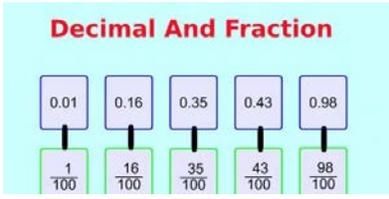


Weekly Overview for Online learning - Week 3



<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>Monday - Focus area 1.</p> <p>LI: To explore the relationship between decimals and fractions.</p> <p>Key Vocabulary: -place value: tenths, hundredths... - equivalent</p> <p>Key Questions:</p> <p>How would you record your answer as a decimal and a fraction? Can you simplify your answer? How would you convert the tenths to hundredths?</p> <p>Key Visuals: Place value grid</p>	<p>Input - Follow the link on Google Classroom and watch the video that explores the relationship between decimals and fractions and watch the video and explains how to convert decimals to fractions using place value knowledge.</p> <p>Tasks- Complete the Google Form once you have watched the video. Use a place value grid to help you find decimal and fraction equivalents.</p>
	<p>Tuesday - Focus area 2.</p>	<p>Input - Follow the link on Google Classroom and watch</p>

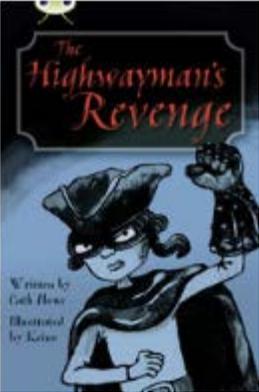
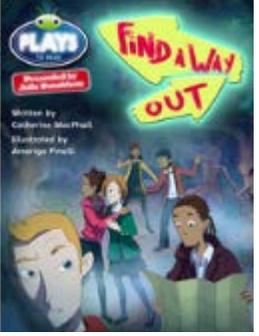
	<p>LI: To express fractions as their decimal equivalents.</p> <p>Key Vocabulary: -equivalent -denominator -place value: tenths, hundredths...</p> <p>Key Questions:</p> <p>How many hundredths are equivalent to one tenth? How could you convert a fraction to a decimal? Which is the most efficient method? Why?</p> <p>Key Visuals:</p> <p>Place value grid</p>	<p>the video that explores how finding an equivalent fraction where the denominator is 10, 100 or 1,000 makes it easier to convert from a fraction to a decimal.</p> <p>Tasks- Complete the Google Form once you have watched the video. Use a place value grid to help you find decimal and fraction equivalents.</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 express fractions as their decimal equivalents.</p> <p>Key Vocabulary: -equivalent - numerator -denominator</p> <p>Key Questions:</p> <p>Do we divide the numerator by the denominator or divide the denominator by the numerator? Explain why.</p>	<p>Input - Follow the link on Google Classroom and watch the video that explores how to find fractions as decimals by dividing the numerator by the denominator.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>

	<p>Key Visuals: Place value grid and counters</p>	
	<p>Friday - Focus area 5</p> <p>Ll: To express fractions as their percentage equivalents.</p> <p>Key Vocabulary: -per cent</p> <p>Key Questions:</p> <p>What does the word 'percent' mean? How can you convert tenths to hundredths? Why is it easy to convert fiftieths to hundredths? What other fractions are easy to convert to percentages?</p> <p>Key Visuals:</p> <p>Hundred square</p>	<p>Input - Follow the link on Google Classroom and watch the video to learn how to convert fractions to equivalent fractions where the denominator is 100 and then use this to find the percentage equivalent.</p> <p>Tasks- Complete the questions in the Google Form.</p>
<p>English *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>Ll: To write a balanced argument for and against the deforestation of the Amazon.</p> <p>Key vocabulary: deforestation, Amazon, for, against, on the other hand, however, It appears that, despite this, clearly</p> <p>Key questions: What are you keys points FOR /</p>	<p>Input: Following last weeks topic lesson where you gathered for and against points regarding the deforestation of the rainforest, you will now be taking these points and writing a for and against argument. Please watch the teaching video, this will go through how to write a balanced argument.</p> <p>Task: You will be writing a balanced argument about the deforestation of the Amazon rainforest. In this you will</p>

	<p>AGAINST? How will you support your points? How does the balanced argument need to be structured?</p>	<p>identify for and against points - these will be source from the topic work you completed last week. Please complete the writing in the googledoc attached to the assignment.</p>
	<p>Tuesday Focus area 2 LI: To make a prediction based on the blurb and chapter 1. LI: To utilise reading skills to answer questions about the text.</p> <p>Key Vocabulary: Kensuke, kingdom, island, pacific, Michael, sailing</p> <p>Key Questions: What can you infer from the front cover? Where is the boat? Who is Kensuke? Where was the boat going? Where is the kingdom? Was Michael sailing with anyone else?</p>	<p>Input: Today we are going to start a new text called Kensuke's Kingdom. In the teaching video we will explore the front cover, blurb and read chapter one.</p> <p>Tasks: Your task today will be to make a prediction about what you think will happen in the text based on the front cover, blurb and chapter 1 - all of these will be explored in the teaching video.</p> <p>Your second task is to answer questions about chapter 1.</p>
	<p>Wednesday Focus area 3. Tuesday Focus area 2.</p> <p>LI: To explore the feelings and emotions of the characters in chapter 1</p> <p>Key Vocabulary: redundant, sailing, brickworks, depressed</p> <p>Key questions: How do Dad's feelings and emotions change? What is Michael affect by? What is Dad's big idea? Why do the family move? How do Mum and</p>	<p>Input: In today's lesson we will be exploring the feelings, thoughts and emotions of Michael, mother and father in chapter 1. We will be using role on the wall to consider the character feelings on the inside and outside. This will be explored in the teaching video.</p> <p>Tasks: You will be exploring character feelings on the inside and outside, following the events in chapter 1. Make sure you have watched the teaching video. Open the Google Doc and identify what character you are doing - on one side of the table identify</p>

	<p>Michael feel about moving?</p>	<p>the feelings of the character on the inside and on the other side how the character is displaying their feelings on the outside.</p>
	<p>Thursday Focus area 4 LI: To plan the ship's log in role as a character.</p> <p>Key Vocabulary: Ship's log, sailing journey, chronological, past tense, informal language</p> <p>Key Questions: What needs to be included in a ship's log? What is the purpose of a ship's log? What genre of writing is a ship's log?</p> <p>Key Visuals: Images of ships at sea and audio to help imagine a ship sailing.</p>	<p>Input: Watch the teaching video - today we will be reading more of the text (pages 17 - 33). We will learn more about the start of the sailing journey and the ship's log.</p> <p>Task: Now we have read about the beginning of the journey and seen what is included in the Ship's log, you are going to be planning your own ship's log. The plan will focus on weather & sea conditions, wildlife seen, where you are sailing to and from, what's happening onboard, exciting things and scary things. Please use the document attached to the assignment to complete the task.</p>
	<p>Friday Focus area 5</p> <p>LI: To write a ship's log from a characters perspective.</p> <p>Key Vocabulary: ship's log, character perspective, features, chronological, past tense, first person</p> <p>Key Questions: Which characters wrote the example logs? How do you know? How will the writing differ depending on the characters perspective you are writing from?</p>	<p>Input:</p> <p>Task:Input: Watch the teaching video - in this we will be exploring the different examples of ship's logs that have been written by father, mother and Michael - can you identify who wrote which? We will also go through the features of a ship's log</p> <p>Task: Your task is to write a ship's log - you will be writing from either mum, dad or Michael's perspective. Your version will be based on what we have read and include key details about the families journey so far. Please use the</p>

	<p>Key Visuals: Teacher video</p>	<p>Googledoc attached to the assignment to complete your work - make sure you have watched the teaching video first.</p>
<p>Reading - the children's current reading band from Bug Club.</p> <p>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</p>	<p><u>LI: To read and respond to comprehension questions</u></p> <p>This week you will be allocated a book to read and answer questions on a book in Bug Club.</p> <p>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.</p> <p>The standard of this work will need to be the same as what you produce in school in your purple task books.</p>	<p>Log in to book club and find the books below (they should already be allocated)</p> <ol style="list-style-type: none"> 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. <p>You will be given either a Grey, Dark Blue or Red book task.</p> <p>Grey: Pet Finders</p>  <p>Dark Blue: The Highwayman's Revenge</p>

		 <p>Red level: Find a Way Out</p> 
--	--	--

Topic:

To start our new topic on the Maya Civilisation



Uploaded on Monday 18th January

LI: To summarise and explain four key points from given information

Key vocabulary:

Maya civilisation, ceremonial buildings, cities: e.g. Mesoamerica, Tikal (which they called 'Yax Mutal') and Palenque

Key questions:

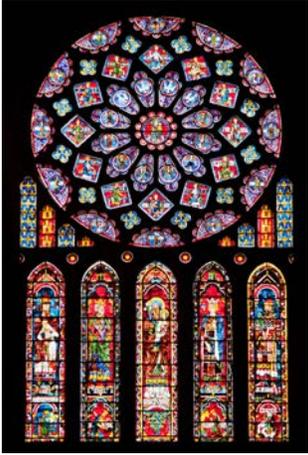
- Where in the world was the Maya Civilisation?
- How old are some of the buildings?
- When was the Myan Civilisation?
- What are the features of the city shown in the video?

Key Visuals:

Input - Watch the BBC Bitesize video and the attached You Tube video by clicking on the links in the instructions on Google Classroom.

Task - On the Google Slide, pick out 4 key facts from the videos and summarise them into informative paragraphs, to show what you have learned about the Mayas so far.

	<ul style="list-style-type: none"> ● Link to BBC Bitesize video to introduce the Mayas. ● Google Slide to explain understanding 	
<p>Science</p>  <p>Uploaded on Monday 18th January</p>	<p><u>L.I. I can explain why shadows have the same shape as the object that casts them.</u></p> <p><u>I can explain how a shadow's size can be made bigger and smaller.</u></p> <p>Key vocabulary: Opaque, transparent, translucent, light source, blocked</p> <p>Key questions: How are shadows formed? Why does a shadow have the same shape as the object casting it? How can the shadow cast by an opaque object change size? What is the difference between opaque, transparent and translucent objects? How can you create a coloured shadow?</p> <p>Key visuals:</p> <ul style="list-style-type: none"> ● Explain Everything video ● YouTube video links 	<p>Input: Watch the Explain Everything tutorial video - by following the link in Google Classroom. Complete the thinking activities for the different learning steps. Watch the 3 x YouTube supporting videos.</p> <p>TASK 1: Complete the attached Google Forms assessment on Shadows.</p> <p>TASK 2: Make a shadow puppet/s which have detail on the shadow and colour where relevant.</p> <p>Articulate the puppet if possible.</p> <p>Send in a photo or video of the puppet and its shadow.</p>
<p>RE Uploaded on Wednesday 20th January</p> <p>We are continuing to learn about how faith and religion is taught through the arts.</p>	<p>LI: To create a stained glass window based on a religious story and understand why they have been used to depict events and stories.</p> <p>Key vocabulary: -depiction</p>	<p>Input - Watch the video that gives information about stained glass windows and explains why they were created. Complete the matching activity in the video, matching the window to its story. Listen to the religious story while thinking about</p>

	<p>Key questions: Why are there stained glass windows in churches?</p> <p>Key Visuals: Stained glass window examples and template</p>	<p>how you could depict it as a still image in a stained glass window.</p> <p>Task - Design a stained glass window for the religious story. Think about what happened in the story and the most important events/people; include these in your window.</p>
<p>Martin Luther King Day Assembly</p>  <p>Uploaded on Monday 18th January</p>	<p>Watch the Google Slide show for this week's assembly.</p> <p>Monday 18th January is Martin Luther King Day. The aim of this day is to celebrate the life and achievements of Martin Luther King, an American civil rights leader.</p>	
<p>Rights Respecting Article of the Week</p>  <p>Uploaded on Wednesday 20th January</p>	<p>The new activities related to this week's Rights Respecting Article are now ready.</p> <p>This week we are looking at Article 23.</p> <p>Read the Google slides and then choose ONE activity from the '<i>choose an activity</i>' slide.</p> <p>Each week there will be a new set of activities for a different Article.</p>	
<p>PSHE</p>	<p><u>LI: identify problems in the world that concern me and talk to other people about them</u></p>	<p>Input -. After considering the question, "what is fair?", the children will look at a set of pictures depicting children in</p>



Uploaded on Thursday 21st January

Key vocabulary:

Dream, Hope, Goal, Feeling, Achievement, Money, Global, Issue, Suffering, Concern, Hardship

Key questions:

Where are the main difficulties in the world?
 How does this situation make you feel?
 What other issues can you think of that affects people in the world?
(After studying the pictures from the lesson) What might be the difficulty the child/people/person lives with in this situation?
 What might help their situation?
 How do you feel about the situation?

Key Visuals:

Google Slide presentation.
 Pictures showing people in different situations from around the world.
 Google Slide task and reflection worksheet

different situations and facing different difficulties from around the world.

They will need to complete the sentence stem: 'When I see people in the world who are living in difficult conditions or who are suffering, I feel...'

Task -

They will be asked to reflect further on the pictures - thinking about:

- 1) What the picture is showing?
- 2) Where the picture might have been taken (e.g. country)
- 3) What might be the difficulty the child/people/person lives with in this situation?
- 4) What might help their situation?
- 5) How do you feel about the situation?

The children will then need to complete the Google slide task by writing or drawing something that represents: 'My dream for the world'

Spanish:



Uploaded on Tuesday 19th January

This is in Language Angels like last year.

lesson 3 from **Unit 7 - La Ropa (Clothes)** from the INTERMEDIATE LEVEL section.

In this lesson you will learn how to say what you wear in different weather/situations.

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.

Input: this week log into the Home Learning section on Language Angels and complete **lesson 3** from **Unit 7 - La Ropa (Clothes)** from the

INTERMEDIATE LEVEL section.

INTERMEDIATE LEVEL CHALLENGE

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)



Task 1: Complete the activity using the vocabulary sheet on the website.

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=I9sciRMnE1c&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

- Indoor hula hoop game - try making one and playing with other family members.

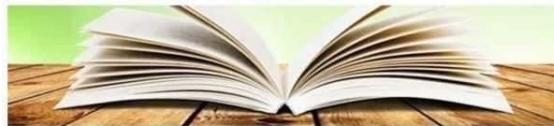


All you need are some paper plates and a used kitchen roll.

- Try a BOOK SCAVENGER HUNT.

BOOK SCAVENGER HUNT

- Find an animal in a book. primary playground
- Find the word spring in a book.
- Find someone helping someone in a book.
- Find a picture of a sun in a book.
- Find a book that makes you laugh.
- Find a bug in a book.
- Find someone sleeping in a book.
- Find a character eating in a book.
- Find a pet in a book.
- Find a cat in a book.
- Find a superhero in a book.
- Find a bike in a book.



- Try this fun game of noughts and crosses - on the

floor!



**NOUGHTS
AND
CROSSES**