

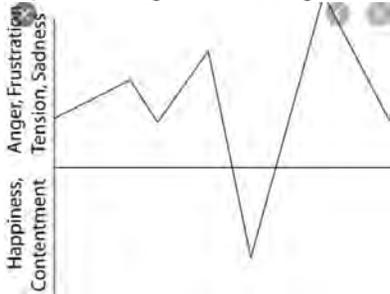
Weekly Overview for Online learning - Week 4



<p>Ongoing Practice</p>  	<p>Doodle English - https://students.doodleenglish.com/ Task - Login and then complete the work in Extras. Remember to try and stay in the Green Zone.</p> <p>Doodle Spell - https://students.doodleenglish.com/spell Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p> <p>Doodle Math - https://students.doodlemaths.com/ Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p>																																																			
<p>Maths</p> <p>*These lessons will be uploaded each day.</p> <p>This week we are moving on to learning about percentages.</p> <table border="1" data-bbox="191 1241 578 1472"> <tr><td colspan="10">100%</td></tr> <tr><td colspan="5">50%</td><td colspan="5">50%</td></tr> <tr><td colspan="2">25%</td><td colspan="3">25%</td><td colspan="2">25%</td><td colspan="3">25%</td></tr> <tr><td colspan="2">20%</td><td colspan="2">20%</td><td colspan="2">20%</td><td colspan="2">20%</td><td colspan="2">20%</td></tr> <tr><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td></tr> </table>	100%										50%					50%					25%		25%			25%		25%			20%		20%		20%		20%		20%		10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	<p>Monday - Focus area 1.</p> <p>LI: To apply my knowledge of common equivalent fractions and decimals to find the equivalent percentage.</p> <p>Key Vocabulary:</p> <p>-equivalent -convert</p> <p>Key Questions:</p> <p>How does converting a decimal to a fraction help us to convert it to a percentage? How do you convert a percentage to a decimal?</p> <p>Key Visuals:</p> <p>-hundred square</p>	<p>Input - Follow the link on Google Classroom and watch the video that explains how to find fraction, decimal and percentage equivalents.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>
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	<p>Tuesday - Focus area 2.</p>	<p>Input - Follow the link on Google Classroom and watch</p>																																																		

	<p>LI: To order and compare fractions, decimals and percentages.</p> <p>Key Vocabulary:</p> <p>-ascending -descending</p> <p>Key Questions:</p> <p>What do you notice about the fractions, decimals or percentages? Can you compare any straight away? What is the most efficient way to order them?</p> <p>Key Visuals:</p> <p>-hundred square -numberline</p>	<p>the video that explains how to convert between fractions, decimals and percentages to enable them to order and compare them. During the practice questions, think about what the most efficient way is to order them.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>
	<p>Wednesday - Focus area 3. Weekly Arithmetic Practice.</p>	<p>This week, we are going to complete the weekly arithmetic practice on a Google Form. Give yourself 30 minutes to complete the questions; remember to read the questions carefully and attempt all the questions. Complete any working out on a piece of paper.</p>
	<p>Thursday - Focus area 4</p> <p>LI: To calculate percentages of amounts.</p> <p>Key Vocabulary:</p> <p>-equivalents -percentage</p> <p>Key Questions:</p> <p>Why do we divide a quantity by 2 in order to find 50%? How do you calculate 10% of a number mentally?</p>	<p>Input - Follow the link on Google Classroom and watch the video that explains how to use fractional equivalents to find percentages of amounts.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>

	<p>Key Visuals:</p> <p>-bar models</p>	
	<p>Friday - Focus area 5</p> <p>LI: To calculate percentages of amounts.</p> <p>Key Vocabulary:</p> <p>-efficient -percentage</p> <p>Key Questions:</p> <p>Is dividing by 10 and multiplying by 5 the most efficient way to find 50%? Explain why. Is dividing by 10 and multiplying by 9 the most efficient way to find 90%? Explain why. How many ways can you think of to calculate 60% of a number?</p> <p>Key Visuals:</p> <p>-Bar models</p>	<p>Input - Follow the link on Google Classroom and watch the video that explores different methods of finding certain percentages.</p> <p>Tasks- Complete the questions in the Google Form.</p>
<p>English</p> <p>*These lessons will be uploaded each day, so if a video link is missing do not worry, it will be uploaded on the relevant day.</p> 	<p>Monday Focus area 1.</p> <p>LI: To utilise knowledge of the text to answer questions. LI: To use retrieval and inference skills.</p> <p>Key vocabulary: safety harness, Australia, Uncle John, panic, overboard</p>	<p>Input: We will be reading pages 34 - 48 of the text. Here we find out more about their sailing journey. You will have some questions to answer after reading.</p> <p>Task: Answer questions about what we have just read. You will need to support answers with evidence and use your inference and retrieval skills.</p>

	<p>Key questions: What upsets mum? What things do they enjoy doing in Australia? What happens to Michael?</p>	
	<p>Tuesday Focus area 2 LI: To explore the emotions of a character.</p> <p>Key Vocabulary: emotions, up, down, evidence, island, lonely, isolated, desperate</p> <p>Key Questions: Where is the island? How will Michael and Stella survive? Where is the Peggy Sue? Who leaves the food and water?</p>	<p>Input: Read pages 48 - 68 we are going to explore the wave of emotions Michael goes through. He has highs and lows and we will look at the evidence that reveals how he is feeling.</p> <p>Tasks: Your task will be to draw an emotions graph that plots Michael's feelings in this chapters as they go up and down. When you have plotted the graph you will look at each of the emotions you have included and then find evidence to show Michael experiencing that feeling.</p> 
	<p>Wednesday Focus area 3.</p> <p>LI: To explore figurative language to describe a setting</p> <p>Key Vocabulary: figurative language, personification, alliteration, metaphor, onomatopoeia, simile</p> <p>Key questions: How does figurative language bring the text to life?</p>	<p>Input: We will look back at the description of the island that was read yesterday. Focus on the description of the island shape (53-53) as well as the forest(58-59). We will begin to explore how the techniques and language choices the author has used make the island come to life. We will then explore the different figurative language (personification, alliteration, metaphor, onomatopoeia, simile).</p>

		<p>Tasks: The children will explore the different types of figurative language used in the text. They will match examples to the correct type of figurative language and also identify their own examples.</p>
	<p>Thursday Focus area 4 LI: To identify figurative language to describe a scene</p> <p>Key Vocabulary: personification, alliteration, metaphor, onomatopoeia, simile</p> <p>Key Questions: Why do we use figurative language? What types of writing include figurative language?</p> <p>Key Visuals</p>  	<p>Input: Today we will be exploring two pictures - we will be looking at effective ways that we can describe the two scenes using figurative language. We will also listen to some sounds to help us imagine being in the pictures.</p> <p>Task: Now we have explored the two pictures your job will be to write figurative language descriptions to describe them. You will be identifying personification, alliteration, metaphor, onomatopoeia, simile for each.</p>
	<p>Friday Focus area 5</p> <p>Grammar & punctuation practice</p>	<p>Input: Today the children will be completing a task focused on grammar and punctuation.</p> <p>Task: Complete the googleform questions. Read them carefully and follow the instructions carefully.</p>

Reading - the children's current reading band from Bug Club.

These Reading Tasks (which were allocated to the children last week) will be given every two weeks - the hand in date for these tasks is Monday 1st February

LI: To read and respond to comprehension questions

This week you will be allocated a book to read and answer questions on a book in Bug Club.

You will need to log in and read the book as usual, answering the bug questions and then answer the questions given on Google Docs. Once you have completed this, you will need to work on the longer writing task.

The standard of this work will need to be the same as what you produce in school in your purple task books.

Log in to book club and find the books below (they should already be allocated)

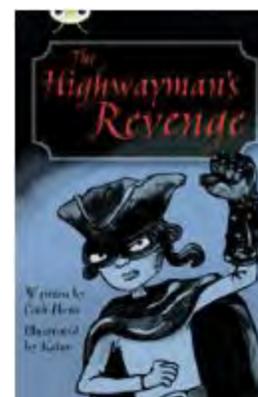
1. Read the book
2. On google docs answer the questions - giving evidence *from the book* to support your answer.
3. Complete the written task underneath your questions.
4. Return/submit the completed task.

You will be given either a Grey, Dark Blue or Red book task.

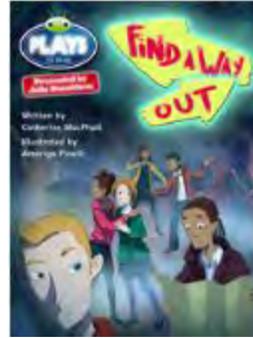
Grey: Pet Finders



Dark Blue: The Highwayman's Revenge



Red level: Find a Way Out



Topic: Maya Civilisation

Lesson 2:



Uploaded on Monday 25th January

LI: To explore Maya religion and Gods.

Key vocabulary:
Maya civilisation,

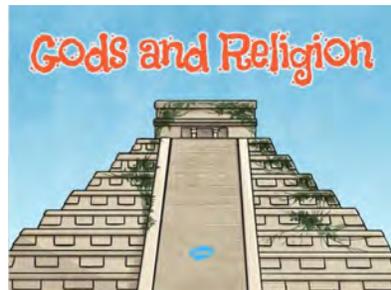
Key questions:

- Why do you think the Maya people thought the gods needed their blood?
- Can you think of any other civilisations that did this, or can you think of any stories about giving blood for the gods?
- Why do you think the Maya believed most people went to the Underworld after they died?
- Why do you think the gods of death are depicted like jaguars?

Key Visuals:

- Google slides
- You Tube video

Input - Read the Google Slides and the attached Google Document information sheet on the various Mayan Gods.. Watch the youtube video via the link in Google classroom.



Task - Complete your information table on each respective Mayan God, giving information on what they were god of and their different features and characteristics..

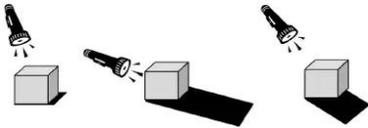
LI: To explore Maya religion and Gods.

Name	Image	God of	Further Information
Itzamna		God of creation.	Itzamna invented writing and is a patron of learning. In human form he is portrayed as an old man with no teeth and a large nose.

Science

LI: To explain why light can travel through certain materials and how well.

Input:
Watch the Explain Everything tutorial video - by following



Translucent, Transparent & Opaque



Uploaded on Monday 25th January

To explain why shadows caused by the sun change size during the day.

Key vocabulary:

Opaque, transparent, translucent, light source, blocked

Key questions:

What is the difference between opaque, transparent and translucent objects? Why do these objects specifically need to be transparent/translucent and opaque? Which object would form a shadow? Why?

Why are shadows caused by the sun longer in the morning and evening, but shorter in the middle of the day? Why do es the shadow caused by the sun change during the course of the day?

Key visuals:

- Explain Everything video
- YouTube video links

the link in Google Classroom - which shows you an experiment to test materials for transparency and opaqueness.

You will also carry out learning on how and why shadows caused by the sun change during the day - and link this knowledge to other situations.

Complete the thinking activities for the different learning steps. Watch the 3 x YouTube supporting videos.

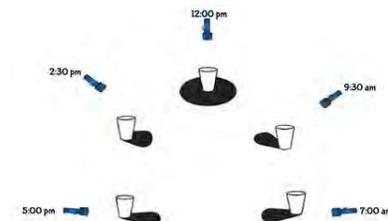
TASK 1:

To complete the prepared experiment and hypothesise the outcomes by applying new scientific knowledge.

Object	Transparent	Translucent	Opaque
How are/were these useful in everyday life?			

TASK 2:

To carry out various practical activities to understand why the shadows formed by the sun change during the day.



RE
Uploaded on Wednesday 27th January

LI: To present a religious story as a storyboard and understand why stories are

Input - Listen to the religious story and think about how you could summarise the

<p>We are continuing to learn about how faith and religion is taught through the arts.</p> 	<p>presented in different forms.</p> <p>Key vocabulary:</p> <p>-summarise</p> <p>Key questions:</p> <p>Why are stories presented in different forms?</p> <p>Key Visuals:</p> <p>-Examples of storyboards</p>	<p>main events.</p> <p>Task - Create a storyboard showing the main events of the story. You can print off the template and upload a picture of your storyboard or you can create your storyboard on your device.</p>
<p>Children’s Mental Health Week Assembly</p>  <p>Uploaded on Monday 25th January</p>	<p>This year the theme for mental health week is “Express Yourself.”</p> <p>Watch the Google Slide show for this week’s assembly.</p>	
<p>Rights Respecting Article of the Week</p>	<p>The new activities related to this week's Rights Respecting Article are now ready.</p> <p>This week we are looking at Articles 24 and 28 .</p> <p>Read the Google slides and then choose ONE activity from the ‘choose an activity’ slide.</p> <p>Each week there will be a new set of activities for a different Article.</p>	



Uploaded on Wednesday
27th January



PSHE



Uploaded on Thursday 28th
January

LI: To think of ways to work with other people to help make the world a better place

Key vocabulary:

Dream, Hope, Goal, Achievement, Money, Sponsorship, Suffering, Hardship, Empathy, Motivation

Key questions:

How might you work together as a team to achieve this challenge?
 What skills can you learn from this challenge that might help with other challenges you take part in?
 What challenges/ideas do you know of that can help others?
 How might it feel to take part in a fundraising challenge?
 What ideas of a challenge or an event do you have?
 Have you ever supported a charity?
 What charity would you like to support?

Key Visuals:

Google Slide presentation.

Input - After considering a theoretical situation where working as a team is crucial to success, you will consider what skills/strategies you would need to use to achieve this.

You will then think of some charity events you have seen on TV or been a part of that helped raise money for people in need.

You will need to think about who you might like to support or to hold an event for. It might be that you want to raise money for a global, national or a more local charity significant to you, such as a local foodbank.

Task - You will then plan and design an event or project that in the future (when the lockdown/pandemic has ended) can raise money for your chosen charity.

This could be:

- 1) A sponsorship task
- 2) An event, e.g. a bake sale

You will need to think of something original, but also manageable.

	<p>Google Slide task and reflection worksheet</p>	<p>The children will then need to complete the Google Document showing their ideas.</p>
<p>Spanish:</p>  <p>Uploaded on Tuesday 19th January</p>	<p>This is in Language Angels like last year.</p> <p>lesson 4 from Unit 7 - La Ropa (Clothes) from the INTERMEDIATE LEVEL section.</p> <p>In this lesson you will revise colours in Spanish and will also learn/ revisit the concept of adjectival agreement and word order in a sentence.</p>	<p>The website address is https://www.languageangels.com/schools/ please read through and use the How To guide under the Spanish subheading on Google Classroom to locate and find the Home Learning and Games section on the website.</p> <p>Input: this week log into the Home Learning section on Language Angels and complete lesson 4 from Unit 7 - La Ropa (Clothes) from the INTERMEDIATE LEVEL section.</p> <p style="text-align: center;">INTERMEDIATE LEVEL CHALLENGE</p> <ul style="list-style-type: none"> Unit 1: Mi Clase (In The Classroom) Unit 2: Los Romanos (The Romans) Unit 3: Me Presento (Presenting Myself) Unit 4: La Familia (Family) Unit 5: Mi Casa (My Home) Unit 6: ¿Tienes una mascota? (Do you have a pet?) Unit 7: La Ropa (Clothes) Unit 8: ¿Qué Fecha Es Hoy? (What Is The Date?) Unit 9: La Fonética (Phonetics and Pronunciation) Unit 10: ¿Qué tiempo hace? (The Weather)  <p>Task 1: Complete the activity using the vocabulary sheet on the website.</p>

Task 2: Login to the Games and play the games which have been set for you.



Wellbeing/PE



You can continue to have your daily PE sessions with Joe Wicks.

NEW LIVE PE sessions are running on his YOU TUBE channel every Monday, Wednesday and Friday at 9:00 AM.

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

He 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=l9sciRMnE1c&list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJCX-b&index=12

The others can be found on his chanel's playlist:

https://www.youtube.com/playlist?list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJCX-b

- Shadow outlines
If you have paper at home, this allows you to draw accurate pictures - as long as it's sunny. You could use a string light source at home.



- Make a sundial





Instructions will be in the Well Being / Other folder in Google Classrooms