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English	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To identify the structure of a text	LI: To use fronted adverbials	LI: To establish a viewpoint	LI: To organise ideas in a logical order	LI: To use a variety of sentence types.
Key vocabulary and key questions	<p>Key Vocabulary: Structure, order, organisation</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How is a persuasive text organised? What is a thesis statement? Why is repetition of the thesis statement, in the conclusion, important? 	<p>Key Vocabulary: adverbials, comma, linking, persuasive</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How are fronted adverbials used in persuasive texts? How do adverbials connect the main point with the elaboration and evidence? 	<p>Key Vocabulary: Opinion, fact, rebuttal, statement, argument, support</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why is the order in which ideas are presented important? How do we elaborate a main point with evidence? Why are facts such as percentages and expert quotes important? 	<p>Key Vocabulary: Structure, order, organisation, linking</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is the rule of 3? Where does the thesis statement go? How can we use existing text models to help us by substituting the details? 	<p>Key Vocabulary: expand, elaborate, complex, compound, fronted adverbial.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> Why is it important to use a variety of sentence types? Where is an appropriate location for a rhetorical question?
Introduction	<p>Starter Various skeleton structures are shown on screen. Children select the one they think represents a persuasive text and justify their choice.</p> <p>Watch me: The teacher will share a persuasive letter with the class and text mark to identify the main points that are presented.</p> <p>Help me/ show me: Children help the teacher identify evidence/ facts/ quotes/ statistics in the letter that support the argument.</p> <p>Modelling: Using the appropriate skeleton structure, the teacher will plot the main points of the letter (boxing up).</p>	<p>Starter Show children the letter from BBW (from yesterday's lesson) with the fronted adverbials highlighted. Children discuss with their partner what function the underlined language plays.</p> <p>Watch me: Teacher models how main points and supporting evidence are linked using fronted adverbials, in persuasive texts. Examples of these are 'maggied' from the texts being read and written on cards to be displayed on the working wall.</p> <p>Help me: Children choose the appropriate fronted adverbials to link the ideas in the persuasive text on-screen (cloze procedure). Show me: Children identify where the commas should go, following fronted adverbials/ adverbial phrases.</p>	<p>Starter On-screen, there is the storyboard of 'The Billy Goats Gruff' (a story all the children are familiar with). Children use the pictures to retell the story to their partner (for children not familiar, the teacher will tell the story).</p> <p>Context On-screen a letter of notification from 'Storyton Council' is displayed. A new bridge is to be built from one side of 'Tall tales Valley' to the other, to enable the goats residing in 'Storyton' to commute to their jobs in 'Far-off Fields', more quickly. However, this means that the bridge will be built over the top of 'Trollville', where the trolls live. 'Trollville' residents are concerned about how the construction of the bridge and its subsequent use might affect their quality of life. The matter will be debated at the next 'Storyton Council' meeting, where both sides will have their say.</p> <p>Modelling: The teacher will take on the role of the troll representative and will model how to develop points of an argument on post-its (on-screen) and 'clumping' to put ideas in order of importance/ relevance.</p>	<p>Starter Children are given a persuasive letter in an envelope (chopped into paragraphs and muddled up). They need to reconstruct into what they think is correct order and feedback to class, explaining their choices.</p> <p>Modelling Using the structure skeleton from Monday's lesson (letter from BBW), the teacher will show how main points can be substituted for today's purpose but sentence structure, adverbials and persuasive devices can be kept. Teacher to model doing this to plan a persuasive letter from the Trolls, arguing that the bridge should not be built, using ideas crafted in yesterday's debate. This is done on sugar paper and displayed on the working wall.</p>	<p>Starter Play persuasive features Bingo.</p> <p>Watch me: Teacher to use the plan from yesterday to model expanding the ideas into full sentences and paragraphs. Show the children how to include the persuasive fronted adverbials to link the main points and evidence.</p> <p>Help me: Children to help in choosing appropriate emotive and exaggerated language.</p> <p>Show me: On whiteboards, children show an appropriate rhetorical question for the text.</p>
Activities	<p>Children work in pairs to read the persuasive letter (explored on-screen last week) from Mr BB Wolf, regarding the negative impact little girls are having on the woods. The will identify and underline the main points. Using the skeleton structure, the children will plot the main points of the letter (boxing up) and the supporting evidence.</p>	<p>Children complete their worksheet on fronted adverbials (specific to persuasion)</p> <p>Plenary: Teacher will go through the answers with the children and address any misconceptions, whilst giving verbal feedback.</p>	<p>Children take on the role of the Billy goats. Their job is to develop an argument, persuading the 'Storyton Council' that the new bridge is necessary. Children work in pairs to form their ideas, writing them on post-it notes and then 'clumping' in order of importance.</p> <p>Plenary: A debate between Mrs/ Mr Troll (the teacher) and the Goats (children) at the 'Storytown' council meeting, chaired by the Mayor (TA). Post-it note ideas are edited and improved, following the debate and verbal feedback from the teacher. These are kept safe for tomorrow's lesson</p>	<p>Children use the skeleton and the text structure (identified in Monday's lesson) in conjunction with the ideas recorded in yesterday's lesson to plan a persuasive letter from the Goats to Storyton Council, arguing that the bridge is needed and that construction should commence as soon as possible.</p> <p>Plenary: Purple pen time- children annotate their plan with any linking language they plan to use.</p>	<p>Children expand their plans (written yesterday) into full sentences and paragraphs.</p> <p>Self-assessment: Using the checklist, children assess their work, ensuring they have included the appropriate structure and language features.</p> <p>Plenary: Read your letter to your partner. Partner to give 2 stars and a wish Use a purple pen to act on the wish.</p>



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Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To investigate tenths and hundredths (fractions link)	LI: To recognise tenths as decimals	LI: To identify the value of tenths (place value)	LI: To count in tenths (numberline)	LI: To divide 1 and 2-digit numbers by 10
Key vocabulary and key questions	<p>Key Vocabulary: Numerator, denominator, whole, parts out of 10 and 100, tenth, hundredth, fraction</p> <p>Key Questions:</p> <ul style="list-style-type: none"> If each row is one row out of ten equal rows, what fraction does this represent? If each square is one square out of one hundred equal squares, what fraction does this represent? How many tenths are in 1 whole? How many hundredths are in one tenth? 	<p>Key Vocabulary: Numerator, denominator, whole, parts out of 10 and 100, tenth, hundredth, fraction, decimal, decimal point</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What is a tenth? How many different ways can we write a tenth? When do we use tenths in real life? Which representation do you think is clearest? Why? How else could you represent the decimal/fraction? 	<p>Key Vocabulary: Decimal, hundredth, tenth, whole, ones, tens, hundreds, thousands, part, whole</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How many ones are there? How many tenths are there? Why do we need to use the decimal point? How many tenths are equivalent to one whole? 	<p>Key Vocabulary: Decimal, hundredth, tenth, whole, ones, tens, hundreds, thousands, part, whole, interval, numberline</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How many equal parts are between 0 and 1? What are the intervals between each number? How many tenths are in one whole? What is 0.1 metres in millimetres? 	<p>Key Vocabulary: Decimal, hundredth, tenth, whole, ones, tens, hundreds, thousands, part, whole, place value, 10 times smaller and larger.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What happens to a number when it is divided by 10? Which directions do the digits move? Why? What is the importance of 0 as a place holder?
Introduction	<p>Starter/Warm-Up 1.Children Recap previous learning in a 'FlashBack 4' to keep knowledge simmering. 2.Fraction 'Bingo' (on whiteboards). Unpack our tools (what we know already):3 or 4 simple questions are displayed to unpick 'what skills we used to solve these' then link how these same skills will help in today's learning. My Turn/Your Turn: Children watch modelled methods by the teacher and then repeat and apply the same method using whiteboards/resources.</p>	<p>Starter/Warm-Up 1.Children Recap previous learning in a 'FlashBack 4' to keep knowledge simmering. 2.Super Movers Fractions (BBC). Unpack our tools (what we know already):3 or 4 simple questions are displayed to unpick 'what skills we used to solve these' then link how these same skills will help in today's learning. My Turn/Your Turn: Using the hundred square and Base 10, children recognise the relationship between 1/10 and 0.1 and that a tenth is a part of a whole split into 10 equal parts.</p>	<p>Starter/Warm-Up 1.Children Recap previous learning in a 'FlashBack 4' to keep knowledge simmering. 2.True or False Unpack our tools (what we know already):3 or 4 simple questions are displayed to unpick 'what skills we used to solve these' then link how these same skills will help in today's learning. My Turn/Your Turn: Children see that the tenths column is to the right of the decimal point. This will go beyond 1 whole e.g. 1.2.</p>	<p>Starter/Warm-Up 1.Children Recap previous learning in a 'FlashBack 4' to keep knowledge simmering. 2.Tenths class problem. Unpack our tools (what we know already):3 or 4 simple questions are displayed to unpick 'what skills we used to solve these' then link how these same skills will help in today's learning. My Turn/Your Turn: Children have modelled, and then repeat, tenths on a number line. They link the number line to measurement, looking at measuring in centimetres and millimetres.</p>	<p>Starter/Warm-Up 1.Children Recap previous learning in a 'FlashBack 4' to keep knowledge simmering. 2.SuperMovers decimals Unpack our tools (what we know already):3 or 4 simple questions are displayed to unpick 'what skills we used to solve these' then link how these same skills will help in today's learning. My Turn/Your Turn: Teacher models, and the children repeat dividing by 10. Children understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller.</p>
Activities	<p>Children identify and create diagrams and models of hundredths and tenths, using shapes, base 10 and counters to solve questions and problems. Self-assessment: Children self-mark and assess using the traffic light system. Plenary: A game -Spot the Fraction.</p>	<p>Children write tenths as decimals and as fractions and represent them using Base 10 and diagrams, within 1 whole to solve questions. Assessment: Children assess using the traffic light system. Teacher mark. Plenary: Tenths Bingo game.</p>	<p>Children read and represent tenths on a place value grid, diagram and Base 10 then write the number they have made as a decimal. Self-assessment: Children self-mark and assess using the traffic light system. Plenary: Beat the Teacher game.</p>	<p>Children solve problems using numberlines, Base 10 and Place Value Grids to aid counting in tenths. Self-assessment: Children self-mark and assess using the traffic light system. Plenary: Children link cm and mm by measuring, given objects, accurately.</p>	<p>Children use counters on a place value chart to see how the digits move when dividing by 10. They apply this to solve problems. Self-assessment: Children assess using the traffic light system. Teacher mark. Plenary: Class problem to solve - children become the teachers.</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</p> <p>Introduction. Children revise their learning about gasses - that they have mass; what happens to them when they are heated or cooled, etc.</p> <p>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 identify the key characteristics of a place.</p> <p>Introduction. Teacher to prompt conversation with the following question: 'If you had to sum up China with one image, what would it be and why?'</p> <p>Children recap what they have learned about China so far (including important historical events, key people, significant achievements and contributions, landmarks, human and physical geographical features).</p> <p>Class to choose a selection of images to be displayed on-screen (a vision board) to help them complete their main task</p> <p>Activity. Children design a front cover for their topic folder, depicting their learning journey so far and images associated with it.</p>
Music	Computing	
<p>L.I. to create and perform a rhythmic pattern to a pulse</p> <p>Introduction. Children learn about the origins of the Mambo dance, relating it to West Side Story</p> <p>Activity. Children practice clapping to a pulse and learning to keep the pulse steady. They then practice counting to 8 whilst clapping the pulse. This leads into learning a Clave rhythm by stressing certain beats of the bar and using body percussion to reinforce the pattern. If time, children will orchestrate this by choosing which instruments will work well and adding them to the rhythm.</p>	<p>L.I: to revise and apply appropriate presentation in Word documents</p> <p>Introduction. Children discuss the features that make an appropriate Word document for school work.</p> <p>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>	
PSHE	R.E.	Spanish
<p>L.I: to recognise that actions can impact on people living in different countries and to identify things that can be done to make the world a fairer place.</p> <p>Introduction. Children think of all the different things in their daily lives that contain sugar. They learn about where and how sugar is grown and consider a case study from Malawi.</p> <p>Activity. Children learn about the concept of Fair Trade. In pairs, they use prompt cards to discuss a variety of issues relating to trade and fair trade. At the end of the lesson, they reflect on the ways actions here can impact on the lives of sugar farmers and come up with ideas of small actions that could help make the world a fairer place.</p>	<p>L.I: to explore how and why religious believers fast</p> <p>Introduction. Children revise what they already know about Islam. They learn about Sawm (the act of fasting), one of the Five Pillars of Islam. They learn why and how Muslims fast during Ramadan.</p> <p>Activity. Children explore why Ramadan is important for Muslims and how it links to deepening of faith through sacrifice, prayer and helping others. They then prepare an argument in favour of or against fasting and use this to participate in a class debate. In conclusion, children identify the reasons why religious believers choose to fast.</p>	<p>LI: to order food and drink in a cafe in Spanish</p> <p>Introduction. Children revise vocabulary for food and drink items. They are taught key language: ¿qué quieres desayunar? / quiero... / por favor / (What do you want for breakfast? / I want / please)</p> <p>Activity. Children prepare and then perform role plays set in a cafe. One acts as the customer and the other as the waiter/waitress. They use the new key language to ask and answer food orders, integrating this with the vocabulary for food and drink that they have learnt previously. Children and Teacher give feedback on their performances. Children then complete a matching activity connecting pictures with sentences and Spanish/English phrases and vocabulary.</p> <p>Challenge. Children write a script of their role play.</p>



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P.E.	Design Technology	Homework
<p>L.I: to develop dynamic balance and social skills</p> <p>Introduction. Teacher explains and demonstrates dynamic balance skills. Children practise these.</p> <p>Activity. Teacher explains the 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.</p> <p>Introduction. Children revise the component parts that enable a kite to fly. They learn about the main shapes of kites and their strengths and weaknesses.</p> <p>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 weaknesses of the different shapes and the materials used.</p>	<p><i>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.</i></p> <p>Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p>Reading Plus: Remember to complete your weekly targets.</p> <p>Spelling: phone, phonics, microphone, telephone, homophone, real, reality, realistic, unreal,</p> <p>My Maths Complete your allocated activities.</p>