

	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to select language for effect	LI: to plan a persuasive letter	LI: to design a writing map	LI: to create a persuasive letter	LI: to edit and evaluate a persuasive letter.
Key vocabulary and key questions	<p>Key Vocabulary: sentence openers, vocabulary, emotive language, personal pronouns, adjectives, commas, clauses, conjunctions, formal language.</p> <p>Key Questions: What are the features of a persuasive letter? What is the purpose of the letter? Who is the audience? Who are you writing to? Why is this sentence better than the others? What language will you use to persuade Mr Norton?</p>	<p>Key Vocabulary: Paragraph, point, evidence, explain, link, structure, order, reasons, persuade, plan.</p> <p>Key Questions: Why should Mr Norton buy new equipment for the playground? What are the benefits? Which reasons are not as strong as the others? Which ideas are similar? What order do you think would make sense?</p>	<p>Key Vocabulary: Plan, letter, letter layout, address, date, yours sincerely, point, evidence, explain, link</p> <p>Key Questions: How should a letter be laid out? Why are you writing to Mr Norton? What is the point of this paragraph? What evidence do you have that explains why it's important? Have you explained your point further? Have you linked it back to your main point?</p>	<p>Key Vocabulary: Letter, persuasion, purpose, address, formal language, personal pronoun, alliteration, paragraph, point, evidence, explain, link, rhetorical question, statistics, emotive language, conclusion, yours sincerely.</p> <p>Key Questions: What is the point of each paragraph? Why are they important points? Is your tone formal enough for Mr Norton? Have you included everything in the success criteria?</p>	<p>Key Vocabulary: Edit, evaluate, success criteria, repetition, power of 3, alliteration, statistics, emotive language, personal pronouns, rhetorical questions.</p> <p>Key Questions: What are you pleased with about your writing? How would you like to improve it?</p>
Introduction	<p>Starter: create 5 sentences using a sentence starter from each column e.g. One day, a child went to school. At first, the child didn't know what to do. (They should be more interesting than this though).</p>	<p>Starter: add the comparative and superlative words to the words on the table. The words should not be changed, just the suffixes. The children should be using superlatives in their persuasive writing to show that whatever they're describing is the best version e.g. the <u>slipperiest</u> slide or the <u>safest</u> swing.</p>	<p>Starter: the children should create a list of superlatives which would describe playground equipment. They could use a thesaurus to help them. These words should be used within their writing.</p>	<p>Starter: the children should put commas in the two sentences where it changes the meaning of the sentences. Some sentences are there to trick them and don't need commas at all. Children should be reminded of why we use commas (to separate clauses, after a fronted adverbial, with speech punctuation, in an expanded noun phrase or in a list).</p>	<p>Starter: the children have to correct the spelling mistakes circled and write the correct spelling of the word. If they aren't sure they should use a dictionary to help them. This skill will be useful when editing their writing today.</p>

Weekly Home Learning

<p>Activities</p>	<p>1. Rank the sentences from the best to worst and explain why they chose that order. They should talk about the choice of adjectives/descriptive language, the use of a relative clause to extend the sentence and the use of personal pronouns.</p> <p>2. Complete the sentences using the scaffold written for them. Each paragraph states the point and the children should explain the same point in that paragraph, not a different one. They should look at the example on Google slides to help them.</p> <p>3. Create a third paragraph of their own with a new reason why Mr Norton should buy new playground equipment using the paragraph structure from task 2.</p>	<p>1. Create a list of reasons why the school would need new playground equipment and the benefits of new playground equipment.</p> <p>2. The children then structure these reasons using the three steps on the google slides to help them. They should discard any reasons they don't think are as good; put similar ideas together and order the ideas.</p> <p>3. The children should then use the same reasons in their order and put them in the box it up plan. They should structure the paragraph with PEEL each time. The statistic can be made up. This doesn't need to be in full sentences as it is only a plan but it should make sense to anyone reading it. Please look at the example on the google slides for reference.</p>	<p>The task today is to create a writing map. They need to use their box it up plan and it should directly match. The children should draw out what their letter will look like using colours and pictures/symbols. There should be very little writing on it. Please see the example on the google slides for reference. By doing this, the children will think through each paragraph very clearly. Parents are encouraged to ask the children about it because if the children have to explain it, it helps them with their writing further.</p>	<p>Create a persuasive letter to Mr Norton, persuading him to buy new playground equipment for the school. Each paragraph should use P.E.E.L. and it should have a new point in each paragraph. The children should look at the success criteria to remind them of what should be included.</p>	<p>1. Children to identify what they have used from the success criteria by colour coding. This will tell us how well they understand what the terms mean as well as how much they have used in their writing. If they feel they need to add more repetition, for example, this is the time to add it in.</p> <p>2. Correct any spelling, grammar or punctuation errors in their texts.</p> <p>3. Evaluate their writing by writing in the table what went well and how their writing could be even better.</p>
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Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Timestable Rockstars regularly.

Weekly Home Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	LI: Mixed numbers to improper fractions	LI: Number sequences	LI: Compare and order fractions less than 1 (Lesson 1)	LI: Compare and order fractions less than 1 (Lesson 2)	LI: Compare and order fractions greater than 1 (Lesson 1)
Key vocabulary and key questions	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one- quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: How many quarters/halves/eighths/fifths are there in a whole? How does multiplication support us in converting from mixed numbers to improper fractions? Can you explain the steps in converting an improper fraction to a mixed number?</p>	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one- quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: What are the intervals between the fractions? Are the fractions increasing or decreasing? How much are they increasing or decreasing by? Can you convert the mixed numbers to improper fractions? Does this make it easier to continue the sequence?</p>	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one- quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: How does a bar model help us to visualise the fractions? Should both of our bars be the same size? Why? What does this show us? If the numerators are the same, how can we compare our fractions? If the denominators are the same, how can we compare our fractions? Do we always have to find a common denominator? Can we find a common numerator?</p>	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one- quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: How can we represent the fractions? How does the bar help us see which fraction is the greatest? Can we use our knowledge of multiples to help us? Can you predict which fractions will be greatest? Explain how you know. Is it more efficient to compare using numerators or denominators?</p>	
Introduction	Children now convert from mixed numbers to improper fractions using pictorial methods to understand the abstract method. Meaning that children use bar models alongside number sentences. Children always write their working alongside the pictorial representations so they can see the clear links to the number sentences or abstract method.	Children count up and down in a given fraction. They continue to use visual representations to help them explore number sequences. Children also find missing fractions in a sequence and determine whether the sequence is increasing or decreasing and by how much.	Children build on their equivalent fraction knowledge to compare and order fractions less than 1 where the denominators are multiples of the same number. Children compare the fractions by finding a common denominator or a common numerator. They use bar models to support their understanding.	Children use their knowledge of ordering fractions less than 1 to help them compare and order fractions greater than 1. They use their knowledge of common denominators to help them. Children will compare both improper fractions and mixed numbers during this step	
Activities	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit 	

Weekly Home Learning

Reading	Science		Topic
<p>Daily for 20 minutes</p>  <p>Use your reading plus login, Bugclub or Doodle English to read and answer questions on a text.</p> <p>You could upload a picture of you reading your favourite book of the week</p> <p>Islington website – Virtual School Library Oak Academy (thenational.academy)</p> 	<p>Uploaded on Thursday 4th February</p> <p>L.I To communicate information about a famous scientist and their discovery</p> <p>Today you are continuing your learning about forces - and one force in particular, gravity.</p> <p>Introduction: Recap forces and the concept of gravity</p> <p>Watch link –to bitesize website and watch video explaining gravity https://www.bbc.co.uk/bitesize/topics/zf66fg8/articles/zqbm3k7</p> <p>Task:</p> <ol style="list-style-type: none"> 1) Look through the teaching slides 2) Watch another video all about Sir Isaac Newton (on the slide) https://stemlearning.wistia.com/medias/gn5zww4bc1 3) - Create an information page or a poster or a fact file all about Gravity - you can use docs, slides or drawing or upload a picture of your home made work. Please make it - informative (put your research into your own words) pictures, different colour writing 		<p>Topic – Uploaded on Monday 1st February</p> <p>L.I To interpret Anglo Saxon way of life using sources</p> <p>Introduction: Discuss what it is to be a historian (watch video clip) Discuss key words primary and secondary sources</p> <p>Task - Today you are becoming Historians and discovering about life in the Anglo Saxons times.</p> <ul style="list-style-type: none"> - Go through the teaching slides - Task 1 - identify whether a source is primary or secondary - put the answers in the table on the document - Task 2- Become a historian and answer the who, what, where, why questions about each source on the google draw page. There are 4 different primary source images to explain.
PSHE	Music	Art	PE/Wellbeing
<p>Uploaded on Tuesday 2nd February</p> <p>L.I To express yourself in a variety of ways.</p> <p>Activity – Look through the slides about what it means to ‘express yourself’ We can express ourselves in many different ways – we would like to see how you express yourself through your clothes and your hair.</p> <ul style="list-style-type: none"> -Send in a picture of your wearing your very own individual style (upload picture) -You could wear clothes that make you feel happy or remind yourself of a special occasion -You could wear something that makes you feel powerful or creative -you can make your own outfit to express your creativity -you could put looks of different seasonal clothes together. <p>Have fun and get creative expressing yourself!</p>	<p>Uploaded on Friday 5th February</p> <p>L.I To create language in context with an image</p> <p>This half term we will be looking at Finlandia by Jean Sibelius. Look at slides introducing new composer and his life Look at the images of his home land which were the bases of his pieces. Create a mind map of adjectives of feelings to describe the scenes. Complete on the document provided Use feelings word mat to help Or use Synonym Synonyms, Synonym Antonyms Thesaurus.com to find alternative words. KS2: Jean Sibelius - Finlandia - BBC Teach Watch the introductory video about Jean Sibelius.</p>	<p>Uploaded on Friday 5th February</p> <p>L.I To apply sketching techniques for an Anglo Saxon artefact</p> <ul style="list-style-type: none"> -Look at the slides and show /recap the sketching techniques -Look at Anglo Saxon brooch artefacts, different styles and colours. <p>Task - sketch a brooch using sketching style techniques (only pencil) Upload a picture to Google classroom (video link on how to do this on the slides)</p>	<p>Mr Coleman and Alice have organised some lessons for you. Look out for these on Google Classroom. You can also continue to have your daily PE sessions with Joe Wicks every Monday, Wednesday and Friday at 9:00 AM.</p>  <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>
Wellbeing Wednesday			
<p>Wednesday 3rd February.</p> <p>An afternoon given over to unplugged (non-screen) activities.</p> <p>Theme: Special You</p> <p>Activity: Yoga Alphabet! Can you create each letter of the alphabet with your body? Create: Draw yourself as a superhero. What special powers do you have? Do you have any special clothing or gadgets?</p>			