Congo Class Planning, week beginning: Monday 13th July 2020

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|  | | Monday | Tuesday | Wednesday | Thursday | Friday |
| Early work | | Spellings practice or x tables/reading | Spellings practice or x tables/reading | Spellings practice of x tables/reading | Spellings practice or x tables/reading | Spellings practice or x tables/reading |
| Quiet reading time | | | | | | |
| Maths | Recapping division methods | | Short division methods practice, Good, Better, Best | Short division methods word problems | Workbooks/6 or 7 times tables practice | Workbooks/6 or 7 times tables practice or factors |
| Literacy | Accounts of 2 eye-witnesses | | Recapping on features of a newspaper report/planning | Finishing planning/writing the report | Writing the newspaper report | Finishing writing, then editing the newspaper report |
| Afternoon | Computing/  French | | History – would the Romans want to come here? | PE/Music | Science – Teeth/friction | Art |

Literacy

Spellings for week beginning Monday 13th July

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| Group 1  **Contractions**  **(These are one of the times when we use an APOSTROPHE for the missing letter. Remember it then becomes ONE WORD.)** | Group 2  **Common exception words – all these words have tricky bits in them. You might want to sound them out phonetically, or underline the tricky bit.** | Group 3  **Converting nouns or adjectives into verbs, by adding –en** |
| (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. shouldn’t – should not 2. wouldn’t – would not 3. couldn’t – could not 4. I’m – I am 5. don’t – do not 6. can’t – cannot 7. won’t – will not 8. didn’t – did not 9. he’s – he is/he was 10. she’ll – she will | 1. centre 2. century 3. decide 4. describe 5. different 6. imagine 7. occasion 8. occasionally 9. reign 10. separate | 1. straighten 2. brighten 3. lengthen 4. flatten 5. mistaken 6. shorten 7. thicken 8. tighten 9. toughen 10. blacken |

**These will be your very last sets of spellings for this academy year – well done!**

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

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

It’s the final push! Once again, a massive well done to you all for playing your part in the children’s learning this year. Whether you think it was big, small or a bit in-between, we are all finding children returning to school having grown – both in height and in wisdom! They have also been able to rapidly adapt to ‘coming back’, despite some things being different.

Literacy

Comprehension - this is on Hindu Gods for Year 4s and A Hung Parliament 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 56 - 59 (tricky spellings, then dictionary work), and in Workbook 5, it is pp 58 - 61(tricky spellings, then dictionary work), homophones. There is less work in workbooks this week, as I would like children to do some work towards their newspaper report as well this week.

Literacy

This week, we will be planning, then writing our newspaper report of the fire at Must Farm 3,000 years ago. Below are some links from last week’s planning for any children who were in school last week.

As I have said in the planning documents, this report is to ENTERTAIN as well as INFORM. Therefore, please remind children that they can fill any gaps in their knowledge by using their imagination.

In short, there was a huge fire, but we think everyone survived. How did it happen? Bearing in mind the destroyed houses were built above a river, we don’t think this was just a spark from a cooking fire. Was it arson (people setting fire on purpose)? Did the villagers at Must Farm have enemies? Were there any Romans in the area at that time? Children need to be **speculating on theories** to draw in the reader.

Suggestions for a learning sequence are:

Monday – complete the character description sheet

Tuesday – look briefly at the PowerPoint to remind yourself about the features of good newspaper report, then use your planner to jot down your ideas (don’t write too much here, notes are fine)

Wednesday and maybe Thursday –finish using the planner sheet, then write your report! An editable proforma is on the class website.

<http://www.mustfarm.com/>

<https://www.archaeology.co.uk/articles/features/must-farm.htm>

<https://www.theguardian.com/science/2016/jul/14/uks-best-bronze-age-site-must-farm-dig-ends-analyis-continue-years>

<https://peterborougharchaeology.org/peterborough-archaeological-sites/must-farm/>

Maths

If children have been in school last week, I have reposted some of the work on division from last week, as Mr Leicester did something a little different. For children who are secure with the bus stop method for division, there is some work on the 6 and 7 times tables, plus a tricky sheet on factors.

Workbooks:

If you have any time left after working on the maths above, I would suggest children fill some gaps in their books, maybe on number and fractions.

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

I have reposted the work on Teeth for Year 4 children who were in school last week (see below), and also for Year 5 children who are learning about Friction (again, see below).

We would now like to move on and do a mini-topic on Teeth, which we did a while ago, but would be useful to do some recapping. This week, there are some videos and activities on Different Types of Teeth. Before watching any videos, I would like children to think of the reasons why humans have teeth. I would then like children do make a carefully-labelled diagram of different teeth, explaining what their shapes are and how they are adapted to their job in the mouth. If you have dough, Plasticene or clay, you might want to make some models of teeth, maybe even painting them. Don’t forget to add the root, which you won’t see. It would also be good for children to use a small mirror to actually look at their own teeth.

For extension work, children could make a poster to show someone how to keep a healthy set of teeth

<https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc>

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-teeth-how-they-help-animals-eat/zr8ygwx>

For Year 5s this week, we are moving onto Friction. There is some good information below, to get children started, plus a PowerPoint on our web page.

<https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs#:~:text=What%20is%20friction%3F-,Friction,to%20slide%2C%20across%20each%20other.&text=Friction%20always%20slows%20a%20moving,the%20more%20friction%20is%20produced.>

This week, I would like children to design their own investigation on Friction. If children are able to make a simple slope and find a toy car, they might want to think about changing the surface of the slope, and seeing how the time or distance might vary. Children might want to investigate the soles of shoes in order to ‘skate’ on a polished surface. I would also like children to write up their findings, in the form of a brief report, maybe with their chart/table findings.

History

As we reach the end of our topic on Stone-Age Britain, we discover new invaders from overseas – The Romans! This week, we are learning about why they travelled to Britain, how this affected the Iron Age peoples and what it meant for the future of Britain. There are some video links below to recap on the Iron Age and how it changed people’s way of living, plus there is some more information on our web page, in the form of a PowerPoint.

I would like children to think about the reasons for and against invading Britain, then **make a poster or fact-file to show the reasons for and against invading Britain**. Children will need to use their knowledge of what life was like during the Iron Age, where they lived and how they lived.

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-iron-age-britain-animation/z42d7nb>

Music

This is the link I sent over a couple of weeks age. 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 9). 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: