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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Registration**  **9-10am** | Outline daily expectations and explain Maths and English tasks | Outline daily expectations and explain Maths and English tasks | Outline daily expectations and explain Maths and English tasks | Outline daily expectations and explain Maths and English tasks | Outline daily expectations and explain Maths and English tasks |
| **Maths**  **10-10:30** | **Percentages:** Complete the End of Unit test on Percentages. | **Algebra: Find a rule- one step.**  Please watch the video [here](https://vimeo.com/499979721).  Then complete pages 2 to 5 in your workbook | **Algebra: Find a rule- two steps.**  Please watch the video [here](https://vimeo.com/499980302)  Then complete pages 6 to 9 in your workbook. | **Algebra: Forming expressions**  Please watch the video [here](https://vimeo.com/499980673)  Then complete pages 10 to 13 in your workbook. | **Algebra: Substitution**  Please watch the video [here](https://vimeo.com/500489180)  Then complete pages 14 to 17 in your workbook. |
| **BREAK 10:30-10:45** | | | | | |
| **Maths**  **10:45-11:15** |  | Complete Extension activity- choose either Expected or Greater Depth. | **Complete Mental Maths Test-** send me your scores. | Complete Extension activity- choose either Expected or Greater Depth. | Complete Extension activity- choose either Expected or Greater Depth. |
| **English**  **11:15-12:30pm** | **Comprehension:**  Watch this video: ‘A message from David Attenborough’ [here](https://www.youtube.com/watch?v=oQnDVqGIv4s). Answer the comprehension questions.  **Spellings:** Practise this week’s spellngs. Write each in a sentence. Remember to check any words you don’t know the meaning of. | **Complete the Rising Stars Reading Paper-** Complete Spring Test 1A and Spring Test 1B. Please try your best and we will go through the answers in the afternoon session. (45 minutes)  **Handwriting:** Copy out the spellings on the Handwriting sheet in your best writing. Write each one in a sentence. | **Vocabulary and creative work**: You have two tasks to complete on Chapter 7 of Kensuke’s Kingdom. Please read the guidance document.  **Grammar**: Complete the task  on Pronouns- You can split this over today and tomorrow. Use the PowerPoint as revision. | **Writing/Comprehension:**  Read the guidance document on today’s task. Read Chapter 8 of Kensuke’s Kingdom.  **Grammar**: Complete Pronouns work from yesterday | **Spelling test:** Listen to the audio and let me know your score out of 20!  **Writing:** To complete a detailed timeline of Kensuke’s life. Read guidance PowerPoint for more information. |
| **LUNCH 12:30-1:30** | | | | | |
| **English**  **1:30-2pm** | **Reading-** | **Reading** | **Reading** | **Reading** | **Reading** |
| **Art, R.E, Science**  **2-3:15** | **Science:** Watch this Q&A session on Animal Adaption [here](https://www.youtube.com/watch?v=sp9mf22-y1M)  The keepers at Longleat Safari Park answer questions about Animal Adaption. Write down bullet point facts about what you learn. You can do this on Google Docs. | **Art-** Look through the PowerPoint on Banksy and the pictures of his work. You can create your own piece of art in his style or copy one of his. Do your drawing in black and white with one pop of colour! (Think back to the girl with the red balloon). | **R.E**: Today we are looking at Jesus’ prayer for unity and considering what unity means. Please look at the PowerPoint for guidance. | **Science**: Please see PowerPoint on the advantages and disadvantages of adaptation. Your task is explained here, please complete the worksheet uploaded. | **R.E:** Creative lesson based on the meaning of the word ‘community.’ Please read through the PowerPoint for guidance on the task. |
| **Music with Ms Dyer**  **2:45-3:15** | **Music with Ms Dyer**  **2:45-3:15** |
| **Google Meets Feedback Calls** | **3:15-4pm**  Feedback/well-being chat-up.  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | **3:15-4pm**  Feedback/well-being chat-up.  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | **3:15-4pm**  Feedback/well-being chat-up.  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | **3:15-4pm**  Feedback/well-being chat-up.  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | **Golden Time**- Time away from the computer. Drawing, reading, going for a walk, cooking, baking, playing a game (not on a device). |