Congo Class Planning, week beginning: Monday 29th June 2020

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| --- | --- | --- | --- | --- | --- | --- |
|  | | Monday | Tuesday | Wednesday | Thursday | Friday |
| Early work | | Spellings practice or x tables/reading or Joe Wicks PE | Spellings practice or x tables/reading or Joe Wicks PE | Spellings practice of x tables/reading or Joe Wicks PE | Spellings practice or x tables/reading or Joe Wicks PE | International  No Plastic Bags Day |
| Quiet reading time | | | | | | |
| Maths | Practising multiplication (x1 digit for younger children, x2 digits for older | | Missing digit multiplication practice | Workbooks | Workbooks |  |
| Literacy | Cold write – newspaper article | | Quick edit and improvement of newspaper article and looking at PowerPoint | Workbooks – | Workbooks, |  |
| Afternoon |  | | History | PE/Music | Science – Food Chains/Forces |  |

Literacy

Spellings for week beginning Monday 29th June

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| --- | --- | --- |
| Group 1  **-eigh-, which sounds like –ay-**  **(If you remember the order of these letters, that makes spelling the words much easier)**  **+ 2 common exception words** | Group 2  **Maths vocabulary that we are using or have used recently** | Group 3  **Converting nouns or adjectives into verbs, by adding –ise (NB –ize is American English)** |
| (Make sure you know what all these mean. Some seem unusual, but they are good words to become familiar with and maybe use in your writing. Can you say if each word is a verb, noun, adverb or adjective?) **If you can, write a sentence out using each spelling. If you can’t, say a sentence out loud to a partner, using each spelling.** | | |
| 1. neigh 2. neighbour 3. weigh 4. weight 5. sleigh 6. eight 7. eighty 8. eighteen 9. clothes 10. accident | 1. acute 2. obtuse 3. decimal 4. quarter 5. square 6. rectangle 7. rhombus 8. parallel 9. parallelogram 10. perpendicular   **Make sure you can say what all these words mean.** | 1. advertise 2. criticise 3. capitalise 4. finalise 5. fertilise 6. equalise 7. terrorise 8. socialise 9. visualise 10. vandalise   **SOME OF THESE WORDS ARE TRICKY; GO CAREFULLY.**  **CAN YOU WORK OUT THE ROOT WORD FOR EACH SPELLING?** |

If your children like working online, here is the link to a website to input your own spelling lists:

<https://www.spellingtraining.com/>

**Next Friday 3rd July is International No Plastic Bag Day!**

**Therefore, we think it would be a great idea to spend a bit of time celebrating this! Keep on reading, practise some times tables, do your spellings and enjoy some fresh air in the garden. But – why not find out more about this important issue? What is it? How can you and your family be part of environmental change?**

**Here are some ideas and links:**

* **Research safely on websites**
* **Do some related activities**
* **Make a bag, either from newspaper or recycled fabric**

[**https://www.thebetterindia.com/204849/how-to-recycle-old-newspaper-how-to-make-paper-bag-sustainable-zero-waste/**](https://www.thebetterindia.com/204849/how-to-recycle-old-newspaper-how-to-make-paper-bag-sustainable-zero-waste/)

<https://www.sustainablelearning.com/event/international-plastic-bag-free-day>

Literacy

Comprehension is in our English workbooks, along with work set below. Additional comprehension is also on our web page. This is on Carnival for Year 4s and Fire Drills for Year 5 (although I’m happy if children choose either or both. Answers should be attached, as usual).

In Workbook 4, it is pp 42 - 43 (reports), then pp 54 – 55 on homophones, and in Workbook 5, it is pp 40 - 41 (reports), then pp 56 - 57, practising homophones. There is less work in workbooks this week, as we are starting a new block.

**This week, we begin a NEW genre or writing type; newspaper reports.** I would like children to remember all the good features of a newspaper article, then write their own. They can make your own columns if they like, by dividing the page into 2 or 3. Don’t forget the headline, plus what about a photo, with a caption below? There is a link to a template on our web page if children would prefer this.

If they want some ideas about stories, how about these; a child wins the lottery; someone saves a family from a fire; someone finds ancient treasure worth thousands of pounds!

When they have written their newspaper article, please **remind them to spend some time checking it and improving it.** One or two pieces of work coming back to me are great first drafts, but children are now at the age where they can **read through their work, and spot lots of small errors**. Lots of children can also improve ‘weak’ words, like ‘nice’ or ‘went’. And one or two are able to make really clever changes by using an asterisk (\*) and adding in additional material. All this is, we say, really improving their writing.

On a day after children have written their newspaper report, there is a really good PowerPoint, to remind them about key features. It would be great if children would carefully read through this, then make a poster showing some of the main key features of a newspaper report.

Maths

For maths this week, I would like children to spend a bit of time consolidating multiplication skills. The children have learned column methods for multiplying; short multiplication is multiplying by 1 digit, and long is by 2 or more digits. For multiplication, children learn an **expanded method** first, and then a speedier method. I have put PowerPoints on our class web page to remind both children AND parents/carers of methods.

Children need to both use their tables AND know how to multiply using a written method. For Year 4s, children multiply by one digit (eg 24 x 3 or 152 x 5). For Year 5s, children multiply by two digits (eg 43 x 25). NB – some children may benefit from a multiplication grid, although ideally children should know most times tables facts by now. There is one on our web page if children need one.

This week I have planned in 2 days of practising methods, and 2 days of workbooks. This includes practising using missing numbers as an additional challenge. The answers are included, so children could maybe use a blue pen to ‘tick and fix’ their work, like they do in school. For additional work, see Purple Mash below.

Workbooks:

For Year 4s, pp 32 – 35; for Year 5s, pp 30 – 33

Also, here is a great video for the 7 times tables! This is pretty much the hardest, as there is no pattern. Or is there? It’s worth watching once, then again with children having a go with a whiteboard/pen or paper/pencil.

<https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-4-multiplication-tables-check/>

**Purple Mash games on multiplication and division – scroll right to the BOTTOM of the page (Age 7 – 9 is fine, even for older children, as these should stretch everyone!**

<https://www.purplemash.com/#tab/pm-home/maths/numbers/number_multiplication_division>

French

We have been recommended a good website, which has blocks of work on, including lesson, games, activities and quizzes. Our topic this half-term is Families, and there is a good variety of material on this website to browse a little each week.

<https://www.french-games.net/frenchtopics>

Science

Year 4 children should all, by now, be clear about what a producer and consumer are, what predator and prey are, and what a herbivore, carnivore or omnivore are. This week, children are going to develop this learning by recapping how energy comes from the sun, to producers (plants) and then to animals. They are then learning that these food chains can be complex, and are sometimes more like **a web** than a chain, and that there are different sorts of consumer; **primary, secondary and, sometimes, tertiary consumers; and occasionally quarternary consumers!**  There are some good websites below. I would then like children to make some **feeding chains**, labelling the animals and plants (not just ‘plant’, say exactly what, eg ‘acorn’ or ‘oak leaf’) and using the different consumer terms.

<https://www.enchantedlearning.com/subjects/foodchain/>

<https://www.mpalalive.org/classroom/lesson/food-chains-kenya#:~:text=All%20food%20chains%20start%20with,from%20carbon%20dioxide%20and%20water.>

For Year 5s this week, children are finding out all about **air resistance**, and how it affects movement. Children need to have a quick look at **last week’s topic organisers** (ask me if you didn’t get a copy last week), then work through the PowerPoint, getting ideas about **making a parachute**. I would then like children to investigate parachutes. Children will need to change ONE THING, maybe the size of the parachute, or the material it is made from, to try to find the best. I would also like children to do some recording, either by writing a short report, or making an illustrated and captioned Guide to Making the Best Parachute.

History

Last week, children started finding out about The Beaker People. This week, we are finding out more about an amazing local discovery at Must Farm. There a two fantastic PowerPoints; an introduction and one about artefacts. I would like children to spend lots of time reading and looking at these, focusing on the artefacts, what there were and what they looked like. Then children have a choice of activities. They can either try to draw some labelled sketches of what they think parts of the inside of the house looked like (see start of PowerPoint 2) OR they can do some careful sketching and labelling of a selection of Bronze Age artefacts.

<https://historicengland.org.uk/services-skills/education/teaching-activities/must-farm-life-in-bronze-age-cambridgeshire/>

This week, we are finding out more about The Beaker People. Who were they? Can you guess why they were

Music

This is the link I sent over last week. Let me know how you are getting on, and which block you decided to do. Did you look at the Viking Sage Songs, or Rocking Romans, or did you find a better one?

<https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg>

Mrs Korolambe has also given me the details for a BBC website with music and home activities, for any children who really enjoy their music. It is free, but you need to register:

<https://www.bbc.co.uk/teach/ten-pieces>

Computing

Over the next few weeks, I would like children to focus on 2 areas of Purple Mash; firstly, the **blogging area**. It would be really great if everyone in class was able to set up their own blog, as well as comment on other children’s. At the moment, I think girls are outnumbering boys with their blogs. I would also like children to be **reviewers**, and give me feedback about what activities they have enjoyed, why they have enjoyed them and what they have helped them learn. We can then compile a list of CHILDREN’S favourite games, rather than TEACHER’S! I would suggest getting started this week, as Purple Mash is a huge learning website!

Ar**t and DT**

Children have been sending in some beautiful artwork from home. Do let us see what you have been busy at, whether it’s work planned from school, or your own ideas. Our web page always looks better with a bit of colour on it!

I have added all the art scheme of work, on Collage, which includes a PowerPoint plus some text for Art, and the Nuffield instructions for DT, Will This Story Surprise you? This gives families the flexibility to either work on this project once a week, or to spend longer, maybe the week, and really get involved.

PSHE/RE

Have a look on the school website to see this week’s themes (week 8). Children in school will also be using these as assembly prompts, so please do take a look at these sometime in the week. Our RE theme this half-term is Service, and our PSHE theme is Change.

Also, Reverend Susan’s YouTube assembly link for week 4 is below: