MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
Maths: **WALT – draw axises with equal scales and integer labels.** Task: children to draw a range of axis with equal scales and integer labels. Scales to be in the following: 1. 1's up to 10 2. 2's up to 20 3. 5's up to 50 4. 10's up to 100 <mark>Completing this at home, draw 4 different sets of axis with integer labels going up in the numbers above on both axises. Remember a graph has a x axis and a y axis.</mark>	Maths: **WALT – read, write and use co-ordinates.** Task: children to place a range of co-ordinates on their drawn axis. Remind children of the rules hen reading and plotting co-ordinates. https://www.bbc.co.uk/bitesize/clips/z7qmpv4 https://www.bbc.co.uk/bitesize/topics/zgthvcw/articles/z96k9qt <mark>Completing this at home, using the axis's you drew yesterday plot the following co-ordinates on each one:</mark> 1. <mark>(2,3) (1,5) 5,2) (7,2)</mark> 2. <mark>(4,6) (8,2) (10,4) (6,4)</mark> 3. <mark>(5,10) (15,5) (20,10) (10,15)</mark> 4. <mark>(10,20) (30,20) (50,70) (30,90)</mark>	Maths: **WALT – read, write and use co-ordinates.** Task: children to place h co-ordinates on the four quadrant graph. **Setting up a four quadrant graph** https://www.bing.com/videos/search?q=placing+coordinates+on+a+four+quadant+graph&ru=%2fvideos%2fsearch%3fq%3dplacing%2bcoordinates%2bon%2ba%2bfour%2bquadant%2bgraph%26FORM%3dHDRSC3&adlt=strict&view=detail&mid=765A120317A82A19DB94765A120317A82A19DB94&rvsmid=B9E73A8BFCAF246F03A4B9E73A8BFCAF246F03A4&FORM=VDRVRV **Plotting co-ordinates on a four-quadrant graph.** https://www.bing.com/videos/search?q=placing+coordinates+on+a+four+quadant+graph&&view=detail&mid=B9E73A8BFCAF246F03A4B9E73A8BFCAF246F03A4&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dplacing%2Bcoordinates%2Bon%2Ba%2Bfour%2Bquadant%2Bgraph%26FORM%3DHDRSC3 <mark>Completing this at home, use the sheet below and plot the coordinates shown to revel different shapes.</mark>	Maths: **WALT – translate shapes in one quadrant.** **Task:** children to translate the shapes using the instructions given. Once the shapes have been translated, children need to explain what movements took place in order for the shape to reach its new place. https://www.bbc.co.uk/bitesize/topics/z2dqrwx/articles/zcjs97h <mark>Completing this at home, use the worksheet below labelled Thursday maths, to translate the shapes in one quadrant.</mark>	Maths: **WALT – translate shapes in four quadrants.** Task: children to translate shapes using the instructions given. Once the shapes have been translated, they need to explain how the shape got to its new position. https://www.bbc.co.uk/bitesize/topics/z2dqrwx/articles/zcjs97h <mark>Completing this at home, use the worksheet labelled Friday maths to describe the movements the shapes have made to get from their first position to the second one.</mark>
English: **WALT – create an enhanced setting description.** Task: children to write a setting description ensuring they are using vocabulary, which enhances. Encourage children to focus on using their senses within their description to give it more depth and detail.	English: **WALT- create an enhanced character description.** Task: children to write a character description ensuring that they are using higher-level vocabulary, which enhances their description of their character. Encourage them to think about how their character looks,	English: **WALT – develop a plot.** Task: children to create a plot chart detailing ideas for a story idea of their own ensuring they have met each part of the plot chart. https://www.bing.com/videos/search?q=Plot+Mountain+Vidoes&&view=detail&mid=369A54CC27090DD3BC6C369A	English: **WALT- understand homophones and near homophones.** Task: children to identify different homophones, near homophones, and create a word bank of these including short definition, which shows how they are different even though they sound the same.	English: **WALT – use commas in complex sentences.** Task: children to write some complex sentences ensuring they are using commas in them to separate the two independent clauses within the sentence. https://www.bing.com/videos/search?q=when+to+use+commas+in+complex

speaks, moves and their actions towards others.	54CC27090DD3BC6C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DPlot%2BMountain%2BVidoes%26FORM%3DVRIBQP	https://www.bing.com/videos/search?q=what+are+homophones&&view=detail&mid=047A1C3F0F3E7294278F047A1C3F0F3E7294278F&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dwhat%2Bare%2Bhomophones%26FORM%3DHDRSC3	+sentences&adlt=strict&view=detail&mid=DB865F5FDE9C84E2556FDB865F5FDE9C84E2556F&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dwhen%2Bto%2Buse%2Bcommas%2Bin%2Bcomplex%2Bsentences%26qs%3DNM%26form%3DQBVDMH%26sp%3D1%26ghc%3D1%26pq%3Dhow%2Bto%2Buse%2Bcommas%2Bin%2Ba%2Bcomplex%2B%26sc%3D2-31%26sk%3D%26cvid%3D6304445E94884BD396D8E94FABB4DD44

Music:	Computing:	History:	Science:	RE:
WALT – analyse a range of different singing types. Task: children to listen to a range of different singing types and record their opinion/thoughts on each of them. .	**WALT – use power point to create a repeating pattern.** Task: using the Roman images collected in the previous lesson, children to use these too create different repeating patterns.	**WALT – understand how the Roman Empire affected people.** Task: children to choose one of the characters mentioned and create a fact file about them and how the Roman Empire affect them.	**WALT – investigate materials as they change state.** Task: carry out an experiment to see how different materials change their state through melting. Using pieces of chocolate in foil place these over cups of water at different temperatures and monitor how quick/ slow it melts and why this happens.	**WALT – know what is important in a Hindu's life.** https://www.bbc.co.uk/programmes/p02n5v2q Task: using the video above, children to create the life cycle Hindu's live by and is important to them when living a good life.

| DT:	French:	PSHE:	SPELLING:
WALT – assemble and join materials. Task: using their design plan, children to continue to assemble and join materials together to develop a draft mode of their Roman drawstring purse.	**WALT –understand and give directions.** Task: children to understand and give directions in French. Children to guide a partner around a small space using the correct vocabulary.	**WALT: understand how to accept people for who they are.** Task: children to create a mind map/poster about how different each individual is and the ways we can learn to accept people for their differences.	**WALT: learn new strategies to spell words.** **Monday:** Homophones testing. **Tuesday:** Homophones – children to use the homophone from previous lesson to generate sentences. **Wednesday:** children to peer test each other on this week's homophones. Encourage children to use sentence when saying the word to their partner. **Thursday:** quick fire homophones. CT to say the homophone within a sentence, children to write the correct homophone on their whiteboards as quick as possible. **Friday:** Class testing of this week's homophones.

Maths Wednesday:

For each letter, plot the coordinates to reveal a missing shape.

For each shape, you need to do the following:

- name the shape;
- describe the properties of the shape (think about sides, angles, how it can be described).
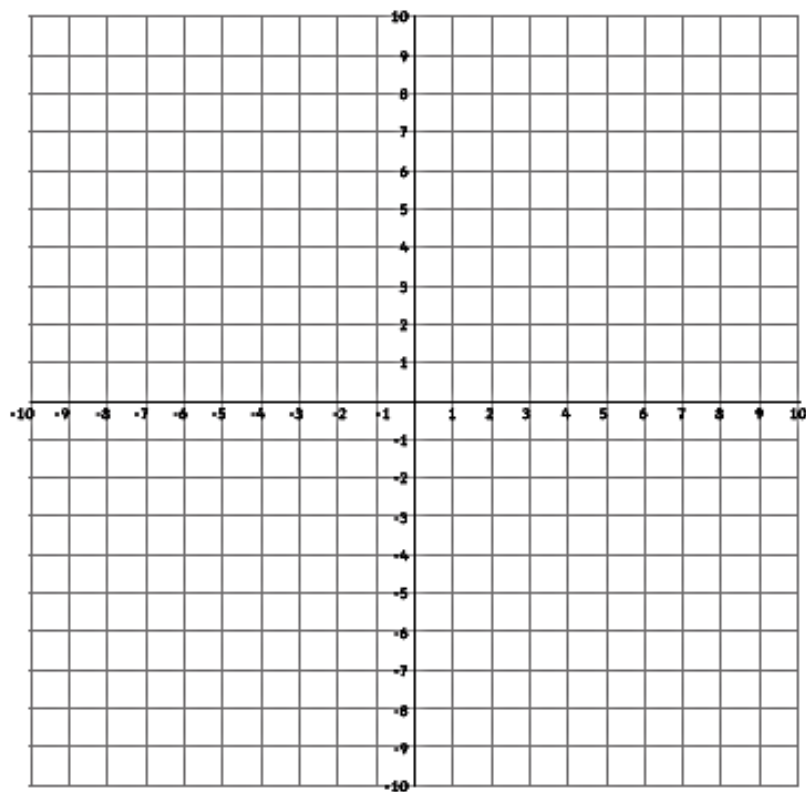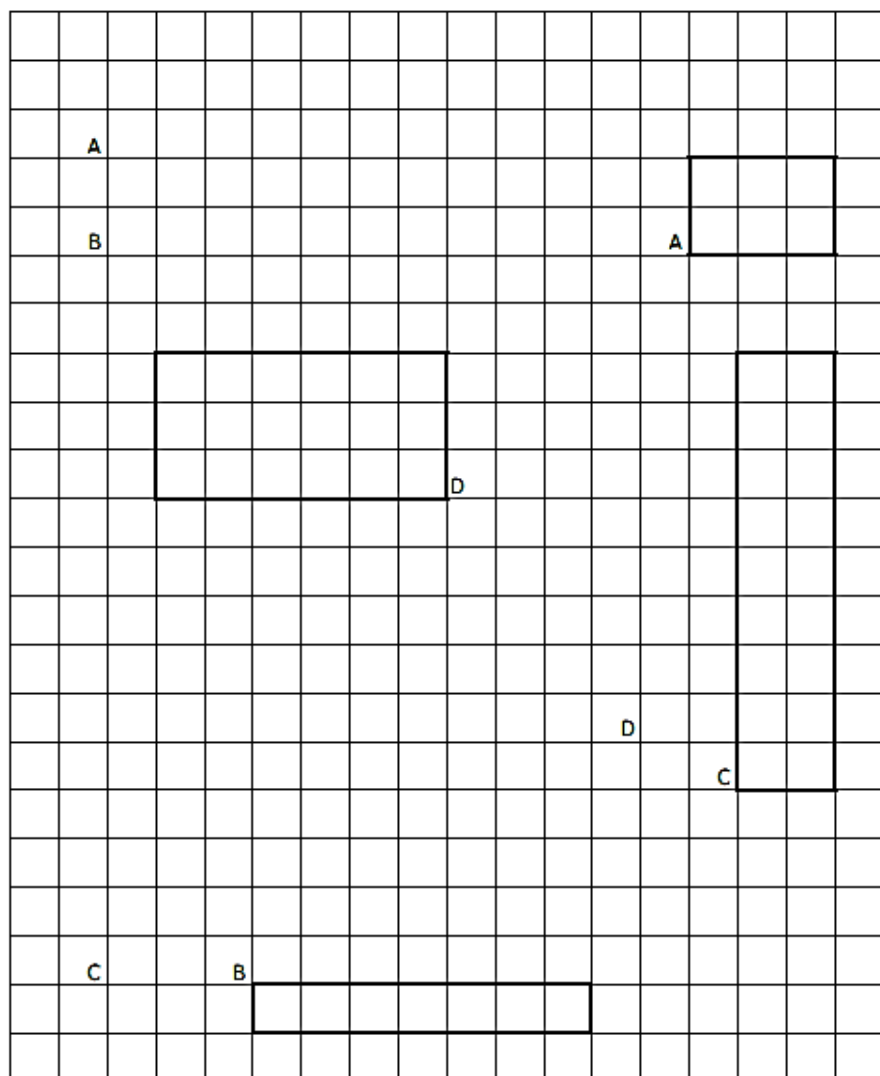

A. (2,2) (8,2) (8,-2) (2,-2) (2,2) _____

B. (-7,5) (-7,8) (-3,5) (-7,5) _____

C. (-7,-2) (-9,-4) (-7,-6) (-5,-4) (-7,-2) _____

D. (5,-4) (3,-6) (5,-9) (7,-6) (5,-4) _____

E. (4,9) (2,6) (7,6) (9,9) (4,9) _____

Thursday Maths:

Translate each shape by moving the labelled point of the shape to the point with the same letter.
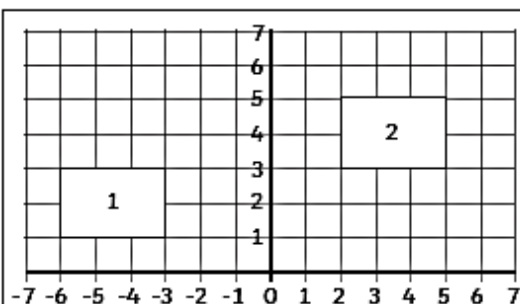
Friday Maths:

Describe the positions and translations of the 2D shapes.
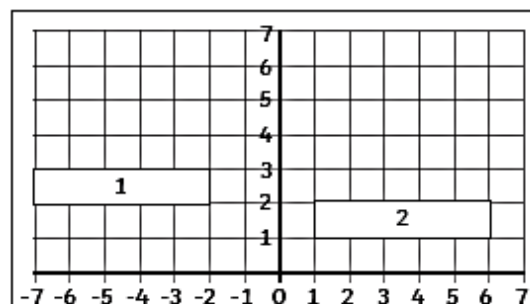

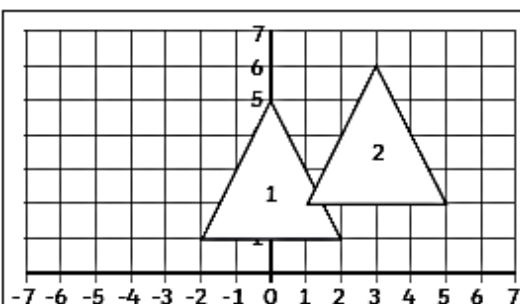Starting co-ordinates:

Translation:

Finishing co-ordinates:

Starting co-ordinates:

Translation:

Finishing co-ordinates:

Starting co-ordinates:

Translation:

Finishing co-ordinates:

Starting co-ordinates:

Translation:

Finishing co-ordinates: