|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| French/PE or Computing | Topic/Geography | PE/Music | Science | Computing/Art |

The above is just a guide. I’d recommend using this as a discussion, then planning and agreeing what your child thinks will work best. **Remember that, even as teachers (especially as teachers), plans change over the week!**

Congo Class Learning – Week beginning Monday 30th March

I am aware you all have your learning packs. They are great, although now the teaching staff at Fressingfield have good contact with everyone, we are able to think about our school curriculum (the one we would have been teaching!) in some shape or form.

Literacy

This week, I would like children to think about writing a recount, based on The Great Dunwich Storm of 1287. I would like you to imagine you were a child at that time. This is a rough learning sequence for the week:

Monday – watch videos, at least once, making notes, and thinking strong words and phrases

<https://www.youtube.com/watch?v=HyJjhZ4xxdw>

<https://www.youtube.com/watch?v=cYesEAOLdhc>

Tuesday – looking at the powerpoint, choosing a moment in time, for a child caught in the storm, then writing some sentences using alliteration, simile and metaphor

Use imagery to describe the great storm of 1286 – see link on Yangtze Class web page.

Wednesday – with a partner, if possible – doing some role-play (hot-seating), imagining one of you is a character at that time, and one person is interviewing. Think, detail! This was almost 800 years ago. There were no phones, no cars, no electricity! Use the knowledge you have learned from your Dunwich visit, plus what you remember from the videos you have watched.

Thursday – making a mind map or flow chart to plan your story. Maybe, paragraph one introduction, paragraph two when the water is creeping nearer, paragraph three when you leap into action to help your family, paragraph four when things are calming and paragraph five the aftermath. If you get time, you could also start the introduction.

Friday – write. Use all those good words, phrases and sentences you have learned this week. Remember detail, sights, sounds, feelings and action! Good luck.

Maths

We have covered fractions very well, although children need to keep practising these. We’ve also just moved onto decimals, with Y4 children focusing on tenths (1/10ths) and Y5 also learning about 1/100ths. Below are some online ideas but, more importantly, I have enclosed a sheet of problems, which we usually work through and discuss together. There’s about a week’s worth of work here. I have also added an additional bit for more confident (especially Year 5 mathematicians).

For the website below, you need a pencil and paper. I’d say Level 3, 5 seconds is around Year 4 level, but have a play first, to see what suits your child. If you keep a log each day of what they have done, then they will be able to build on what they have learned.

<https://www.topmarks.co.uk/maths-games/daily10>

Fractions recapping

<https://phet.colorado.edu/sims/html/build-a-fraction/latest/build-a-fraction_en.html>

(work your way up – don’t go straight to the highest level!)

<https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html>

Decimals practice

The website below is a great teaching tool, to show how tenths compare with whole numbers. Start with ones, then tens, then hundreds, then see how we can add 1/10ths and even 1/100ths, and see how small they are, compared to one. See what happens when we add or subtract 1, 10, 100, etc. After looking at this together, your child could then ‘play teacher’, explaining how this works.

<http://www.ictgames.com/mobilePage/decimalDemonstrator/>

<https://www.teacherled.com/iresources/decimals/comparedecimals/>

Computing

Who has heard of Augmented Reality? Children who have played Pokemon Go! should be familiar with this. For our computing topic this term, children might want to start by sharing an adult’s phone and googling the name of a well-known animal, eg cat, dog, wolf, lion, penguin. Then press ‘View in 3-d’, and have some fun. Afterwards, have a look at some of these sites together. Children may be tempted to rush into trying some of their own investigating, but need to be reminded about eSafety and keeping personal information safe. Children might want to write a report or make a poster later in the week, to show what they have learned.

<https://www.hertsforlearning.co.uk/blog/augmented-reality-rest-us>

<https://apps.apple.com/gb/app/twinkl-architect/id1449013499>

<https://www.techradar.com/uk/news/5-free-augmented-reality-apps-to-delight-your-kids>

French

Recapping numbers – to 20, 30 or even 50! (We have done a little on this.)

Could you and a partner practise counting in French, as far as you can? First, one go each, then 2 goes each, then three? So,

Un, **deux**, trois, **quatre**, cinq … then un, deux, **trois, quatre**, cinq, six, **sept, huit**

Recapping colours (we did this last year, but most children are familiar with most colours).

<https://www.youtube.com/watch?v=DnrTrbJ6mYs>

<http://www.crickweb.co.uk/ks2french.html>

<http://www.crickweb.co.uk/ks2french.html>

Science

Y4 is lifecycles of animals (eg frogs and insects) and Y5 is electricity.

Y4 children might like to investigate the different life stages of organisms like ladybirds or toads, if you have a pond. What a great time of year it is to be learning about this! They could supplement it by looking online or in a reference book, and making detailed drawings with labels, maybe as a factfile or poster.

Y5 children; this is a great website (please IGNORE the boys bit!). You will all have different resources in your homes, but have a browse, and let children take the lead in their learning. Again, after a practical session, it’s good to record work, as above.

<https://frugalfun4boys.com/awesome-electricity-projects-for-kids/>

Topic – Oceans

As this is the last week, I would suggest following what interests you. I know someone found out more about sea pigs last week. Here are some ideas (if you can’t use a laptop, could you dig out some encyclopedias, or travel guides? Be resourceful about what’s in your house).

* The food chain in the ocean
* A marine animal that interests you
* Tourism and the ocean (maybe your child could Skype or Facetime a relative who’s travelled or dived in tropical oceans)
* The coral reef and how we need to protect it
* The journey of a piece of plastic, from our houses to the ocean

Music

Have you had a look at the virtual piano from last week? Have you tried playing some tunes on it? Have you composed a tune, then shared it with someone? Have you tried using some of the black notes, like F#?

Congo Class Spellings, week beginning Monday 30th March 2020

NB – this is a great free website for practising spellings:

<https://www.spellingtraining.com/index.html?&nevc&nevzjyvv&nqytlry&uqezl&aqbeh&twwqyvv&vlqtjay&dbshmyly&yflqysy&ubqotqwv>

|  |  |  |
| --- | --- | --- |
| 30.3.20Group 1 –  -ai-/ay/a-e sound(Remember –ay usually goes at the END of a word)1. male (man)
2. tame
3. mistake
4. mail (post)
5. snail
6. say
7. play
8. stray
9. today
10. display
 | 30.3.20Group 2 –Common exception words(These don’t follow patterns – you will just need to focus on the tricky bits, and learn them)1. length
2. strength
3. purpose
4. history
5. different
6. difficult
7. separate
8. suppose
9. therefore
10. knowledge
 | 30.3.20Group 3 –Adding an –en suffix to make a noun or adjective into a verb1. blacken
2. brighten
3. flatten
4. lengthen
5. mistaken
6. straighten
7. shorten
8. thicken
9. tighten
10. toughen
 |