**BIG QUESTION-**

**Numeracy starters/morning challenges – All 4 operations mixed Class focus – Literacy – adverbs and adjectives Roald Dahl books.**

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| **Monday 21st** |  | **Assembly – 9.15**  Literacy – Cross curricular with History  **Can I place events on a timeline?**  Recap on how to read and order dates. Place relevant events on a timeline (both from the person and world events). Encourage children to look carefully at the dates when ordering.  1868- Scott was born  1912- Scott went to Antarctica and died there  1930-Neil Armstrong was born  1946- Became a pilot  1966 –First space mission  1969- Armstrong went to the moon  2012- Neil Armstrong died  Support- hover  Challenge – Can children add when they were born? | | |  |  | Numeracy **– Can I answer questions based on data presented as a block graph?**  Recap prior learning on tally charts and pictograms.  Explain we are going to be looking at information that is presented on a block graph. This time the data is presented on an axis. The axis is made up of a horizontal (x axis) and vertical axis (y axis).  Watch the following clip  <https://www.bbc.co.uk/bitesize/clips/zkf34wx>  Activity – Bar chart sheet and questions.  Challenge – Bar chart going up in scale of 10’s. |  |  | Grammar/ phonics-  commas | **PE – Boot Camp with Mr Bowen**  **Pearl – 1.15 – 2.00**  **Diamond – 2.00 – 2.45** |
| **Tuesday 22nd** | Quiet reading | | Literacy – Cold writing task (No More Marking)  Letter from Amanda with pens in.  Discuss the picture together and on a separate piece of paper children draw what will happen next in their story.  Then on paper given children write their story.  Stories are then returned to NOo More Marking | Numeracy – **Can I create a block graph using data from a tally chart?**  Recap prior learning on bar charts.  Explain are going to use the information collected on a Tally chart and present it as a bar graph.  Remember when drawing a bar graph, both axis need to be labelled. The scale (the amount of space and the amount in units) along the axis needs to increase by the same amount. A graph always needs a title so it states what it is representing.  Model creating a bar chart with the children using information from a tally chart.  Activity – children to create a bar chart using a tally chart provided and answer questions from the board underneath in their books. (Most/Least/ How many more/ Altogether ect.)  Challenge – bar chart scales of 2. | Phonics- | Science –  **Can I investigate reflection?**  Recap what we have learnt so far about light, dark and shadows.  In room with lights turned off, bounce light off different surfaces. Notice that light is reflected from surfaces in straight lines and that different colours and textures reflect light differently. Record what they find (best/ worst reflector) and ask which material they should use to make a jacket to go out at night.  Children to make their own dark tents with material and tables.  Batteries for torches.  **Support- hover with writing task and key vocabulary.**  **Challenge- use vocabulary to write in greater detail/reasons for what they have discovered.** |
| **Wednesday 23rd** | Phonics- | PPE – football and music | | Handwriting and phonics.  Quiet reading | silly sentence spelling work. | **Assembly – 1.30pm**  **History – Pop assessment**  Record facts about the person or people studied. Remember key dates and be able to talk about the person’s significance. |
| **Thursday 24th** | Registration/table challenges | Phonics –  exclamations | **Assembly – 9.15am**  Literacy – Cross curricular- Science assessment  Assessment  Multiple choice questions, read to children to ensure it is not reading that is being tested.  Extension could be to draw where a shadow will fall. | | Numeracy- End of unit assessment.  Recap prior learning on tally charts, pictograms and bar charts.  Share an example of each and answer questions. ((Most/Least/ How many more/ Altogether etc.)  Children to independently complete assessment. | Quiet reading | Art – **Can I use dots and lines to create pattern, shade and texture?**  Explore and evaluate pieces of art work that use lines and dots to create pattern and texture and shadow as an alternative to black charcoal and white chalk.  Allow children the opportunity to experiment with these techniques (pointillism/cross hatching) in their sketch books.  POP task – create a piece of artwork based on astronaut picture using skills acquired in previous lessons. Evaluate. |
| **Friday 25th** | Cross Curricular Literacy – PSHE – right/ wrong  **Can I understand the difference between right and wrong?**  Recap prior learning – developing empathy.  Starter – good choice/bad choice pictures on the board to sort though.  Circle time- scenario cards and debating if the decision was right or wrong and class voting.  Activity – sorting pictures into good choices and bad choices columns and explaining the importance of good choices. | | | RE – Sikh symbols  **Can I learn about special symbols and objects found in a place of worship? (Sikhism)**  Recap prior learning on important Christian symbols (cross/dove/candle/fish/Borromean Rings).  Explain that today we are going to learn about the 5 K’s of Sikhism.  Share the video and PowerPoint.  [BBC Two - Pathways of Belief, Living as a Sikh - Baisakhi and Commitment, The five Ks of Sikhism](https://www.bbc.co.uk/programmes/p0113ln8)  Children to then draw each of the objects and explain their importance to Sikhs. | 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.  Children/even/eye/money  Spell words with the ‘o’ sound spelt a after w and qu e,g watch, was, wash,want, swan,squash,  See Powerpoint/Smartboard slide | Revise the GPC’s taught this term.  Quick spell CEW.  Children/even/eye/money  Spell words with the ‘o’ sound spelt a after w and qu e,g watch, was, wash,want, swan,squash,  See Powerpoint/Smartboard slide | Silly sentences with Common Exception words and spelling rule for the week.  They want to squash the watch.  The children want even more money.  My eye needs a wash. | Revise the GPC’s taught this term.  Quick spell CEW.  Children/even/eye/money  Spell words with the ‘o’ sound spelt a after w and qu e,g watch, was, wash,want, swan,squash,  See Powerpoint/Smartboard slide | Revise the GPC’s taught this term.  Speedy spellers- test children  (Homework words)  Children/even/eye/money/watch/was/wash/want/swan/squash |