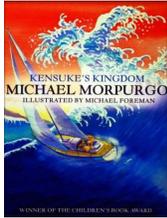


Weekly Overview for Online learning - Week 5



<p>Ongoing Practice</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> DoodleEnglish</div> <div style="text-align: center;"> DoodleMaths</div> <div style="text-align: center;"> DoodleSpell</div> <div style="text-align: center;"> DoodleTables</div> </div> 	<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> <div style="text-align: center;"> <p>Input → × 2 → + 5 → Output</p> </div> <p>*These lessons will be uploaded each day.</p>	<p>Monday - Focus area 1.</p> <p>LI: To apply my knowledge of percentages to find the missing whole or a missing percentage.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> -whole -percentage <p>Key Questions:</p> <p>If we know a percentage, can we work out the whole? If we know the whole and the amount, can we find what percentage has been calculated?</p> <p>Key Visuals:</p> <ul style="list-style-type: none"> -bar models 	<p>Input - Follow the link on Google Classroom and watch the video that explains how to find missing percentage values using bar models to support the learning.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>
	<p>Tuesday - Focus area 2.</p>	<p>Input - Follow the link on Google Classroom and watch</p>

	<p>LI: To solve percentage problems.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> -whole -percentage -equivalent <p>Key Questions:</p> <p>What diagrams could help you visualise this problem? Is there more than one way to solve the problem? What is the most efficient way to find a missing value?</p> <p>Key Visuals:</p> <ul style="list-style-type: none"> -bar models -hundred square 	<p>the video that goes through how to solve different types of percentage problems.</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 explore one-step functions.</p> <p>We are moving on to a new maths topic - we are going to learn about algebra.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> -inverse <p>Key Questions:</p>	<p>Input - Follow the link on Google Classroom and watch the video that explains how to “work backwards” to find the input given the output and when given a set of inputs and outputs, how to work out the function.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>

	<p>What do you think “one-step function” means? Do some functions have more than one name? What do you think input and output mean?</p> <p>Key Visuals:</p> <p>-function machines</p>	
	<p>Friday - Focus area 5</p> <p>LI: To explore two-step functions.</p> <p>Key Vocabulary:</p> <p>-input -output</p> <p>Key Questions:</p> <p>How can you write + 5 followed by – 2 as a one-step function? If I change the order of the functions, is the output the same?</p> <p>Key Visuals:</p> <p>-function machines</p>	<p>Input - Follow the link on Google Classroom and watch the video that explores two-step functions and whether a two-step function machine can be written as a one-step function.</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</p> <p>Focus area 1</p> <p>LI: To plan a setting description</p> <p>Key vocabulary: sequence, first person, plan, descriptive phrases, figurative language.</p>	<p>Input: Please watch the BBC Teaching clip on descriptive writing - this will give you some helpful hints and tips about how you begin to describe a setting. https://www.bbc.co.uk/bitesize/clips/z2vpyrd</p> <p>Next watch the teaching video - in this we will run through the sequencing of the setting description as well as</p>

		<p>some examples as today you will be planning your setting description.</p> <p>Task: To sequence and plan your setting description - the GoogleSlides document will guide you through the order/sequence of your plan and within it you will need to start to gather key sentence openers, phrases, figurative language choices.</p>
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Tuesday Focus area 2.

LI: To utilise figurative language to write a setting description.

Key vocabulary: figurative language, metaphor, onomatopoeia, alliteration, simile, personification, setting

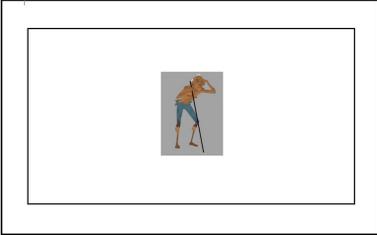
Key questions: Why do we use figurative language to describe settings? In what way does figurative language engage the reader?



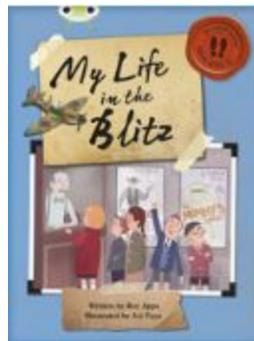
Input: Today you are going to write a setting description using figurative language. Your setting description will follow the same structure as your plan. You can also utilise the figurative language descriptions you worked on last Thursday and incorporate these. Please watch the teaching video.

Task: You will be writing a setting description which will include figurative language to bring it to life (metaphor, simile, onomatopoeia, personification, alliteration). Please also use your plan from yesterday. You will be writing in the first person.

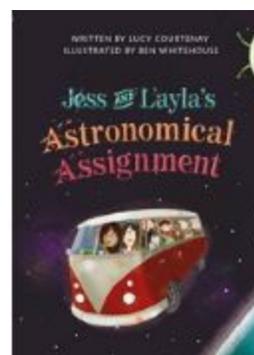
Some of you will also get further support with sentence openers and structure support.

	<p>Wednesday Focus area 3 LI: To explore chapter 5 answering questions about the text.</p> <p>Key Vocabulary: Michael, Kensuke, bloodsucking tormentors, orang-utan, damedada, fire, old man</p> <p>Key Questions: Who is Kensuke? Why doesn't Kensuke want Michael to light a fire? Why does Kensuke help Michael by feeding him? Why is their relationship strained?</p>	<p>Input: Today we are going to be reading chapter 5 of Kensuke's Kingdom (pages 69- 84). Here we learn more about the island and Kensuke.</p> <p>Tasks: You will be answering comprehension questions about chapter 5. These will focus on Michael and Kensuke's relationship and require you to use your inference, retrieval and language skills as well as using evidence from the text to support your answers.</p>
	<p>Thursday Focus area 4.</p> <p>LI: To explore the thoughts, feelings and questions going through a character's mind.</p> <p>Key Vocabulary: Kensuke, feelings, thoughts, questions, evidence</p> <p>Key questions: Why is Kensuke experiencing such a range of emotions? What questions might he have for Michael? Why is Kensuke wary of Michael? Why is he feeding Michael?</p> 	<p>Input: Please watch the teaching video. We are going to read chapter 6 today. We are then going to explore the thoughts, feelings and questions that may be going through Kensuke's mind following Michael's arrival.</p> <p>Tasks: We will be using a defining frame to identify the key thoughts and feelings of Kensuke so far in the story. The outside edge of the frame will be used to identify any questions Kensuke has.</p> 

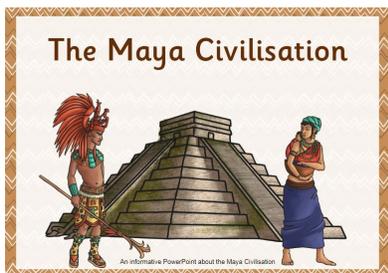
	<p>Friday Focus area 5</p> <p>Grammar & punctuation practice</p>	<p>Input: Today the children will be completing a task focused on grammar and punctuation.</p> <p>Task: Complete the googleform questions. Read them carefully and follow the instructions carefully.</p>
<p>Reading - the children's current 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 15th 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 <i>from the book</i> 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: Haunting Histories</p>  <p>Dark Blue: My Life in the Blitz</p>



Red level: Jess and Layla's Astronomical Assignment



Topic: Maya Civilisation



Lesson 4:

This lesson allows you to find out more about the Maya Civilisation and develop your knowledge and understanding of world history.

Uploaded on Monday 1st February

LI: To research the Maya culture and present your research in an organised information sheet.

Key vocabulary:
Maya civilisation,
glyphs,
codex,
manta,
Pok a Tok.

Key questions:

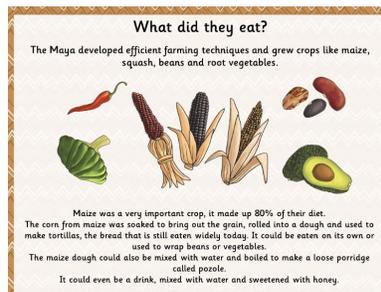
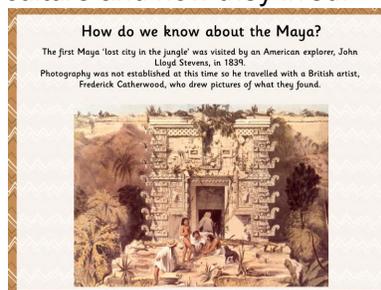
What were the differences between Aztecs and Maya?

When was the Maya Civilisation?

How do we know about the Maya?

Did they have written communication?

Input - Read the Google Slides and take notes on the various facts about the Maya culture and how they lived.



Task -

What did their books look like?
 Did they follow a calendar?
 How did they count?
 What did they wear?
 Was there a ranking system?
 What did they eat?
 Did they play any games?

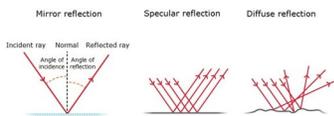
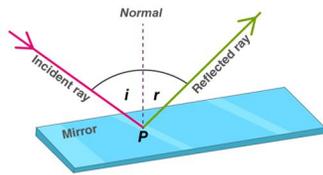
- Key Visuals:**
- Google slides

Use your notes to create an information sheet on the Maya culture. You will need to decide on what topics to include and the title for each one. Give each topic box its own title.

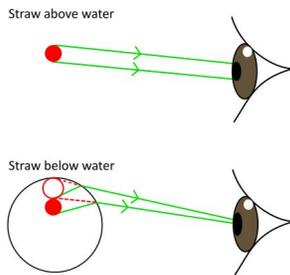
		

Science

REFLECTION OF LIGHT



Refraction of light after passing through a glass of water



Uploaded on Monday 1st February

L.I: To explain how light is reflected off a rough or smooth surface.
To calculate the path of reflected light by applying the rule: angle of incidence equals the angle of reflection.
To explain refraction and apply this to other situations.

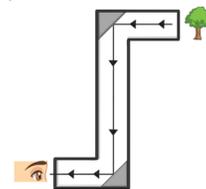
Key vocabulary:
 Angle of incidence, angle of reflection, refraction, medium, density, focal point,

Key questions:
 Why do so smooth and rough objects reflect light differently?
 What will happen if...?
 How does a periscope work?
 Why does the pencil look broken in the glass of water?
 Was your prediction accurate?
 Can you explain what happened and why, using your understanding of refraction?

- Key visuals:**
- Explain Everything video
 - YouTube video links

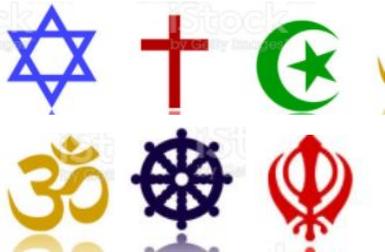
Input 1:
 Watch the Explain Everything tutorial video - by following the link in Google Classroom - which introduces how rough and smooth objects reflect light. You will learn how light reflects off a smooth surface at an equal angle.

TASK 1:
 You will need to apply this knowledge to explain how a periscope works and how it allows you to see over a wall!



Input 2:
 Carry on with the Explain Everything video and learn about refraction - and how light can get bent as it travels through different mediums of different density.

TASK 2:
 Apply your knowledge of refraction to explain different examples and then make

	<ul style="list-style-type: none"> • Google Document investigation and explanation sheet. 	<p>predictions for an experiment to carry out at home.</p> <p>You will need to write up your experiment and your explanation for it on the Google Document in Google Classroom</p> <p>Challenge: Watch the refraction YouTube video showing the refraction 'arrow' example. Try it at home. Can you explain what happens to the arrow? Does it matter which colour arrow you use?</p>
<p>RE Uploaded on Wednesday 3rd February</p> <p>We are continuing to learn about how faith and religion is taught through the arts.</p> 	<p>LI: To understand the meaning behind religious symbols.</p> <p>Key vocabulary: -symbolise</p> <p>Key questions: What is the purpose of symbols? What are the meanings behind these symbols?</p> <p>Key Visuals: -Various religious symbols</p>	<p>Input - Read the information about the various religious symbols in the Google Slides.</p> <p>Task - Complete the information table by filling in the gaps - you may need to draw the symbol or complete the information.</p>
<p>Safer Internet Day Assembly</p>	<ul style="list-style-type: none"> • Safer Internet Day is next week! It is celebrated in over one hundred countries across the world on Tuesday 9th February 2021. 	



Uploaded on Monday 1st February

- The theme this year is 'An Internet we trust: exploring reliability in the online world'.

Watch the Google Slide show for this week's assembly.

Rights Respecting Article of the Week



Uploaded on Wednesday 3rd February

The new activities related to this week's Rights Respecting Article are now ready.

This week we are looking more closely at Article 24 from last week.

Read the Google slides and then choose ONE activity from the 'choose an activity' slide.

Each week there will be a new set of activities for a different Article.



PSHE Dreams and Goals - Puzzle Piece 5



Uploaded on Thursday 4th February

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

To research my chosen charity and create a presentation on Google Slides to promote it.

Key vocabulary:

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

Input - Building on last week's Puzzle Piece on planning an event to support your chosen charity, you now need to research your charity in detail.

The aim is to create a Google Slide show to tell others about your charity and why they should support it (persuade others to help).

Task -

You will need to create an interesting Google Slide show

	<p>Motivation</p> <p>Key questions: What charity are you supporting - based on last week's work? What are the key ideas of your charity? (What is it trying to do? - What issues is it trying to fix?) Who is it helping - what group in society? Is it a national or global charity? What effect / success has it had? What help does it now need? Why should others support it? (How are you going to persuade others to support this charity?) How can others help?</p> <p>Key Visuals: Google Slide presentation.</p> <p>Google Slide task</p>	<p>about your charity. It needs to be informative - but not long and boring.</p> <p>You need to consider the questions described in the question column (left) and how you are going to persuade others to support your charity and feel as passionate about it as you do.</p> <p>You will need to research the charity to make sure you are accurate in your facts and are able to give enough vital information - however - DO NOT JUST COPY AND PASTE - write your presentation in your own words.</p> <p>You can use pictures from the internet in your presentation.</p> <p>I am not dictating the number of slides - but you need to make sure you give enough information to persuade me to support your charity.</p>
<p>Spanish:</p>  <p><i>Mi suéter azul.</i></p> <p><i>Mi camisa azul.</i></p> <p><i>Hola!</i></p>	<p>This is in Language Angels like last year.</p> <p>lesson 5 from Unit 7 - La Ropa (Clothes) from the INTERMEDIATE LEVEL section.</p> <p>In this lesson you will learn the two different words for 'my' in Spanish.</p> <p>En mi maleta voy a poner... (In my suitcase I will put...)</p>	<p>The website address is https://www.languageangels.com/schools/</p> <p>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 5 from Unit 7 - La Ropa (Clothes) from the INTERMEDIATE LEVEL section.</p>

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

FUN SCIENCE

Posted on Tuesday 2nd February

- Watch the You Tube video on fun effects with Refraction (the link will be in Google Classroom - posted on Tuesday 2nd February - after you look at the Science lesson posted on Monday st February!):

Can you create your own versions where images get reversed and create interesting effects?

You need to have done this week's science work first - so you understand what is happening!

Send these in and you'll get extra Dojo points - and perhaps a merit!



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