





Weekly Overview for Online learning - Week 8 (01.03.21)



<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>This week we will be revising some Fractions topics.</p> <p>*These lessons will be uploaded each day.</p>	<p>Monday - Focus area 1.</p> <p>LI: To compare and order fractions.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> -order -compare -equivalent - ascending/descending <p>Key Questions:</p> <ul style="list-style-type: none"> -How can our knowledge of factors and multiples be applied to today's learning? <p>Key Visuals:</p> <ul style="list-style-type: none"> -Bar models -Fraction wall 	<p>Input - Follow the link on Google Classroom and watch the video that explains how to find equivalent fractions in order to compare fractions and order them. We will be applying our previous learning of factors and multiples in today's lesson.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>
	<p>Tuesday - Focus area 2.</p> <p>LI: To add and subtract fractions.</p>	<p>Input - Follow the link on Google Classroom and watch the video that explains how to add and subtract fractions with different denominators</p>

	<p>Key Vocabulary:</p> <p>-Common denominator</p> <p>Key Questions:</p> <p>-If the denominators are different when we are adding and subtracting fractions, what must we do? Why?</p> <p>Key Visuals:</p> <p>-Bar models -Fraction wall</p>	<p>using bar models to support the learning.</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 multiply fractions by fractions and integers.</p> <p>Key Vocabulary:</p> <p>-integer -partition</p> <p>Key Questions:</p> <p>-Does multiplying fractions always give you a larger product?</p> <p>Key Visuals:</p> <ul style="list-style-type: none"> - Pictorial representations of fractions. 	<p>Input - Follow the link on Google Classroom and watch the video that explains how to multiply fractions with fractions and fractions with whole numbers. We will also be looking at multiplying mixed numbers.</p> <p>Tasks- Complete the Google Form once you have watched the video.</p>

	<p>Friday - Focus area 5</p> <p>LI: To divide fractions by integers.</p> <p>Key Vocabulary:</p> <p>-integer</p> <p>Key Questions:</p> <p>-What is the link between multiplying by a fraction and dividing by an integer?</p> <p>Key Visuals:</p> <p>-Pictorial representations of fractions.</p>	<p>Input - Follow the link on Google Classroom and watch the video that explains how to divide fractions by whole numbers. This lesson will explore the link between multiplying by a fraction and dividing by an integer.</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 utilise our reading skills to answer questions about a fiction text.</p> <p>Key vocabulary: wired for, valise, gaunt, rummaged, particulars, paradoxical, profoundly, singularity, conjecture</p> <p>Key questions: How can we effectively retrieve answers from a text? Which questions require shorter answers? How should I structure longer written answers?</p>	<p>Input: Watch the teaching video - in this we will be reading an extract from Sherlock Holmes and then answering questions about the text. In the video I will go through some of the questions - in particular practising how to find and retrieve the answers.</p> <p>Task: The Sherlock Holmes extract will be attached, your task is to read through it again and then answer the questions about the text.</p> <div data-bbox="1024 1549 1305 1803" data-label="Image"> </div> <p>Task 2 - Create a list of 5</p>

		<p>clues about a particular character from a fiction text you have read. The clues should give details about the character that would help someone guess who it was - there will be an example for you to follow. Please complete this ready for Tuesday's social GoogleMeet.</p> 
	<p>Tuesday Focus area 2.</p> <p>LI: To utilise our reading skills to answer questions about a non-fiction text.</p> <p>Key vocabulary: Athens, Sparta, Greece, civilisations, Laconia, Peloponnese, naval fleet, democratic, kingship, obedience, Athenians, vast, foreigners</p> <p>Key questions: Why is it important to understand key vocabulary? How can we effectively retrieve answers from a text? Which questions require shorter answers? How should I structure longer written answers?</p>	<p>Input: Watch the teaching video - in this we will be reading a non-fiction extract about Athens v Sparta and then answering questions about the text. In the video I will go through some of the questions - in particular practising how to find and retrieve the answers.</p> <p>Task: The Athens v Sparta extract will be attached, your task is to read through it again and then answer the questions about the text.</p> 
	<p>Wednesday Focus area 3</p>	<p>Input: Watch the teaching video - in this we will explore the differences between</p>

LI: To understand the difference between direct and indirect speech.

Key Vocabulary: direct speech, indirect speech, punctuation, inverted commas

Key Questions: What is the difference between direct and indirect speech?

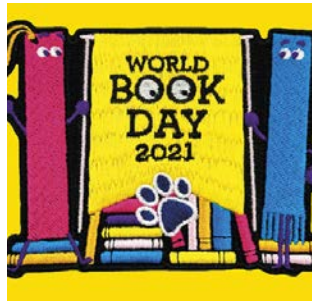
direct and indirect speech. Included will be examples as well as opportunities for you to practice.

Tasks: Complete the Googlequiz on direct and indirect speech - you must watch the video first.



Thursday
Focus area 4.

WORLD BOOK DAY
ACTIVITIES!



Key Vocabulary: desert island

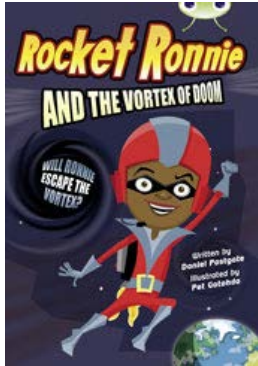
Key questions: What items will you choose? How will you make these difficult choices?

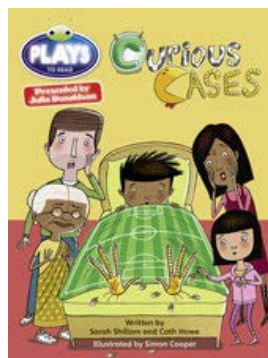


Input: Following on from our reading of the text Kensuke's Kingdom, you are going to imagine you are on a desert island like Michael. However you are able to identify some things you would like to take with you. Watch the short teaching video, in this I go through the task.

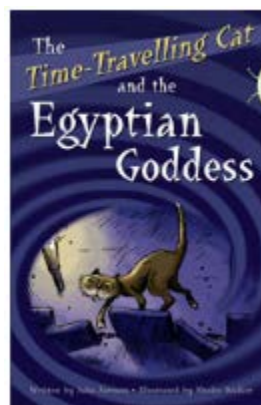
Tasks: You are going to identify the following things you would like to take with you on a desert island:
Book
Song
Non-electrical luxury item
Essential item
1 essential clothing item

In addition we want you to identify which character from a book you have read would you most like to be washed up on the island with - you must explain why you chose this character.

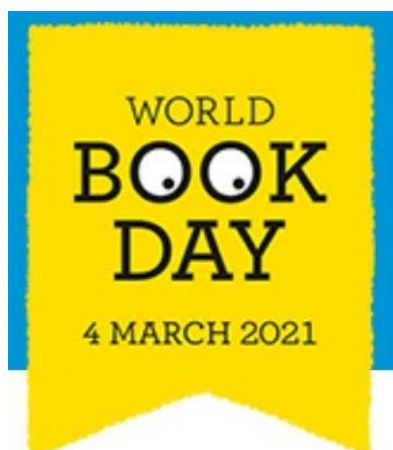
	<p>Friday Focus area 5</p> <p>Grammar & punctuation practice</p>	<p>Input: Today the children will be completing a task focused on grammar and punctuation.</p> <p>Task: Complete the googleform questions. Read them carefully and follow the instructions carefully.</p>
<p>Reading - the children's current 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 8th March</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: Rocket Ronnie and the Vortex of Doom</p>  <p>Dark Blue: Curious Cases</p>



Red level: The Time Travelling Cat and the Egyptian Goddess



WORLD BOOK DAY



Uploaded 4th March

Designing a book cover - based on the picture used in English last week of the train, Velocidad.



Input:

Thinking back to last week's DASH writing and the Velocidad train picture, consider the various events and characters which were used in the Google Slides. E.g. The towering hill, Welli6000 - the droid, the evil Paragon Phoenix - standing tall across the train tracks, breathing fiery flames. Also there were the unknown shooters of the arrows.

Think about how the train was carrying that important message - what was this message and why was it important?



Task:

Imagine this was a published story and a 'real book'. What would the cover look like? What would it be called?

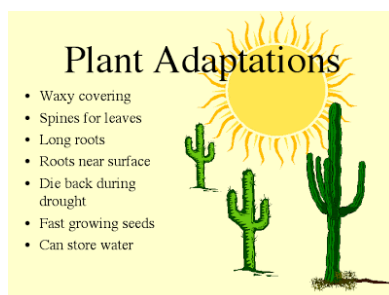
Your task is to use these ideas to design a book cover for this imaginary book.

Make it dramatic and colourful.

Try and include elements from the above list - taken from last week's lesson.

Make the title stand out and be creative.

Science: Evolution and Inheritance



Uploaded on Monday 1st March

L.L: I can demonstrate understanding of the scientific meaning of adaptation. I can explain that adaptations are mutations and identify adaptive traits.

Key vocabulary:

- adaptation
- traits
- offspring
- evolution
- inherited
- genes
- DNA
- habitat
- environment

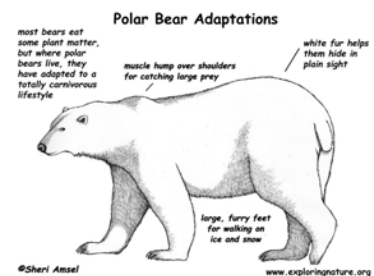
Key questions:

- Why do harmful traits not build up in a population over time?
- How have they adapted to live in their habitat?
- What features (traits) have they got that allows them to survive?
-

Key visuals:

- Teaching video
- Google slide worksheets

Input 1: After revising what is a habitat, you will look at how animals and plants have adapted to their habitats. You will research different adaptive traits which have allowed them to survive where other animals and plants cannot.



You will watch several YouTube videos which go through clear examples of certain animals and plants, and how they have adapted to cope with the habitat they live in - whether it be extremely hot, extremely cold, extremely high or just to be able to eat the prey that also lives in their habitat.



TASK 1:
 Look at the different animals and some plants and identify their adaptive traits and how they allow them to survive in their habitats.
 Show your understanding by completing the table on the Google Docs worksheet.

Adaptive Traits

Complete the table by matching the living thing with its habitat, then identify two of its adaptive traits.

Living Things	Habitat	Adaptive Traits

PSHCE



Uploaded Tuesday 2nd March

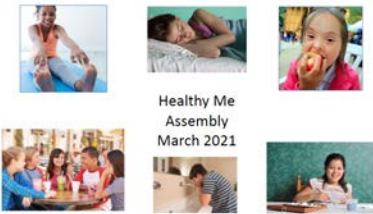
'I wish my teacher knew....'
 Activity



Input:
 Watch the short teacher video to introduce this activity.
 Follow the instructions and the teacher led examples.
 This is a chance to share any concerns you have about life and school right now - but have not been able to share with your teacher or another adult close to you, as we have all been separated due to lockdown.

Task:
 Complete the statements in the Google Docs in Google Classroom.
 'I wish my teacher knew....'

HEALTHY ME Assembly



Healthy Me
Assembly
March 2021

Uploaded on Monday 1st
March

This half term we are starting a new Jigsaw PSHE topic called 'Healthy Me'. We will be learning about making healthy choices.

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

Rights Respecting Article of the Week



Uploaded on Wednesday
3rd March

This week we are looking at Article 17



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.

Spanish:



¿cuando es tu
cumpleaños?



Language Angels

lesson 4 from **Unit 8 - ¿Qué fecha es hoy? (What is the date?)** from the INTERMEDIATE LEVEL section.

In this lesson you will learn how to ask and answer when your birthday is in Spanish.

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 4** from **Unit 8 - ¿Qué fecha es hoy? (What is the date?)** from the INTERMEDIATE LEVEL section by watching the interactive lesson.

When is your birthday?



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Uploaded on Tuesday 2nd March



¿cuando es tu cumpleaños? (When is your birthday?)
mi cumpleaños es el... (My birthday is on...)

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 & Pronunciation)

Unit 10: ¿Qué Tiempo Hace? (The Weather)

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Task 1: Complete the INTERACTIVE LESSON which teaches how to ask someone when is their birthday and say your birthday date in Spanish: e.g.

¿cuando es tu cumpleaños? (When is your birthday?)
mi cumpleaños es el... (My birthday is on...)

There is no need to say *nd*, *rd* or *th* after the number of the day in Spanish.

Task 2: Complete the Google Slide

worksheet - you need to complete the sentences with the correct birthday date in Spanish.



15th April

Mi cumpleaños es ...

el quince de abril



7th May

Mi cumpleaños es ...



1st October

Mi cumpleaños es ...



18th September

Mi cumpleaños es ...

Task 3: Login to the Games and play the games which have been set for you.

Wellbeing

YOGA

Take part in a Yoga session - follow the Youtube link and enjoy some calming and relaxing yoga - maybe do this with a brother or sister or another family member.

<https://www.youtube.com/watch?app=desktop&v=4qQNP6xSZxs>



DANCE FUN

Follow the instructor in this video and have fun dancing and letting off some steam - maybe get your whole family involved, there are some awesome tunes and try out those moves!

<https://www.youtube.com/watch?app=desktop&v=a21k4v-HLgA>



Mindful colouring and patterns - please look in the wellbeing folder in GoogleClassrooms - here you find two creative pattern and colouring activities that you can do.



COOKING - 3 ingredient Nutella cookies.



These cookies are really simple to make - you need 1 cup of flour, 1 cup of Nutella (or other chocolate spread), 1 egg. You mix all the ingredients together in one bowl, then with a tablespoon dollop individual portions of the mixture onto a lined baking tray. Then pop into the oven (160 - 180 degrees) for about 8 - 10 minutes. Yummy!

