



# Weekly Plan JK Rowling.

## Monday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	Choose one of the following activities to do during this time: <ul style="list-style-type: none"> <li>- Go on YouTube and complete a Joe Wicks PE.</li> <li>- Sit as a family and eat breakfast together.</li> <li>- Go for a walk in the park or by the beach.</li> <li>- Play a game as a family, practising turn taking.</li> </ul>
9:30-10:30	Reading <b>LIVE LESSON via Teams</b>	<u>Tom's Garden Reading: Page 3-6.</u> First, match the words to their synonym (word with a similar meaning), Next, the text on page 4. Practise your skim reading skills to find the words on page 3 in the text. Highlight them and check you understand their meaning. Use synonym swap (replacing the unknown word with the synonym to help you understand the sentence. Then summarise the text. See if you can explain to an adult in 15 words or less what happen. Use the grid on page 5 to help you. Each box is for one word. Check with an adult.
10:30-11:00	Snack and Independent Reading	During this time, make sure you have a healthy snack and then read a book of your choice. Make sure you get some fresh air too and a drink.
11:00-12:00	English <b>LIVE LESSON via Teams</b>	<u>To identify the purpose and features of a science fiction story. p7-13</u> Look at page 8. Think about everything you already know about science fiction and everything you would want to know. Record your ideas on page 8. Look at the characters on page 14. What is similar about each picture and what is different? Discuss your ideas with an adult. Watch the clip on page 10 at : <a href="https://youtu.be/NOuOfi_CVNE">https://youtu.be/NOuOfi_CVNE</a> and think about if the clip is science fiction. Fill in the table on page 11. Do you think the clip has the features or a science fiction story? Does the story have to have every feature?
12:00-1:00	Lunch time	
1:00-2:00	Math <b>LIVE LESSON via Teams</b>	<u>What is a fraction. P 1-8. Of the JK Rowling pack.</u> Look at page 2. Think about everything you know about fractions and write it down. Discuss your ideas with an adult. Remember it can be things outside of school as well as in school. Look at the key words on page 3. Display these in your working area because we will use these words every day. Complete the challenges n page 4-8.
2:00-3:00	PE	PE. Complete PE wit Joe Wicks or the Bleep test <a href="https://youtu.be/10k6XqfFEUo?t=36">https://youtu.be/10k6XqfFEUo?t=36</a>

## Tuesday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	Choose one of the following activities to do during this time: <ul style="list-style-type: none"> <li>- Go on YouTube and complete a Joe Wicks PE.</li> <li>- Sit as a family and eat breakfast together.</li> <li>- Go for a walk in the park or by the beach.</li> <li>- Play a game as a family, practising turn taking.</li> </ul>
9:30-10:30	English <b>LIVE LESSON via Teams</b>	<u>To recognise the structure of a science fiction story. Pages 13-21</u> Look at the success criteria on page 14. Then look at the images on page 15; who do you think would be the most likely science fiction character? Explain why to your adult. Next, look at the cat images on page 15 see if you can write as direct speech. Remember your direct speech skills we have learnt in school. There is a Steps to Success to help you. Next, look at the story mountain on pages 17-18 remind yourself of what will be in each part of the story. After you have completed the story map, Read the text, and see if you can identify the structure. Where is the opening? Is there a build up? Complete the task on page 21
10:30-11:00	Snack and Independent Reading	During this time, make sure you have a healthy snack and then read a book of your choice. Make sure you get some fresh air too and a drink.
11:00-12:00	Geography <b>LIVE LESSON via Teams</b>	<u>Where in the World is Mexico? Pages 22-39</u> Look at the images on pages 22-25. Discuss what you can see and think about where these artefacts came from. Who do you think made them and why? When do you think they were made? Next complete the what I know and what I want to know grid on page 29. Look at the timelines on pages 31-33. Can you see any eras you recognise? Next look at the maps on pages 34-37. What do you think the climate would be like in Mexico today? Using your Ordinance Survey skills, can you record the four-figure grid reference for each region?
12:00-1:00	Lunch time	
1:00-2:00	Math <b>LIVE LESSON via Teams</b>	<u>Thousandths page 11-20 of the JK Rowling Maths pack.</u> Complete the challenge on page 11 with an adult. Complete pages 12-15 they explain how to complete the challenge on page 11. Use the website link: <a href="https://mathsbot.com/manipulatives/blocks">https://mathsbot.com/manipulatives/blocks</a> to help you visualise 10th and 100ths. Complete the thinking together on pages 16-17 and check your answers with an adult. Then complete the independent challenges on pages 18-20. Remember to send them in to school; we love to see your work.



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2:00-3:00	Creative Curriculum (Art, Music, PSHE, PE)	<u>Independent reading quiz.</u> Use the text page 41 that we read on Monday. Answer the questions on pages: 42-63. Remember to refer to the text for your answers.
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## Wednesday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	Choose one of the following activities to do during this time: <ul style="list-style-type: none"> <li>- Go on YouTube and complete a Joe Wicks PE.</li> <li>- Sit as a family and eat breakfast together.</li> <li>- Go for a walk in the park or by the beach.</li> <li>- Play a game as a family, practising turn taking.</li> </ul>
9:30-10:30	Writing <b>LIVE LESSON via Teams</b>	<u>To create a Science fiction character 44-54</u> Look at pages 44-46. Think about what the robot would think and say then record using direct speech. Use the steps to success to help you. Next, look at the images on pages 46-48 What do you think of the characters? Which characters are heroes, and which are villains? How do you know? Complete the task on page 52. You need to create your own characters. Use the role on the wall and the table to help you develop your characters pages 53-54. Remember to look at the steps to success to help you challenge yourself.
10:30-11:00	Snack and Independent Reading	During this time, make sure you have a healthy snack and then read a book of your choice. Make sure you get some fresh air too and a drink.
11:00-12:00	Geography <b>LIVE LESSON via Teams</b>	<u>Biomes Pages 55-73</u> Look at the images on page 55-56. Think back to our science topic what do we know about how animals have adapted to different habitats? Next read the information on pages 57-59. See if you can recognise each biome on the maps on pages 60-62. Look the maps on page 63 see if you can identify different climate zones. What will the weather be like in Greenland compared to South Africa? Look at the maps on pages 63-70. Complete the tasks on page 71. The resources are on pages 72-73.
12:00-1:00	Lunch time	
1:00-2:00	Math <b>LIVE LESSON via Teams</b>	<u>Hundredth 2 pages 22-31</u> Complete the challenge on page 22. Use the guidance on pages 23-24 to check your answer. Complete the Thinking Together activity on pages 25-28 check with an adult. Then complete the independent challenges on pages 29-31.
2:00-3:00	Creative Curriculum (Art, Music, PSHE, PE)	<u>Mayan Creation Story 75-79</u> Read the text on pages 46 -48, Underline any unknown words. Use the read around the word technique to find the meaning of unknown words. Next, complete the summarise task on page 50. Use the grid to summarise what has happened in the text in under 20 words. Answer the questions making sure you find evidence in the text to explain your ideas.

## Thursday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	Choose one of the following activities to do during this time: <ul style="list-style-type: none"> <li>- Go on YouTube and complete a Joe Wicks PE.</li> <li>- Sit as a family and eat breakfast together.</li> <li>- Go for a walk in the park or by the beach.</li> <li>- Play a game as a family, practising turn taking.</li> </ul>
9:30-10:30	Reading <b>LIVE LESSON via Teams</b>	<u>Mayan Creation Story 81-85</u> Re-read the Mayan creation story. Use the information you gathered yesterday. Create a comic to sequence the events in the story.
10:30-11:00	Snack and Independent Reading	During this time, make sure you have a healthy snack and then read a book of your choice. Make sure you get some fresh air too and a drink.
11:00-12:00	English <b>LIVE LESSON via Teams</b>	<u>To create a science fiction setting 86-91</u> Look at the images on pages 87 and 88. Next, watch the clip: <a href="https://youtu.be/GBGDmin_38E">https://youtu.be/GBGDmin_38E</a> Look at the word map on page 90 can you hear any in the clip? Discuss what the words mean with your adult. Then, complete the task on page you need to draw Pandora as if you have just landed. Use the word from the clip and the map to label your picture.
12:00-1:00	Lunch time	
1:00-2:00	Maths <b>LIVE LESSON via Teams</b>	<u>Equivalent Fractions pages 33-42</u> Complete the challenge on pages 33-34. Use the guidance on pages 35-37 to check your answer. Complete the Thinking Together activity on pages 37-39 check with an adult. Then complete the independent challenges on pages 38-42.
2:00-3:00	Coding independent activity	<u>Computing 92-95</u> Continue the animation you started last week. Use the slides to help you. <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>



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Follow the instructions on pages 93-95 to complete your project. Remember to save your project so that we can share when you come back to school.

## Friday

Timings	Activity	Activity Plan
9:00-9:30	PE/Activity	Choose one of the following activities to do during this time: <ul style="list-style-type: none"> <li>- Go on YouTube and complete a Joe Wicks PE.</li> <li>- Sit as a family and eat breakfast together.</li> <li>- Go for a walk in the park or by the beach.</li> <li>- Play a game as a family, practising turn taking.</li> </ul>
9:30-10:30	RE <b>LIVE LESSON via Teams</b>	<u>RE: Is anything ever eternal? Pages 103</u> Look at the images on page 103. Remind yourself of our last lesson. What did you think of the images? Record what you can see, what you think and what you wonder about each picture. Then look at page 104; these are the ideas we thought of as a class. On Page 104 use the table to record which of our class ideas you think will last a lifetime, last forever and which things you would like to last forever. What you think eternal means. It does not matter if your idea is not the same as the dictionary. Talk to the people you live with. What are their ideas about the word eternal? Last of all, think about what we have learnt about Christian beliefs. What do you think eternity might mean to Christians?
10:30-11:00	Snack and Independent Reading	During this time, make sure you have a healthy snack and then read a book of your choice. Make sure you get some fresh air too and a drink.
11:00-12:00	Writing <b>LIVE LESSON via Teams</b>	<u>To plan and write the opening to a science fiction story 103-107</u> Watch the clip: <a href="https://youtu.be/GBGDmin_38E">https://youtu.be/GBGDmin_38E</a> on page 104. Then use your work from yesterday, the story mountain and the writing model on page 105 and page 106 to help you write your own version of landing on Pandora.
12:00-1:00	Lunch time	
1:00-2:00	Maths <b>LIVE LESSON via Teams</b>	<u>Equivalent Fractions pages 44-52</u> Complete the challenge on page 44. Use the guidance on pages 35-37 to check your answer. Complete the Thinking Together activity on pages 48-49 check with an adult. Then complete the independent challenges on pages 50-52.
2:00-3:00	Reading	<u>Independent Reading: Page -.109-112</u> First, match the words to their synonym (word with a similar meaning), Next, the text on page 110. Practise your skim reading skills to find the words on page 109 in the text. Highlight them and check you understand their meaning. Use synonym swap (replacing the unknown word with the synonym to help you understand the sentence). Then summarise the text, see if you can explain to an adult in 15 words or less what happen. Use the grid on page 111 to help you. Each box is for one word. Check with an adult.