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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** | **Decimals as Fractions**  Watch the video [here](https://vimeo.com/490693175)  Complete pages 34 to 37 in your workbook | **Fractions to decimals (Part 1)**  Watch the video [here](https://vimeo.com/491237616)  Complete pages 38-41 in your workbook | **Fractions to decimals (Part 2)**  Watch the video [here](https://vimeo.com/491970120)  Complete pages 42 to 45 in your workbook | **Understanding Percentages (recap)**  Watch my PowerPoint video uploaded.  Then watch the WR video [here.](https://vimeo.com/492101741) | **Fractions to percentages**  Watch the video [here](https://vimeo.com/492101741)  Complete pages 50 to 53 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 pages 46-49 in your workbooks. | Complete Extension activity- choose either Expected or Greater Depth. |
| **English**  **11:15-12:30pm** | **Comprehension**  David Attenborough’s ‘[Perfect Planet](https://www.youtube.com/watch?v=L4qDgsyFw7M).’ Watch the clip about the Kilauea Volcano eruption and answers the comprehension questions. | **Handwriting**: Use handwriting sheet to practise sheet on paper. Write each work in a sentence and check the meaning of any words you don’t know.  **Comprehension**: Read Chapter 3 of Kensuke’s Kingdom and answer the 10 comprehension questions. | **Writing:**  Look through the PowerPoint for today’s task on Kensuke’s Kingdom and watch the video.  Read chapter 4 and complete the descriptive writing and drawing task.  **Grammar**: Complete the worksheet on Similes and Metaphors. | **Writing**: Look through the PowerPoint for today’s writing task on Kensuke’s Kingdom which explains your writing task for today. | **Spelling test**  **Comprehension:** Complete one of the comprehensions uploaded. Stage 6 is more challenging. |
| **LUNCH 12:30-1:30** | | | | | |
| **English**  **1:30-2pm** | **Reading-** Read Chapter 2 of Kensuke’s Kingdom | **Reading** | **Reading** | **Reading** | **Reading** |
| **Art, R.E, Science**  **2-3:15** | **Science:** Watch [this video](https://stemlearning.wistia.com/medias/3hylv5hccl) on Adaptation and camouflage. Then complete the worksheet. Write your findings on a Google Doc and send them to me, | **Art**: Choose an animal or a plant and draw it in its natural habitat. Write a paragraph to explain how this animal has adapted to suit its environment. Use our Science lesson from last week to help! | **R.E**: Today we are going to look more closely at the Old Testament and the Dead Sea scrolls. Please read the guidance topic for more information and an outline of your task. There are some videos to watch too! | **Science**: Look through the PowerPoint on the theory of Evolution. Research on scientist Alfred Wallace. | **R.E**: Please read the information in the guidance document and complete the activity at the bottom of the page. Your letter should be at least 4 paragraphs. |
| **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). |