

| Weekly Plan<br>Class 5 Kahlo<br>w/c 5.12.22 | <u>Monday</u>  | <u>Tuesday</u><br>First set of year 5/6 words to recap this week.   | <u>Wednesday</u>  | <u>Thursday</u>  | <u>Friday</u>  |
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| Staggered arrival<br>8.35-8.40              | <b>SPELLING ACTIVITIES AND READING:</b><br><b>SIR LINKALOT</b><br><a href="https://app.sirlinkalot.org/contents_page/contents-23/content.html">https://app.sirlinkalot.org/contents_page/contents-23/content.html</a><br><b>POWERPOINT WITH FIRST 5 YEAR 5/6 WORDS</b> | <b>SPELLING ACTIVITIES AND READING:</b><br><b>SHOW POWERPOINT WITH NEXT 5 WORDS</b><br>First 5 year 5/6 words: spelling activity book<br><b>SIR LINKALOT</b><br><a href="https://app.sirlinkalot.org/contents_page/contents-23/content.html">https://app.sirlinkalot.org/contents_page/contents-23/content.html</a>   | <b>SPELLING ACTIVITIES AND READING:</b><br>Next 5 words<br><b>SIR LINKALOT</b><br><a href="https://app.sirlinkalot.org/contents_page/contents-23/content.html">https://app.sirlinkalot.org/contents_page/contents-23/content.html</a>   | <b>SPELLING ACTIVITIES AND READING: Next 5 words</b><br><b>SIR LINKALOT</b><br><a href="https://app.sirlinkalot.org/contents_page/contents-23/content.html">https://app.sirlinkalot.org/contents_page/contents-23/content.html</a>   | <b>SPELLING ACTIVITIES AND READING: last 5 words</b><br><b>SIR LINKALOT</b><br><a href="https://app.sirlinkalot.org/contents_page/contents-23/content.html">https://app.sirlinkalot.org/contents_page/contents-23/content.html</a> |
| 8.45 - 9.10                                 | <u>Register</u><br><b>ARITHMETIC: Times Tables</b><br>Target table sheet. Test themselves ready for test.<br><br>Table chanting  | <u>Register</u><br><b>ARITHMETIC: Times Tables</b><br>Target table sheet: NEW ONES.<br><br>Table chanting   | <u>Register</u><br><b>ARITHMETIC: Times Tables</b><br>Target table sheet: reverse of target table eg 3x6 becomes 6x3<br><br>Table chanting  | <u>Register</u><br><b>ARITHMETIC: Times tables</b><br>LACAWAC on table<br><br>Table chanting   | <u>Register</u><br><b>ARITHMETIC: times tables</b><br>Inverse using division: model.<br><br>Table chanting   |
| 9.10 - 9.30                                 | <b>ASSEMBLY</b>  | <b>ASSEMBLY</b>   | <b>CLASS ASSEMBLY</b>   | <b>ASSEMBLY (Rev Monica)</b>   | <b>PANTO AT GOODWIN</b>  |
| 9.30 - 10.30                                | <b>ENGLISH</b><br>Spelling test<br><br>Continue Walter Tull webpage.   | <b>ENGLISH</b><br><u>L.I. To analyse character</u><br>Using 'A Christmas Carol' by Mitton.<br><br>Introduce the book 'A Christmas Carol'. Discuss author etc. Reading a retold version: what does that mean? Explain is poetry version.<br><br>Read first part, stopping at 'a feast for foolish men'. Have picture from that page to put into reading skills books.<br><br>Look at description of Scrooge from original Dickens version. Vocab: underlining and defining tricky vocab.<br><br>Discuss description and type of character Scrooge is.<br><br>Explain going to write own story based on a mean character. Who is your character? What do they do which is mean? Write description in draft books. | <b>ENGLISH</b><br><u>L.I. To write narrative</u><br><br><u>L.I. To describe character</u><br>Recap yesterday.<br><br>Continue to read book: stop just before first ghost appears.<br><br>Write first paragraph of story introducing mean character and finishing with going to bed. | <b>ENGLISH</b><br><u>L.I. To write narrative</u><br><br><u>L.I. To create empathy for a character</u><br><br>Read and edit from yesterday. Next, going to have the ghosts visiting the mean character to try and mend their ways. Read sections with ghosts of past and present: discuss what Scrooge is shown. Do we feel differently about him? Bullet point what he is shown.<br><br>Carry on writing, choosing what the character will see so that we feel sympathy for them and want them to change. Refer to bullet points if needed.<br><br>Stop when ghosts of past and present have been. |  |
| 10.30 - 10.45                               | Read class reader  | Read class reader   | Read class reader   | Read class reader  | Read class reader  |

| 10.45 - 11.00 | <i>Break time</i>  | <i>Break time</i>   | <i>Break time</i>  | <i>Break time</i>  | <i>Break time</i>  |
|---------------|--|---|--|--|--|
| 11.00 - 12.00 | <p><b>MATHS</b></p> <p>Starter: multiple, factors, prime SATs questions 3 and 4. Try and then go through.</p> <p>'Hot' test on mult and division unit.</p> | <p><b>MATHS</b></p> <p>'Cold' fractions A test</p> <p>What is a fraction? Ensure understand. Equivalent fractions: fractions sets. Investigate and record.</p> <p>What do you notice?</p> <p>Watch:<br/>Maths Mansion bottom as top video!<br/><a href="https://www.youtube.com/watch?v=FmofdQVckNo">https://www.youtube.com/watch?v=FmofdQVckNo</a></p> <p>Look also at fraction wall (a printable each)</p>   | <p><b>MATHS</b></p> <p>Starter multiply and divide by 10,100,1000. Any problem questions from hot test.</p> <p>Recap equivalent fractions from yesterday. Watch bottom as top song again!</p> <p><b>Find fractions equivalent to a unit fraction</b></p> <p>Slides and booklet p.2</p> | <p><b>MATHS</b></p> <p>Starter multiply and divide by 10,100,1000. Any problem questions from hot test.</p> <p>Flashback 4 block 3 day 1</p> <p>A few equivalent fractions as a starter.</p> <p><b>Find fractions equivalent to a non-unit fraction</b></p> <p>Slides and booklet p.6</p>  | <p><b>MATHS</b></p> <p>Shorter lesson due to panto?<br/>Assessment master class pairs: go through.</p> |
| 12.00-12.30   | LUNCH OUTSIDE  | LUNCH OUTSIDE   | LUNCH OUTSIDE  | LUNCH OUTSIDE  | LUNCH OUTSIDE  |
| 12.30 - 13.00 | LUNCH IN HALL  | LUNCH IN HALL   | LUNCH IN HALL  | LUNCH IN HALL  | LUNCH IN HALL  |
| 13.00 - 13.15 | CLASS GUIDED READING   | CLASS GUIDED READING  | CLASS GUIDED READING:  | CLASS GUIDED READING   | PPA<br>JC to cover. PSHE.  |
| 13.15 - 15.15 | <p><b>DT</b></p> <p>Complete cards.<br/>Take photos of them.<br/>Evaluate.</p>   | <p><b>RE</b></p> <p><b>Lesson 5 – How do Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas?</b></p> <p><b>Key vocabulary: Christmas</b></p> <p><b>I know</b> vocabulary and events associated with Christmas and identify which are Christian</p> <p><b>I can</b> reflect on the true meaning of Christmas by producing an advert, poster or image</p> <p>Ask pupils in groups to list all the words they can do with Christmas — gather a class list. Count how many are to do with Christianity and Jesus. See what explanations pupils can offer for this. <b>ON PAPER: PHOTOCOPY FOR BIG BOOK. SPEECH BUBBLES COMMENTING.</b></p> <p>Look at some ad campaigns about the true meaning of Christmas. Three good reasons why Christians think Christmas should be about Jesus.<br/>Poster, ad or ideas about true meaning of Christmas for Christians.</p> | <p><b>FRENCH</b></p> <p>Continuing vegetables unit</p> <p><b>Forest School/PE</b></p>  | <p><b>SCIENCE</b></p> <p><b>Lesson 4 – To identify the effect of air resistance</b></p> <p><b>Key vocabulary: recap last week's air resistance and surface area</b></p> <p><b>I know</b> how to change the amount of air resistance and the effect this has</p> <p><b>I know</b> why we need to take repeated measurements in an enquiry</p> <p><b>I can</b> plan an enquiry, record results and draw conclusions</p> <p>Parachute investigation. Carrier bags, string, tape.</p> <p>Air resistance: parachutes<br/><a href="#">Which falls faster - a feather or a hammer? - BBC Teach</a></p> <p>Enhancing ps air resis ppt. Make parachutes out of carrier bags with string taped to corners.<br/>Why do we need to repeat a test?<br/>These on board:</p> <p>(Correct ones):</p> <ul style="list-style-type: none"> <li>• Because the first reading might not be right</li> <li>• Because readings can be different</li> <li>• Because things might be a little different, so we will</li> </ul> |  |

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|                                      |  |  |  | <p>need an average</p> <ul style="list-style-type: none"> <li>• Because we need to check our results</li> <li>• Because we need more evidence</li> </ul> <p>(Incorrect ones):</p> <ul style="list-style-type: none"> <li>• Because we need to make the test fair</li> <li>• Because we need to measure accurately</li> <li>• Because we need to all have a go</li> </ul> <p>Focus on recording results and conclusion again. Own way to record results this time. MUST repeat measurements.</p> |  |
| 3.15- 3.20<br>Staggered<br>Dismissal |  |  |  |   |  |