

Weekly overview of learning

Every **Monday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** and should be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.

English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: to publish a poem based on World War One	<h1>Parliament Trip</h1>	LI: to use modal verbs and adverbs to indicate degrees of certainty	LI: To make inference and connections.	LI: To identify the features of a letter.
Key vocabulary and key questions	<p>Key Vocabulary: feedback, purpose, perspective, stanza, rhyme, rhythm, syllable, imagery, simile, metaphor, alliteration, personification and onomatopoeia</p> <p>Key Questions: Have you considered stanza length and line length? Have you created a rhythm with syllables? Does your poem have the intended impact on the reader? Can the reader visualise the setting you are trying to create?</p>		<p>Key Vocabulary: certainty, possibility, modal verbs, adverbs, perhaps, maybe, certainly, surely, can, could, will, must, could, should, may, might, shall</p> <p>Key Questions: Identify the word in the sentence that shows possibility. How does the modal verb change the meaning of the sentence? What would happen to the sentence if the modal verb was changed?</p>	<p>Key Vocabulary: Setting, letter, informal, war, family, memory, trench, writer, recipient.</p> <p>Key Questions: 1. Who is he writing to? 2. What is the setting? 3. What do you notice about his emotions? 4. Which war is the scene based on? 5. Why was letter writing important? 6. How do his emotions in his letter compare to his reality? 7. What activities does he describe in the letter? Why?</p>	<p>Key Vocabulary: Letter, colloquial, informal, emotive language, paragraphs. First person, second person, narrative, recount, events.</p> <p>Key Questions: What is emotive language? What events is the soldier recounting? Who is the recipient? How do we know?</p>
Introduction	Children to have some time to independently read teacher feedback on their draft poem and respond to this in a purple pen.		<p>Children to complete a SPAG starter based on main and subordinate clauses. Teacher to model how the question should be answered. Teacher to go through teaching slides and revise the concept of modal verbs and introduce adverbs of possibility.</p>	<p>Go through teaching slides. Children read a series of real-life WW1 letters. They need to make inference from the letters and identify the relationships between the sender and recipient. This will help the children understand the purpose and intent for the lesson.</p>	<p>Go through teaching slides. Think about why letters were written during WW1. How do letters make people feel? What are the language and structural features of a letter? Read through model text as a class. Discuss tricky vocabulary</p>
Activities	Whole class feedback from teacher to children with key areas to improve their poems. Children to then have time editing and reflecting on this with a peer. Children to then spend time reading their work aloud and making changes to their work. Children to publish their writing on pink paper.	<p>Children to complete mini activities identifying modal verbs and adverbs for possibility. Main task is to write a paragraph indicating what life may be like in the year 2099. Children to use modal verbs and adverbs of possibility to express their predictions.</p>	<p>Children to answer a range of questions based on the soldiers' letters with a focus on perspective, purpose and audience.</p>	<p>Children then use this text to identify the key features of a letter.</p>	

This week's reading focus: Reading Strategy 1 – Making Connections				
Monday	Trip to Parliament	Wednesday	Thursday	Friday
LI: To make links to a text		LI: To activate prior knowledge about text.	LI: To identify the purpose of a text.	LI: To identify the themes and conventions of a text
Children will view the front cover of The Last Post. They will make predictions about what the text may be about based on the cover and the blurb. They will then make links. Book to self, book to book and book to world.		Children will consider their own knowledge about letters and the context of World War One and share with the class. As a class, we will read a section of the text and annotate the text with their own responses linked to what they already know about the words and events in the text.	Children will consider why the author has written The Last Post and why it is written in the way it is. They will discuss why the author chose to include a flashforward at the start and how this creates intrigue for the reader.	Based on what has been read so far, children will consider the key themes of the text. Does this differ between characters? They will then consider how the letter style is suitable for the purpose. This will be modelled by the teacher and discussed as a class.

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: to multiply a decimal number by an integer		LI: to divide a decimal number by an integer	LI: to be able to multiply and divide decimals in context.	LI: decimals as fractions equivalents
Key vocabulary and key questions	<p>Key Vocabulary: tenth, hundredth, thousandth, multiply, repeated addition</p> <p>Key Questions: What is an integer? If you know $3 \times 2 = 6$, what else do you know? How can you show multiplying decimals by integers using counters? How is multiplying decimal numbers similar to/different from multiplying whole numbers? Do you have enough hundredths/tenths/ones to make an exchange?</p>	<h1>Parliament Trip</h1>	<p>Key Vocabulary: integer, group, decimal, divide, share</p> <p>Key Questions: If you know that $\div =$, what else do you know? If you make the number being divided one-tenth the size, what must you do to the answer? How can you show this division using place value counters? How many groups of can you make with ? What happens to tenths or hundredths that you cannot group?</p>	<p>Key Vocabulary: integer, group, decimal, divide, share, multiply, groups of</p> <p>Key Questions: How can you tell what operation you need to perform to answer this question? How can you represent this question using place value counters? What do you need to work out? How can you draw a bar model to represent this problem? Do you need to convert any units of measure to answer this question?</p>	<p>Key Vocabulary: Tenth, hundredth, equivalent, simplest form</p> <p>Key Questions: If the whole has been split into 10/100 equal parts, what is ___ each part worth as a fraction/decimal? If you know that ___ is equivalent to __, what is as a decimal? How can you convert fractions with a denominator of 100 to decimals? How can you convert fractions with a denominator that is a factor of 100 to decimals? How can you find equivalent fractions? Why might it be helpful to find an equivalent fraction with a denominator of 100/1,000?</p>
Introduction	In today's lesson, children will look at related multiplication facts using concrete resources such as place value counters, exploring relationships such as $3 \times 2 = 6$ and $0.3 \times 2 = 0.6$, and $5 \times 5 = 25$ and $0.5 \times 5 = 2.5$. They then multiply numbers with up to 2 decimal places by 1-digit integers using rows of place value counters, exchanging when needed. This is a good opportunity to explore calculations with money.		Today children will look at related division facts, such as $8 \div 2 = 4$ therefore $0.8 \div 2 = 0.4$ and $0.08 \div 2 = 0.04$. They will explore the pattern that as the number being divided becomes 10 or 100 times smaller, the answer becomes 10 or 100 times smaller, modelling this using place value counters in a place value chart. Children will explore a range of division facts using times-table knowledge, for example $144 \div 12 = 12$, so $1.44 \div 12 = 0.12$. Using place value counters, children put counters into groups, starting with the greatest place value column. They start with division where no exchanges are needed before moving on to calculations needing exchanges. They use the formal written method for division alongside the place value charts.	In today's lesson, children will recap the formal written methods for both multiplication and division alongside place value counters. They will use the same method with coins, with £1 coins replacing the ones, 10p coins replacing the tenths and 1p coins replacing the hundredths. Children then will use these skills in a variety of contexts to solve problems. Children will be encouraged to use bar models to help them to identify what operation is needed and in what order steps should be taken.	Today children will explore common equivalents between fractions and decimals. A hundred square is a useful representation to allow children to explore equivalence. We will be using fraction and decimal walls to enable children to see the relationship between fractions such as $1/5$ and $2/10$ and therefore their decimal equivalents. They look at methods for finding more complex equivalents by finding a common denominator of 100.
Activities	Complete questions about multiplying decimal numbers by an integer.			Complete questions about dividing decimal numbers by an integer.	Complete questions about multiplying and dividing decimals in context

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Reading	PSHE / RE	Topic/Art/DT
<p>Daily for 20 minutes Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>Complete the tasks set for you on Bug Club, Reading Plus, Doodle English, PiXL Unlock: continue logging in and completing your usual activities.</p> <p>Vocabulary Ninja: Look at the Vocabulary Ninja words of the week on Google Classroom and challenge yourself to write sentences for each of the words. Reading skill this week: Retrieval skills: -use our background knowledge and connect to text -visualise -watch out for VIP words/phrases and ideas</p>	<p>PSHE – Jigsaw – Dreams and Goals <u>LI: to identify problems in the world that concern me and discuss them</u> Children to look at a range of images of children around the world in conflict, poverty etc. Children to discuss what the image is showing and how they feel and how these children may feel.</p> <p>RE – Why Is It Better to be There in Person <u>LI: to evaluate the rules about attending significant religious places</u> Children to explore the significance of The Dome of the Rock to Muslims and explain that it is where some believe the Prophet Muhammad met many prophets, ascended to heaven and met Allah during his Night Journey. Children will explain why the rules when visiting this place exist and link it to its religious significance.</p>	<p>Topic – War and Peace – <u>History</u> - World War One <u>LI: to analyse a range of sources to determine the long-term cause of WW1.</u> Children to explore the meaning of imperialism, nationalism, alliances and militarism. Then as a class, we will analyse a range of primary and secondary sources to determine the main causes of World War I.</p> <p>Art <u>LI: to investigate how to create different shades of colours.</u> Children to create secondary and tertiary colours starting with white and gradually adding other colours. These skills will then be used to apply to their Paul Nash World War One artwork.</p>
Science/Music	PE	Spanish/Computing
<p><u>LI: to classify a creature based on its characteristics</u> Children to recap the terms vertebrate and invertebrate and the characteristics of mammals, reptiles, fish, birds and amphibians and insects. Children to display their understanding in a matching activity. Children then to design a new species of animal and classify it based on its characteristics.</p> <p>Music – Sing for victory <u>LI: to identify pitch in an octave when singing</u> Children to sing the song “do-re-mi” to ascertain an understanding of pitch when singing. Children then use a graphic score of “White Cliffs of Dover” to sing with an understanding of pitch.</p>	<p><u>LI: To be able to use the attacking principle of creating and using space (Netball).</u> Children will start passing on diagonal and straight clear drives, this will encourage movements. Again, they will recall the skill pass and move. They will finish the lesson playing some 3v2.</p> <p><u>Gymnastics – LI: to develop flexibility, strength, technique, control and balance</u> Children will complete a carousel of activities to develop their gymnastics skills in stretches, rolls, balances and movements.</p>	<p>Topic: El Fin The Semana – The Weekend <u>L.I. To consolidate the new language for weekend activities with a variety of reading and listening work.</u> Children to recap the vocabulary for weekend activities with a focus on the pronunciation. Then this is consolidated through a range of reading and listening activities.</p> <p>Computing- Web Design <u>LI: to plan a webpage</u> Children to use their learning from last week to map out and design a web-page based on an animal of their choice. Children will use Microsoft Pages to create their plan.</p>

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Homework

Homework is set on a Monday and uploaded to Google Classroom and is expected to be returned by the following Monday. Please upload completed homework tasks to your Google classroom where possible (unless it is Doodle or online packages.) This can be submitted once completed over the week and please complete it before the following Monday when the next homework will be set.

Weekly Spellings:

Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Reading Plus: Remember to complete your weekly tasks.

Doodle Maths and Doodle English: Work hard each day to turn your tracker green.

MyMaths: Decimal Place Value

deceive receipt

conceive protein

receive caffeine

perceive seize

ceiling neither