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| **Day** | **Weekly spellings** | **Daily English Task****Weekly Focus:** Lighthouse, film unit week 2.  | **Daily Maths Task****Weekly Focus:** Statistics week 2. (3x tables, focus on confident and quick recall throughout the week).  | **Other Subjects**  |
| **Monday**  | heardheart height history imagineincreaseimportant interestislandknowledge learnforgettingforgottenbeginningbeginner | **Daily Reading Practise.** Readonline and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>This week the children are going to write their own story, where the problem is solved in a different way. Mon-Wed they are going to recap using a variety of different techniques that they can use when they write their own story. Today the children are going to recap using similes (a simile is using like or as to describe something for example, she is as fast as a cheetah). Watch <https://www.youtube.com/watch?v=pm6zt24w0qU> Look at the worksheet in the resource booklet and complete the new similes.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk> **Labelling a bar chart** Recap what the children have learnt so far with data, discuss what a bar chart is and what you can find out about a bar chart. Discuss what a bar chart looks like, look at images on Google of different bar charts and discuss the features of a bar chart i.e. a title, x axis, y axis etc. Watch the supporting video (note, the video is American, they call a bar chart a column graph). Look at the worksheet in the resource booklet and label the features on the bar chart, this should include; title, interval, x axis, y axis and labels. If you wanted to make this outdoor maths, they could use stones/chalk to label their bar chart on the ground. **Supporting video:** <https://study.com/academy/lesson/what-is-a-column-graph-definition-example.html>  | **Science –** -Look at the food chains of animals that live in the sea. Discuss and write what a food chain is. -Look at the life cycle of a sea turtle. -Look at habitats of sea creatures, habitats of dolphins and habitats of whales. Contrast them with typical habitats of pond animals and woodland animals. Look for similarities and differences. Use a venn diagram to display this and understand how some elements may cross over. -Research to find out about adaptation in the sea and create a PowerPoint about this. -Research to find out about conservation and what humans can do to help this. Write a letter explaining the importance of this.-What lives in the ocean? Learn the 7 life processes (MRS NERG – movement, respiration, sensitivity, nutrition, excretion, reproduction, growth). Look at the way the different living things move in the water. -Look at exoskeletons, endoskeletons and hydrostatic skeletons; write a definition of each skeleton then write an example of each. Record this in a table. -Use different materials to understand floating and sinking, which materials sink? Which materials float? Why? -Why is the sea salty? You will need: rock salt, containers and strainers. Pour water over the rock salt which is contained in a strainer. The water plus dissolved salt will be collected in a cup. Allow the water to evaporate, observing the remains. This should be done over a 3 to 4 day period, the children will observe that the salt increases each time new water is added. See the art activity to match this, creating a saltwater painting to again observe the evaporation process.  |
| **Tuesday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>Today the children are going to recap using personification (this is giving an inanimate object human features, for example, the table is standing). Watch <https://www.youtube.com/watch?v=YhleJRpyb-Y> Use the worksheet in the resource booklet and give the objects human features. Then, look at the following sheet and improve the paragraph by including personification.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk> **Interpreting a bar chart 1**Recap what they learnt yesterday. Discuss what you could find out from a bar chart. Watch the supporting video. Complete the worksheets in the resource booklet. **Supporting video:** <https://www.khanacademy.org/math/pre-algebra/pre-algebra-math-reasoning/pre-algebra-picture-bar-graphs/v/interpreting-bar-graphs-alligators-math-3rd-grade-khan-academy>  | **History –** -How much history is at the bottom of the ocean? <https://www.youtube.com/watch?v=kSBB5PsRV-k> Create a list about what you can find out from history using underwater artefacts. -Ancient cities lost to the sea. Sea levels are rising, this means cities have been lost because of this. Research to find out which cities are now underwater and which cities are in danger of becoming an underwater city. -Continental drift – what happened? What effect did this have on the oceans and sea floor? Use two biscuits to represent two tectonic plates moving into each other, what effect does this have? What about when they move away from each other?  |
| **Wednesday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>Recap using expanded noun phrases, watch <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f> Complete the ‘Under the Sea’ expanded noun phrases worksheet by improving Dori’s sentences.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk>**Interpreting a bar chart 2**Continue their work from yesterday, today they are going to complete the reasoning and problem-solving questions based on interpreting a bar chart.  | **Art/DT -** -Beat the flood challenge. Look at the PowerPoint and supporting resources, create a structure to beat the flood due to rising sea levels. -Use different layers of paper to create an under the sea image with different dimensions. -Create a shoebox under the sea display. Look at Google images for inspiration. You could also use an egg box. -Use a paper plate to create a jellyfish. -Create an under the sea style bookmark to use. -Use a paper plate to make a fish. -Do you have a spare plain t-shirt? Use this as a blank canvas to promote reducing plastic pollution in our oceans. -Have you used something plastic for example, a water bottle? See if you can reuse it for something else or turn it into something else! -If you complete the science activity ‘why is the sea salty?’, complete a saltwater painting to once again observe the evaporation process. Mix warm water, salt and food colouring. Paint pictures with the mixture on white paper. Leave it to dry. The water will evaporate, but the salt remains, creating a beautiful picture.  | **Music** – -Listen to the song ‘Under the Sea’ from the Little Mermaid. Write their own song to describe what is under the sea. -Listen to sounds of crashing waves, discuss what you like about it/what you don’t like about it. -Create a rap about saving our seas from plastic pollution. -Use junk model materials to create a musical instrument that represents the sounds of the sea.    |
| **Thursday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>Today they are going to write their own story. Recap what happened in the trailer/watch it again. <https://www.literacyshed.com/the-lighthouse.html> Discuss ways that they could solve the problem, ensure this is different to the trailer version. Complete the story planning sheet in the resource booklet – this will help them tomorrow.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk> **Introducing bar charts**The children have used bar charts previously in their science lessons however, they really struggle with the layout of these. Explain that today they are going to complete a bar chart based on sea animals. Look at the bar chart in the resource booklet, colour in each block for every animal they find. When completed they will have their first bar chart, add a title and label their x axis and y axis.  | **Computing** – -Complete a ThinkUKnow activity on our class blog – e safety. -Create a leaflet about animals in the sea. -Create a PowerPoint about adaptation. -Create a poster using Publisher to promote reducing plastic pollution.  | **Geography –** -Watch <https://www.thewrap.com/simon-cowell-britains-got-talent-johannes-stoetter-body-art-ocean-pollution-video/> discuss the effects of pollution on the sea and what this could mean for animals that live in the sea. Create a poster persuading people to take home their rubbish when they visit the sea. -Research to find out the 5 oceans and where these are in the word. Make a note of this. -Discuss what will happen if fishermen fish too much in the sea. Write a persuasive letter to fishermen about reducing the amount of fishing they do and the reasons for this. -Look at images of different seas in the local area, understand that not all beach areas are the same. -Look at the Wild Swim Map <http://www.wildswimming.co.uk/wild-swim-map-uk/?multi_region=wild-swim-map-uk> Look at where they are in the UK, use the compass points to describe this.  |
| **Friday**  | **Daily Reading Practise.** Read online and complete your Accelerated Reader quizzes by logging onto MyON: <https://www.myon.co.uk/login/index.html>Spelling test. Record a score out of 15. Today the children are going to write their own trailer where the problem is solved in a different way. Recap things that they have learnt throughout the week that they can include to up level their sentences. They should use their plan from yesterday to write their story.  | Daily Times Tables TTRockstars: https://ttrockstars.com/ Mathletics: https://login.mathletics.com TopMarks: <https://www.topmarks.co.uk>**Creating a bar chart** Today they are going to conduct their own research for their bar chart. Explain that today they are going to gather research to create their own bar chart. Create a tally chart first of all, include 4 different sea animals. Ask friends/family/neighbours their favourite sea animal out of the four options. Complete the tally. Then, transfer the tally chart data to the bar chart. Find a blank tally chart and bar chart in the resource booklet.  | **PE/ Movement –** **-**Joe Wicks 9:00am every morning, PE sessions. YouTube. -Just Dance –YouTube. **-Pearl Divers** - Place a hoop, box or a looped skipping rope in the middle of the space. This is the oyster. Fill the oyster with balls. These are the pearls. At equal distance from the centre, place a number of markers, such as a cone or a jumper, for each player or team to stand by. These are the boats. Children ‘swim’ from their boats to the oyster to collect a pearl - only one can be carried at a time - and return to their boat. Once all the pearls are gone from the centre, the game is over and the children can count their ‘pearls’. The player or team with the most pearls wins.**-Stormy Waters.** Set out hoops or cushions and play music. While the music is playing, the children can swim around in the ‘sea’. When the music stops, call ‘stormy waters!’ and the children must stand in a hoop or sit on a cushion with no part of them left in the sea. Remove a hoop or cushion until only one is left.**-Port and Starboard** Children follow the commands of the leader as detailed below. If you have younger children playing, you may just choose to use four of these commands. Port - Run to the left of the space. Starboard - Run to the right of the space. Bow - Run to the front of the space. Stern - Run to the back of the room. Captain’s Coming - Stand completely still (at alert) and salute. Scrub the Decks - Get down on their knees and pretend to scrub the floor. Climb the Rigging - Pretend to climb rigging. Man the Lifeboats - Move on the floor pretending to row. Submarine - Lie on your back with one leg in the air. Walk the Plank - Walk along a thin line then shout “Splash”. Seagull Attack - Wave arms frantically in the air.**-Starfish Target** Print out these Numbered Starfish and place 1-10 in a line with the highest number farther away to offer more challenge for the older children. Ask the children to take it in turns to throw a beanbag four times to land on the starfish or throw a tennis ball to try to hit the target. The children add up the points from the starfish they land on or hit which is their score for that turn. Who gets the highest score? Can each child beat their own record?**-Shark Tag** One person is the shark (you can even make a headband with a shark fin). The children play tag. Whomever the shark eats either sits outside of the game or also transforms into a shark. |
| **Useful websites:** <https://ttrockstars.com/> Build up their score to create their rock star by practising times tables. Login is in their homework book. [www.topmarks.co.uk](http://www.topmarks.co.uk)Hit the button times table challenge game and others.uk.**mathletics**.com- Your child’s login is in their homework book.Extra reading books[**https://www.oxfordowl.co.uk/**](https://www.oxfordowl.co.uk/)Games and clips [**https://www.bbc.com/bitesize/subjects/zv48q6f**](https://www.bbc.com/bitesize/subjects/zv48q6f)www.**phonicsplay**.co.uk**If you need any password/usernames contact Miss Denham via dojo and she will respond as soon as possible.** |