides of the presentation.</p>	<p>Wellbeing Wednesday</p> <p>Complete the second activity on the Wellbeing Wednesday sheet. This is in both your wellbeing folder and your Wednesday lessons folder on Google Classroom. You can do the activity as a family with your parent/carer or siblings.</p> <p>Spanish - Uploaded on Thursday</p> <p>LI: To learn vocabulary about fruit in Spanish.</p> <p>Music - Uploaded on Friday</p> <p>LI: To improvise, compose and perform percussion music.</p>	<p>PE – Uploaded on Friday</p> <p>LI: To identify ways for your family to be more active.</p> <p>Introduction - Use the examples in the video and presentation to help you make up some fun mini-activities for your family and you.</p> <p>Encourage your family to join in with you.</p> <p>Record your exercise on the Activity Tracker.</p> <p>Mr Coleman and Miss Alice have organised some lessons for you. Look out for their videos on Google Classroom Stream.</p> <p>Watch Joe Wicks' new live PE sessions on his YouTube channel every Monday, Wednesday and Friday at 9:00 AM. https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ Joe Wicks has also recorded some new videos which you can watch anytime. Here's the link to the first of a new set of videos. https://www.youtube.com/watch?v=I9scIRMnE1c&list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJCX-b&index=12</p> 