Congo Class Planning, week beginning: Monday 6th 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 1/2 | Short division methods practice 2/2 | Workbooks | Workbooks |
| Literacy | Reading and recapping about Must Farm – maybe making notes | Inventing and describing 2 characters for our newspaper report | Hotseating, including recording questions | Workbooks,  | Workbooks/Spellings/Comprehension |
| Afternoon | Computing/French | History – a Murder Mystery | PE/Music | Science – Teeth/friction | Art |

Literacy

Spellings for week beginning Monday 6th July

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| Group 1**The –i- sound (spelled different ways)** | Group 2**More maths vocabulary that we are using or have used recently** | Group 3**Converting nouns or adjectives into verbs, by adding –ify** |
| (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. item
2. silent
3. final
4. sky
5. why
6. July
7. multiply
8. night
9. might
10. replied
 | 1. fraction
2. multiplication
3. division
4. addition
5. subtraction
6. circle
7. digit
8. digital
9. figure
10. measure

**Make sure you can say what all these words mean.** | 1. amplify
2. solidify
3. signify
4. falsify
5. notify
6. purify
7. intensify
8. glorify
9. classify
10. testify
11. **SOME OF THESE WORDS ARE TRICKY; GO CAREFULLY.**

**CAN YOU WORK OUT SOME OF THE ROOT OR BASE WORDS?**  |

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

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

Contrary to popular opinion, teachers often try to do more work with children at the end of the school year, not less! However, I am well aware this is not an ‘average’ school year. In the last fortnight or so, I would really like 2 things for the children; firstly, for them to **have had some input with regard to writing newspaper articles, then writing their own**, and secondly, **recapping and practising division** **and multiplication**, so children feel confident about multiplying and dividing before they move up in school. I do know though, that for some families, learning has not always been easy; parents are not teachers. If you would prefer your child to continue with their workbooks, then that is fine. I would suggest working from the front, and completing unfinished pages.

Literacy

This is on The Gunpowder Plot for Year 4s and Wimbledon 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.

Last week, children found out about an amazing discover, at Must Farm, near Peterborough – a village containing houses on stilts burned down, leaving amazing artefacts and clues about a typical Bronze Age village. This week, I would like children to build on this learning by doing some English activities related to this. Here are the activities:

1. Rereading and recapping about the Must Farm discovery, maybe making notes and asking questions about the fire, such as Who? Where? Why? I have enclosed a fact sheet but, the more children learn themselves, the better.
2. Inventing 2 characters, maybe a child, maybe a worker, to develop, **who might have lived at Must Farm 3,000 years ago**. I would like these characters to have names, short descriptions, maybe children could draw a picture or portrait. I would like children to write some speech and thought bubbles all around the characters, **to show their thoughts after the fire at Must Farm**. Again, children need to ask questions using Who? Where? What? Children really need to be imaginative. They need to use their knowledge of Bronze-Age Life, but also use their imagination. ‘Inventing’ a few ‘facts’ is okay. For instance, ‘What was somebody doing when the fire broke out?’, or ‘What time of day was it?’
3. I would then like children to ‘Hot Seat’ a partner, if possible. This is where one person jots down some questions to ask the character, then ‘interviews’ them. So, maybe it is an adult’s chance to show off their acting skills! Hot seating is great fun, if you really try to get ‘in role’. After the Hot Seating, it is a good idea for children to jot down the answers the characters gave, to avoid forgetting. This really brings the event to life when we do this in school. I hope you find the same.

Below are a few websites/newspaper articles explaining more detail about the find, which will again really help with the children’s final piece of writing in the last full week.

<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

I hope children are feeling more confident about multiplying now, after last week’s work. I always remind them that, the better their tables, the easier they will find column methods for multiplying. This week, I would like children to focus on division. Again, good times tables knowledge is essential. I have put a PowerPoint on our class page to show you the short division ‘bus stop’ method. This also needs to go hand-in-hand with children’s own approximations and jottings (which may include ‘chunking’ or putting numbers into groups in different ways. I have not added any long division work for Year 5s, as we had not covered this pre-lockdown; if the children can do short division confidently, then they will learn the next stage easily next year.

Once children are able to divide using a written method, they need to tackle word problems carefully, and really think what the question is asking. It may involve a remainder, or may not, eg How many 30 seater coaches would a class of 100 children need?

This week I have planned in 2 days of practising methods, and 2 days of workbooks. For the Donkey Division, children will need to **write out the written methods on paper**, and not just guess the answer.

For additional work, see Purple Mash below. Remember to scroll right down. Dividing by 10, 2Quiz is good for practising decimals.

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

Workbooks:

For Year 4s, pp 36 - 41; for Year 5s, pp 40 - 43 (some of this work is on fractions, but fractions involve good understanding of multiplication and division). The website below may help ‘brush up’ your fractions knowledge.

<https://www.theschoolrun.com/fractions-learning-journey>

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

Mrs Buckenham and I have been really impressed with the work on Food Chains we have seen, both in school and at home (we are planning this block together). So well done to both teachers and learners!

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.

<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

The children in school were fascinated by the Must Farm excavation and wanted to find out more. I hope our home learners found it equally interesting. This week, as we move on to the Iron Age, we have a Murder Mystery for you to solve! You will need to watch the PowerPoint carefully, making notes along the way. You will also need to ask yourself WHY different people did WHAT, and USE THE EVIDENCE you are given. You may want to watch this introduction to the Iron Age before you attempt this activity.

<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 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: