

Weekly Overview

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English	Monday	Tuesday	Wednesday	Thursday	Friday
Stories with historical settings	LI: To identify context clues	LI: To make connections to a text	LI: To infer meaning from a text to answer questions	LI: To explain the meaning of words, using context clues from the text.	LI: To identify features of a text
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"> • What does 'historical setting' mean? • What clues might tell us that something happened in the past? • How can we use our prior knowledge to identify when (in history) something happened? 	<p>Key Vocabulary: vocabulary, compare, experiences, clues, connections, existing knowledge, predict</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does 'connections' mean? • How do our observations help us make connections? • How does our prior knowledge about topics help us? • In what way do the connections we make help us pose questions about a text and make predictions? 	<p>Key Vocabulary: inference, prior knowledge, meaning, intent, opinion, thoughts</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does inference mean? • What strategies do we use, when we infer? • How can we use words and phrases from a text to answer questions about our own opinions? 	<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: structure, language, context clues, subject specific/ historical vocabulary</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes a good story? • How should a story be organised? • What language helps the reader to sequence events? • What context information does the author need to give the reader so they can visualise?
Introduction	<p>Starter True or false: Children look at a picture on the screen and use clues within the picture to decide if it is a picture of a family in ancient Rome or not. Big Picture: Teacher to introduce the new unit to the children and share the skills and outcomes we will be working towards, over the next few weeks. Q. What clues might tell us that something happened in the past? Teacher to note ideas down on the IWB. Watch me/ help me/ show me: The teacher and children explore the images on the screen and use their prior knowledge and context clues to identify when the images are set. Challenge: Find the anachronisms hidden within each picture.</p>	<p>Starter On screen, Children see the image from the cover of their new class text, 'Escape from Pompeii' (without the title of the book being revealed) Children play 'I think, I see, I imagine...' and feedback their ideas to the class. Watch me/ help me/ show me: Reveal the name of the book and explore the word 'escape'. What does 'escape' mean? What things might people need to escape from? What does this make us imagine the book will be about? How do we know? Teacher to model using reading strategy 1, and prior knowledge, to make connections to self, other texts previously read and the world around us. Children then apply this to the blurb of the book.</p>	<p>Starter Odd one out: Children look at reading strategies on the screen, that are used when inferring. They must select the odd one out (the strategy that is not used when inferring). Watch me/ help me/ show me: Teacher reminds the class of what inference is and that today, they will be 'reading detectives', finding evidence/ clues in the text to write their answers. Teacher models doing this, using the success criteria and children have a go, before doing their main activity.</p>	<p>Starter Children view a picture on screen with a sentence where a homophone is used. They need to match the word to the correct definition, based on the clues from the sentence and the picture. They need to be able to justify their opinion and feed this back to the class. Watch me/ help me/ show me: The teacher will model different types of vocab questions and explore shades of meaning, using words and images from the class text. Children come up with synonyms for the words explored so far, using images from 'Escape from Pompeii'. Mini task: Children verbalise use of the words on the board, in a sentence with actions (photos to be taken to stick into books)</p>	<p>Starter On screen, display features of narrative. children to rank them in order of importance (as per their opinion) and then feed back to the class, justifying their ideas. Watch me/ help me/ show me: What makes a good story? How do structure and language impact on how good a story is? Teacher to model identifying the features of a story with a historical setting (history hackers story)</p>
Activities	<p>Children work in groups of 3 to explore the images in their pack, depicting life in the Roman empire. They need to annotate any context clues they observe (clothes, buildings, food, inventions etc.) and use the iPad to fact check and procure accurate historical terminology. Then complete the recording table with bullet points based on evidence acquired from the images.</p>	<p>Class to take turns reading the book (led by the teacher). Children complete the 'making connections' worksheet, as they read through 'Escape from Pompeii', summarising the connections they make. Challenge: In what way is this story similar/ different to other adventure/ quest books you have read?</p>	<p>Using 'The story of Pompeii' section from the book, children use the inference skills developed in today's lesson to answer the questions. Extension: Following answering the questions, children return to yesterday's lesson and add any other connections they have made (with purple pen).</p>	<p>Children to complete the worksheets their group has been allocated, regarding the vocabulary from 'Escape from Pompeii'. Extension: On cards, children write their own definitions of the vocabulary explored in today's lesson. These will be added to the working wall (and subsequently, teacher will use these to create the vocab book for this text)</p>	<p>Children read the 'Escape from Pompeii' then, use annotate the features grid to mark the features they find in the text, and record examples of each. Challenge: Which features from the list did they not find? What do they think that might be?</p>

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Maths	LI: To recall and apply number bonds to 10 and 100 (multiples of 10)	LI: To recall and apply number bonds to 10 and 100 (ones and tens)	LI: To make whole numbers using number bonds of tenths and hundredths	LI: To partition and write decimals	LI: To solve problems involving numbers up to 2 decimal places (measure)
Key vocabulary and key questions	<p>Key Vocabulary: multiples of 10, bonds to 10, hundred, pictorial, concrete, abstract</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● If I know $6 + 4 = 10$, then $60 + ? = 100$ ● How can you use a 10-frame to help? What is different to bonds to 10? 	<p>Key Vocabulary: multiples of 10, bonds to 10, hundred, exchange, pictorial, concrete, abstract</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● How many more do we need to make 100? ● How many tens are in 100? ● If I have 35, do I need 7 tens and 5 ones to make 100? Explain why. ● To make 100, my tens should add up to? My ones should add up to? 	<p>Key Vocabulary: whole, tenth, hundredth, bonds to 1, pictorial, concrete, abstract, decimals, decimal places</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● How many tenths make one whole? ● How many hundredths make one tenth? ● How many hundredths make one whole? ● If I have ___ hundredths, how many more do I need to make one whole? 	<p>Key Vocabulary: place value, grid, tenths, hundredths, whole, ones, tens, hundreds, thousands, decimals, decimal places</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● How many ones/tenths/ hundredths are in the number? ● How do we write this as a decimal? Why? ● What is the value of the ____ in the number _____? ● When do we need to use zero as a place holder? ● How can we partition decimal numbers in different ways? 	<p>Key Vocabulary: bonds to 1, 10 and 100, decimals, tenths, hundredths, wholes, ones, tens, hundreds, thousands, decimal places</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● What information do we have? ● What information do we need? ● What skills/tools do we need? ● How can we calculate the missing information? ● How can we check the solution?
Introduction	<p><u>Supermovers</u> - 10 times tables</p> <p><u>Bonds to 10 race</u> - children make the bonds using concrete and pictorial resources (unifix cubes/10 grids/ counters/white boards).</p> <p><u>My turn/Your turn</u> - teacher shows and children repeat then adapt:</p> <ol style="list-style-type: none"> 1) the links between pictorial and concrete representations of bonds to 10 into abstract-written. 2) 'If I know facts' eg. $1+9=10$ so $+ ? = 100$ 3) Reasoning and problem examples 	<p><u>'If I Know...Dice Game'</u> - Bonds to 100 (multiples of 10)</p> <p><u>My turn/Your turn</u> - teacher shows and children repeat then adapt:</p> <ol style="list-style-type: none"> 1) the links between pictorial and concrete representations of bonds to 100 (with counters, PV grids, 100 squares and Base 10) into abstract -written. 2) Missing numbers and patterns 3) Reasoning and problem examples 	<p><u>Hundredths Mosaics</u> - children create the given picture using the given hundredths on their grids.</p> <p><u>My turn/Your turn</u> - teacher shows and children repeat then adapt:</p> <ol style="list-style-type: none"> 1) the links between pictorial and concrete representations of hundredths (with counters, PV grids, 100 squares and Base 10) into abstract -written. 2) Bonds to 1 and part-part-whole models (partitioning). 3) Reasoning and problem examples 	<p><u>Complete the whole</u> - children work out the required hundredths to complete the whole.</p> <p><u>My turn/Your turn</u> - teacher shows and children repeat then adapt:</p> <ol style="list-style-type: none"> 1) values of each digit (resources and pictures). 2) Partitioning with place value grids and part-part-whole. 3) Reasoning and problem examples 	<p><u>Bingo</u> - up to 1 whole.</p> <p><u>My turn/Your turn</u> - teacher shows and children repeat then adapt:</p> <ol style="list-style-type: none"> 1) Problem solving routine/process. 2) Skills we will need recap.
Activities	<p><u>Independent work</u> - children complete the bonds, reasoning and problems on the worksheet in books.</p> <p><u>Plenary</u> - Bingo with number bonds</p>	<p><u>Independent work</u> - children complete the bonds, reasoning and problems on the worksheet I books.</p> <p><u>Plenary</u> - Bonds dice game (tens and ones).</p>	<p><u>Independent work</u> - lucky dip game (fluency, reasoning and problem - solving).</p> <p><u>Plenary: Hundredths Mosaics</u> complete the picture using bonds to 1.</p>	<p><u>Independent work</u> -board game of above skills.</p> <p><u>Plenary:</u> True or False games</p>	<p>Children have a script to look at for an 'APS TV' Maths Show. There have been many mistakes discovered and it needs to be rewritten (annotated). <u>In pairs</u>, this is completed and then enacted and filmed.</p>

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

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 describe and explain sound sources. Introduction. Children complete a Mind Map to show what they already know about sound and to record their questions. Activity. They watch a video to learn how different types of musical instruments create different sounds and that all sound is created by vibrations. They are shown practical examples of this. Children then work in pairs to complete a 'School Sound Survey.' They map the places which are noisy or quiet at different times of the day. They describe the sounds they hear and identify what is vibrating to make that sound. They share their findings with the class.</p>	<p>Part 1: L.I: To ask enquiry questions Introduction: Children to look at a selection of images/ objects about the Romans. On post-its, children record questions about the objects/ images. Big picture: Teacher to introduce the topic to the children and the skills/ aspects of the Roman Empire we will be learning about. Activity: Children record their prior knowledge onto their KWL grid then adapt and transfer the questions they have written on the post-its, to their KWL.</p> <p>Part 2: LI: To identify key events and people from the past. Teacher explains who the Romans were, where they originated from and the spread of the Roman Empire. Mini Activity: Children watch the video and make note of significant figures and events of the Roman empire. Activity 1: Children label a map to show the Roman empire as it was by 43AD (invasion of Britain). Activity 2: Children work in pairs to sort the timeline of key events from the Roman Empire into order.</p>
Music	R.E	
<p>L.I. To learn about the context of Holst's 'Mars'; to create visual images inspired by music. Introduction. Children learn about Gustav Holst and his orchestral composition, 'The Planets.' Activity. As they listen to 'Mars,' they are encouraged to represent the music using colour, shape and texture. They then imagine what the music might be describing and draw a picture representing this. Finally, they share their art works and ideas with the class.</p>	<p>L.I: To explore what makes an item sacred. Introduction. Children consider the meaning of 'Sacred.' They discuss how it is used and create a definition. Activity. Children look at a variety of images and decide which they consider to be sacred or not. They write down their findings and explain the reasons why they believe an item is sacred.</p>	
PSHE	Computing	Spanish
<p>L.I: To describe what it is like to live in the British Isles Introduction. Children consider what kind of people are British people? They learn about the countries, regions and counties which make up the United Kingdom and discuss the many differences between people living in these places. Activity. They take turns to annotate images showing life in Britain and the other British Isles. They discuss the meaning of 'diversity.' They write a letter to an imaginary friend who has never visited the U.K. and describe what it is like to live here. Finally, they answer why it is good living in a country with a diversity of people and what it would be like to live in a nation where everyone was the same.</p>	<p>L.I: To identify a research topic Introduction. Children are introduced to the concept of a Wiki - a type of website where people can take part in making it by adding new information and editing it. Activity. In preparation for a class Wiki on the ancient Romans, children come up with questions about the Romans and add these to an on-line mind-map. In pairs, they research one question and write up their findings. Children share what they have found out with the class.</p>	<p>LI: To learn how to decode and break down language by looking out for cognates (words that are similar in Spanish and English) Introduction. Children share what they know about Ancient Rome and the Roman Empire Activity. Children listen to the legend of Romulus and Remus in Spanish. With teacher supports, they identify words and phrases they recognise. In pairs, they read through picture/word cards and put them in the correct order to retell the story.</p>

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P.E.	Art	Homework
<p>LI: To perform a range of skills with control and consistency</p> <p>Introduction. Children warm up by weaving in and out and up and down a line of cones. Pace and difficulty is increased by introducing different activities, e.g. skipping, jumping, high knee lift, moving sideways, etc.</p> <p>Activity. Working in pairs, player 1 holds two balls out at shoulder height and drops one. Player 2 adopts a ready position 1 metre away and, as soon as the ball drops, moves forward to catch the ball after one bounce. After each catch, player 2 moves back a step until they are unsuccessful. They then swap roles.</p> <p>In groups of 4, children then play a competitive challenge in which they aim to win points by throwing the ball upwards so that it lands in a defined area and bounces more than once before their opponent catches it.</p>	<p>LI: To explore visual ideas for a mosaic</p> <p>Introduction. Children look at a variety of images of ancient Roman mosaics. They identify common features, themes, designs and materials.</p> <p>Activity. Children are introduced to the concept of a mosaic and how they featured in Roman life. They learn about how they are made and the materials they are usually made from. Teacher models an example of how a simple mosaic is made by cutting up and reassembling a photo. Children then make their own mosaics using a photo or picture. In pairs, they give feedback identifying what has gone well and what could be improved.</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.</p> <p>Reading Plus: Remember to complete your weekly targets.</p> <p>Spelling: interact, interfere, intercity, international, intermediate, internet, intergalactic, interrupt, intervene, interlude.</p> <p>My Maths Complete your allocated activities.</p>