

## Weekly Overview for Online learning - Week 2

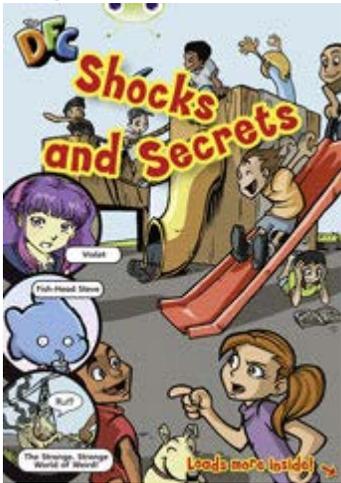
<p><b>Ongoing Practice</b></p>  	<p><b>Doodle English</b> - <a href="https://students.doodleenglish.com/">https://students.doodleenglish.com/</a> Task - Login and then complete the work in Extras. Remember to try and stay in the Green Zone.</p> <p><b>Doodle Spell</b> - <a href="https://students.doodleenglish.com/spell">https://students.doodleenglish.com/spell</a> Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p> <p><b>Doodle Math</b> - <a href="https://students.doodlemaths.com/">https://students.doodlemaths.com/</a> Task - learn your spellings and complete the set Extras. Remember to stay in the Green Zone.</p>	
<p><b>Maths</b></p> <p>*These lessons will be uploaded each day.</p>	<p><b>Monday - Focus area 1.</b></p> <p><b>LI: To multiply and divide numbers by 10/100/1000.</b></p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-place value</li> <li>- partition</li> <li>- tenths/hundredths/ thousandths</li> <li>- placeholder</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-Why is zero important as a placeholder?</li> <li>-What happens to the value of the digits as they move right/left on the place value grid? Why?</li> </ul> <p><b>Key Visuals:</b> Place value grid and counters</p>	<p><b>Input</b> - Follow the link on Google Classroom to learn how to multiply and divide numbers by 10/100/100 through video.</p> <p><b>Tasks-</b> Complete the questions about multiplying and dividing fractions in the Google Form. Draw/print yourself a place value grid to help you move the digits across the grid.</p>
	<p><b>Tuesday - Focus area 2.</b></p>	<p><b>Input</b> - Follow the link on Google Classroom and watch</p>

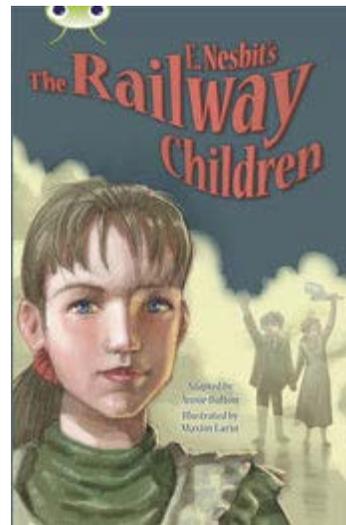
	<p><b>LI: To multiply decimals by whole numbers.</b></p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-multiply</li> <li>-decimal places</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>- Can you draw a bar model to represent the problem?</li> </ul> <p><b>Key Visuals:</b></p> <p>Place value grid</p>	<p>the video.</p> <p><b>Tasks-</b> Complete the questions about multiplying decimals in the Google Form. Do any working out on paper. Draw/print yourself a place value grid to help you identify the place value of the digits.</p>
	<p><b>Wednesday - Focus area 3. Weekly Arithmetic Practice.</b></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><b>Thursday - Focus area 4</b></p> <p><b>LI: To divide decimals by whole numbers.</b></p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-divide</li> <li>-exchange</li> <li>-inverse</li> </ul> <p><b>Key Questions:</b></p> <p>How can we check if our answer is correct?</p> <p><b>Key Visuals:</b></p> <p>Place Value grid and counters</p>	<p><b>Input</b> - Follow the link on Google Classroom and watch the video.</p> <p><b>Tasks-</b> Complete the questions about dividing decimals in the Google Form. Do any working out on paper.</p>

	<p><b>Friday - Focus area 5</b></p> <p><b>LI: To apply my understanding of division to solve problems involving decimal numbers.</b></p> <p><b>Key Vocabulary:</b></p> <p>-divide -exchange</p> <p><b>Key Questions:</b></p> <p>How can we represent the problem using bar models?</p> <p><b>Key Visuals:</b></p> <p>Bar models to unpick the problems</p>	<p><b>Input -</b> Follow the link on Google Classroom and watch the video.</p> <p><b>Tasks-</b> Complete the questions about dividing decimals in the Google Form. Do any working out on paper and draw bar models to help you unpick the problem.</p>
<p><b>English</b> *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><b>Monday Focus area 1.</b></p> <p><b>LI:</b>To predict what might happen in a short film from the still images.</p> <p><b>Key Vocabulary:</b> Predict Atmosphere Music sound</p> <p><b>Key Questions:</b> What can you hear? What is happening? Where is the music from? Does the atmosphere change? How do you know? Who can you hear? What are</p>	<p><b>Input:</b> Watch the video where you will see a series of images. From these images you need to make a prediction about what you think might be happening.</p> <p><b>Tasks:</b> Make a prediction based on the images you saw in the film. Copies of these images will also be on your GoogleDoc as well. Who is the girl? What is she doing? Where is she? Is there anyone else in the film? What is going to happen? Why is there no one else around?</p> <p>Your written prediction needs</p>

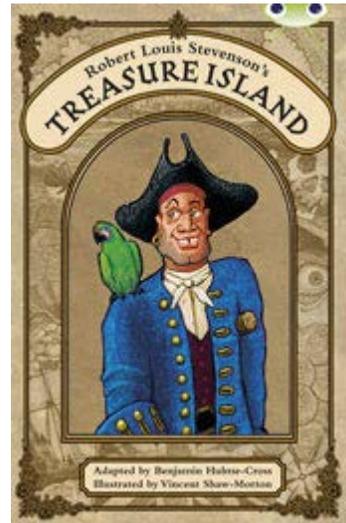
	they doing?	to be at least one full paragraph.
	<p><b>Tuesday</b> <b>Focus area 2.</b></p> <p><b>LI:</b> To explore the senses of the main character in a short film.</p> <p><b>Key Vocabulary:</b> Senses - hear, feel, see, smell Thoughts Description</p> <p><b>Key visuals:</b> Short film</p>	<p><b>Input:</b> Watch the short film - the link will be provided as part of the English assignment on Google classrooms. Once you have watched it you need to watch the video lesson, here we are going to explore the senses in relation to the main character - what she can hear, see, feel and smell as well as what thoughts might be going through her mind.</p> <p><b>Tasks:</b> Complete the task that has been uploaded as a GoogleDoc. Here you will be exploring the senses of the main character in the film, but not just simply identifying them you will be describing them as if you were writing a narrative story. The video lesson runs through exactly what you need to do and includes examples.</p>
	<p><b>Wednesday</b> <b>Focus area 3.</b></p> <p><b>LI:</b> To utilise reading skills to answer questions about a text.</p> <p><b>Key Vocabulary:</b> Phrase Evidence Tension Atmosphere Impressions</p> <p><b>Key Questions:</b> Answer the comprehension questions</p> <p><b>Key Visuals:</b></p>	<p><b>Input:</b> Watch the video where you will hear a written narrative version of the film Alma being read. There is also a copy of this modelled version attached. Your job is to then answer questions about this text.</p> <p><b>Task:</b> Once you have watched the video you need to complete the comprehension questions these will be attached on a GoogleDoc - the video will include explanations about the task and discuss the questions you need to answer and how to answer</p>

	Teacher Video	them.
	<p><b>Thursday</b> <b>Focus area 4.</b></p> <p><b>LI:</b> To identify and explore language choices that effectively describe a scene</p> <p><b>Key Vocabulary:</b> Alma Describe / description Atmosphere Suspense Tension Feelings Thoughts</p> <p><b>Key Questions:</b> How can you effectively illustrate what is happening in this image for someone who cannot see it? How will the description help? What needs to be described? How will this impact your sentence structure? What else do you need to consider?</p> <p><b>Key Visuals:</b> Alma video Teacher video</p>	<p><b>Input:</b> Watch the video lesson. Here you will explore some different images from the short film Alma. You will look at how these scenes could be effectively described using the correct language choices.</p> <p><b>Task:</b> Open up the GoogleDoc for today's task once you have watched the video. You will find various images from the film Alma, you need to identify some effective language to describe these images. You will be asked to identify descriptive words, descriptive phrases and sentence openers and then finally you will be asked to identify sentences to describe the scene. An example would have been gone through on the video for this lesson. You can also re-watch the Alma video to recap what happens.</p>
	<p><b>Friday</b> <b>Focus area 5.</b></p> <p><b>LI:</b> To write the first part of the narrative story Alma.</p> <p><b>Key Vocabulary:</b> Alma Sentence openers Ambitious vocabulary Sentence length Punctuation Structure</p>	<p><b>Input:</b> Watch the teaching video. This will go through how we create tension and atmosphere in our writing as well as the impact sentence structure has on this. We will then relate this to Alma and run through some examples, before I go through today's task. We will use the work we did earlier in the week on senses and description to help.</p>

	<p><b>Key Questions:</b> How will you create the same tension and atmosphere in your writing as is created in the film? What techniques can you use?</p> <p><b>Key Visuals:</b> Alma video Teaching video</p>	<p><b>Task:</b> To begin to write the story of Alma. Watch the teacher video, you will not be writing the whole story today but we will make a start. You will write up until the point the door opens. You will be writing in the third person telling the story of Alma, you need to imagine the reader has never seen the film.</p>
<p><b>Reading</b> - the children's current reading band from Bug Club.</p> <p><b>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 18th January</b></p>	<p><b><u>LI: To read and respond to comprehension questions</u></b></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><b>The standard of this work will need to be the same as what you produce in school in your purple task books.</b></p>	<p>Log in to book club and find the books below (they should already be allocated)</p> <ol style="list-style-type: none"> <li>1. Read the book</li> <li>2. On google docs answer the questions - giving evidence <i>from the book</i> to support your answer.</li> <li>3. Complete the written task underneath your questions.</li> <li>4. Return/submit the completed task.</li> </ol> <p>You will be given either a Grey, Dark Blue or Red book task.</p> <p><b>Grey: Shocks and Secrets</b></p>  <p><b>Dark Blue: The Railway Children</b></p>



Red level: Treasure Island



**Topic:**

**To complete our Topic on:  
The Amazing Americas**

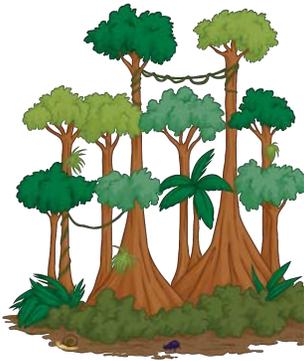
**LI: To understand the reasons for deforestation and why it is an increasing problem in the Amazon rainforest.**

**Key vocabulary:**  
Deforestation, species, biodiversity, profit, protected areas, settlement, cattle ranching, hydroelectric, natural resources, indigenous,

**Key questions:**

**Input** - Watch the Explain Everything video.  
You will need to listen to the reasons why the Amazon rainforest is being cut down. You will learn about and consider the effects of this on the local environment as well as its global impact.

**Task** - Your main task is to use this new understanding and the information sheets to create a chart with reasons FOR and AGAINST the deforestation of the Amazon



Uploaded on Monday 11th January

- What is the problem with cutting the rainforest down?
- Why is deforestation increasing?
- Why is the Amazon important?
- What should be done about it?



**Key Visuals:**

Explain Everything video

Link:

Google Doc/PDF information sheets.

You Tube video on the deforestation of the Amazon Rainforest.

rainforest.

You will have a week to complete this.

It must be completed by Monday 18th January, as you will be using the information from your chart to write a balanced discussion in Monday's English lesson, about whether the Amazon rainforest should or should not be allowed to be cut down - considering both sides of the argument fairly.

**RE**  
Uploaded on Wednesday

**LI: To understand how colour is used in Buddhism to express religious ideas.**

We are continuing our 'Faith through art' topic and will be looking at how colour is used to represent a practice/value in the Buddhist faith.

**Key vocabulary:**

- enlightenment
- emanate

**Key questions:**

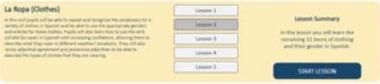
What does each colour represent?  
Why are all of the colours combined in the final stripe?

**Input** - Read the information about the Buddhist flag.

**Task** - You can complete this task on the computer or on paper and upload a picture of it if you find this easier. For this task, you can print a picture of the Buddhist flag or draw and colour your own. You then need to annotate the different colours on the flag and explain the teaching that each colour represents. You will need to use your retrieval skills to retrieve this information from the text. Look at the example to help you.

	<p><b>Key Visuals:</b> Model example</p>	
<p><b>Rights Respecting Article of the Week</b></p>  <p>Uploaded on Wednesday</p>	<p>The new activities related to this week's Rights Respecting Article are now ready.</p> <p><b>This week we are looking at Article 16.</b></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>	
<p><b>World Religion Day Assembly</b></p>  <p>Uploaded on Wednesday</p>	<p><b>Watch the Google Slide show for this week's assembly.</b></p> <p>Sunday 17th January is World Religion Day. The aim of this day is to promote understanding and harmony between people of different faiths. This week's assembly tells you all about this day.</p>	
<p><b>PSHE</b> Uploaded on Thursday</p> <p><b>Explain Everything video</b> Link: <a href="https://expl.ai/MTLAJTE">https://expl.ai/MTLAJTE</a></p>	<p><b>LI: To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</b></p> <p><b>Key vocabulary:</b> -realistic -challenging -achievable -motivate</p> <p><b>Key questions:</b></p>	<p><b>Input -</b> This lesson continues on from last week's lesson where you set yourself a challenging and realistic personal goal and learning goal. You will now be thinking about how you will achieve your goals. Read the explanation about how to complete the stages of your totem pole and the example given to give you some ideas about how to break down your goals into achievable steps.</p>

	<p>What skills might you use to help you achieve your goal?          What steps will you need to take to reach your goal?          How can you break your goal down into manageable steps?</p> <p><b>Key Visuals:</b></p> <p>Explain Everything video          Totem Pole template.</p>	<p><b>Task</b> - Complete the totem pole template identifying your key steps to achieving your goals.</p>
<p><b>Spanish:</b></p> <p><b>Uploaded on Tuesday 12th January</b></p>	<p>This is in Language Angels like last year.</p> <p><b>lesson 2</b> from <b>Unit 7 - La Ropa (Clothes)</b> from the INTERMEDIATE LEVEL section.</p>	<p>The website address is <a href="https://www.languageangels.com/schools/">https://www.languageangels.com/schools/</a> please read through and use the <b>How To</b> guide under the Spanish subheading on Google Classroom to locate and find the Home Learning and Games section on the website.</p> <p><b>Input:</b> this week log into the Home Learning section on Language Angels and complete <b>lesson 2</b> from <b>Unit 7 - La Ropa (Clothes)</b> from the INTERMEDIATE LEVEL section.</p> <p style="text-align: center;"><u>INTERMEDIATE LEVEL CHALLENGE</u></p> <ul style="list-style-type: none"> <li>Unit 1: Mi Clase (In The Classroom)</li> <li>Unit 2: Los Romanos (The Romans)</li> <li>Unit 3: Me Presento (Presenting Myself)</li> <li>Unit 4: La Familia (Family)</li> <li>Unit 5: Mi Casa (My Home)</li> <li>Unit 6: ¿Tienes una mascota? (Do you have a pet?)</li> <li style="background-color: #fff9c4;">Unit 7: La Ropa (Clothes)</li> <li>Unit 8: ¿Qué Fecha Es Hoy? (What Is The Date?)</li> <li>Unit 9: La Fonética (Phonetics and Pronunciation)</li> <li>Unit 10: ¿Qué tiempo hace? (The Weather)</li> </ul>

		 <p><b>Task 1:</b> Complete the activity using the vocabulary sheet on the website.</p> <p><b>Task 2:</b> Login to the Games and play the games which have been set for you.</p> 
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**Wellbeing/PE**



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

He will be starting NEW LIVE PE sessions on his YOU TUBE channel starting Monday 11th January, running 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](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](https://www.youtube.com/playlist?list=PLyCLoPd4VxBuPuwfVuS-OBtK_kZqJcX-b)