**CTBIG QUESTION-**

**Numeracy starters/morning challenges – multiplying Class focus – Vocabulary/**

**Class Books – George's Marvellous Medicine (Roald Dahl)**

 **- Fantastic Mr Fox**

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| **Monday 24th** |  | **Assembly – 9.15**Literacy – (Lesson 7 in narrative Sequence)Can I plan an alternative ending?Read the end of the story Man on the Moon and discuss the ending. This week we are going to write our own story using ideas from the text but making some changes.Discuss how the ending could change.E.g Bob’s rocket doesn’t start so the aliens who have crept on board show themselves and help Bob fix the rocket and he takes them back to Earth for a visit.Bob doesn’t go straight home he decides to visit Sam or Billy on their planet.What could he do there?Bob discovers the aliens in the crater . One of them has broken her leg so he helps them get out.Decide on a class ending for Literacy wall.Explain the sheet –stories have a beginning middle and end. Model drawing 3 boxes with simple pictures and lines under for sentences.Activity- Children write their own sentences underneath describing what happens.Support- hover/wordcardsChallenge- add vocabulary/labels to pictures |  |  | Numeracy – practical dividing using sharing Practical lesson with raisinsDiscuss with the children what this divide symbol means – to share into equal groups. Share the number sentence 6 ÷ 2 =Explain that this means we need to share 6 between 2. Choose 2 children to come to the front and share 6 cubes between them. Repeat with different examples and use the LSA to model this on the IWB at the same time.Activity- children to then share raisins to find the answers to a selection of division questions on the board. Support- adult support and colour coded questions.Challenge – extension questions with remainders.  |  |  | Grammar/ phonics- commas |  **PE – Boot Camp with Mr Bowen** **Pearl – 1.15 – 2.00****Diamond – 2.00 – 2.45** |
| **Tuesday 18th** | Quiet reading | Numeracy – Dividing by sharing using pictures.Recap yesterday’s lesson about dividing meaning to share and explain that today we will be using the same method but instead of raisins we will use pictures to share. e.g. 15 ÷ 3 = 5We know that we are sharing between 3 so we draw 3 little faces, then underneath those faces we share out the 15 dots one a time. This will mean under each face there will be five dots so the answer must be five. Encourage the children to compete the questions provided and show their working out for each question. Challenge – remainders. | Literacy – (Lesson 8 in narrative sequence)Can I plan a story ?Model drawing a story map of the story including the new ending using the plan from yesterday.Children draw their own maps showing clearly the order of events and adding linking words as a challengeSupport- hover/wordcards.Challenge- add linking wordsAfter, then, soon.at last, and another thing.... | Phonics-  | **Pearl-Art – Can I create tones using colouring pencils?**Recap learning of tones and tints. Model creating tones using colouring pencils by applying more and less pressure and paints by adding white/black to a colour. Allow children the opportunity to practice this skill in their sketch books then move on to colouring stars for the front of the topic book whilst waiting for their turn to use the paints. ART - **Can I add white to colours to make tints and black to colours to make tones?** Children to use white and black to make darker and lighter tones of colours to colour in their planets for their topic book cover. **Diamond - Science** |
| **Wednesday 19th** | Phonics-  |  PPE – football and music  | Handwriting and phonics.Quiet readingMoveProveImproveCouldn'tWe'llI’veThey've | silly sentence spelling work. | **Assembly – 1.30pm**Science - **Can I investigate what can be seen if there is no light?**Recap previous learning on man made and natural sources of light. Sort examples on the IWB.Show children a range of different objects, including some made from shiny substances and allow them to predict which they will be able to see in the dark tent.Record predictions and test them. Recognize that we need eyes open and light to see and that dark is the absence of light. |
| **Thursday 20th** | Registration/table challenges  | Phonics – exclamations | **Assembly – 9.15am****Numeracy – Dividing using multiples.****Recap counting in 2’s/5’s/10’s and explain that this is called counting in multiples.****Explain that when we divide numbers by 2, 5 or 10 we can use our knowledge of multiples to help us find the answers (this is quicker than drawing the sharing method especially when dividing by ten!)** **e.g. 30 ÷ 5 = 6****To find the answer we need to count in 5’s until we reach 30 so** **5, 10, 15, 20, 25, 30- we counted in 5 six times which means the answer is 6!** **Activity - children to compete the questions provided and show their working out for each question by recording their multiple counting under the question.** **Challenge – marking work using reaosning**  | Literacy –– BIG WRITECan I write a coherent story?Children to use their plan to write their own story with an alternative ending. | Quiet reading | RE - Can I identify special symbols in my school and local community?Explain to the children what a special symbol is and share some examples with them. Can they identify the thing/place by looking at the pictures?Ask the children to draw on their whiteboards a symbol that is special to them and then move around he class sharing why that symbol is special to them with their peers.Activity- children to then design a shield showing their special symbols- school, favourite subject, club and special place within the community. |
| **Friday 21st** | Cross Curricular Literacy – History  **Can I learn about a person from the past and say why they are significant?****Can I develop an idea over several sentences?****Discuss what we know about Neil Armstrong and recap some of the key vocabulary. Model writing sentences about Neil Armstrong including key facts.****Activity- children to write their own facts about Neil Armstrong****Support- hover/wordcards****Challenge- use conjunctions when/so that to join ideas** | Numeracy – **Dividing using an appropriate method (bigger and smaller numbers).**Explain to the children that we can’t always use the same method to divide. Sometimes we may know an answer without working it out, sometimes we may use a drawing method and other times it’s easier to count in multiples. Explain to the children that when we are dividing smaller numbers it’s easier to use a sharing drawn method as there are not many dots to draw but when we divide bigger numbers it’s better to count in multiples as it would take a long time to draw all the dots! Show the children this question; 12 ÷2 = 6Work it out using both a sharing method and a multiples method. Ask them which method they found easier for that question. Activity- children to then use an appropriate method to solve questions (bigger and smaller examples). Challenge – multi step word probelms | Quiet reading | **Assembly – 1.30pm**Homework/Spelling sentences (consolidation of weekly phonics and grammar).Golden Time – 2.15 |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Revise the GPC’s taught this term.Quick spell CEW.Improve move proveTeach apostrophes in contractions and address misconceptions from previous week.Recap contractionsSee Powerpoint/Smartboard slide | Revise the GPC’s taught this term.Quick spell CEW.Improve move proveTeach apostrophesPossessive apostropheSid’s car man’s dogPowerpoint/Smartboard slide | Silly sentences with apostrophes.Recap the use of apostrophesSid’s dad didn’t like cats.I’ve got mum’s dog.We’ll eat Pam’s sweets. | Revise the GPC’s taught this term.Quick spell CEW.Improve move prove Teach apostrophes.See Powerpoint/Smartboard slide  | Revise the GPC’s taught this term.Speedy spellers- test children (Homework words)Improve move prove hasn’t wasn’t we’ll she’s couldn’t wouldn’t we’ve  |