

WB 9th November 2020	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Vocabulary Ninja - Word of the Day</b>	<p>A new word of the day on each PowerPoint screen – starting with Grasshopper words for years 3/4. These can be found in PowerPoint or pdf format <a href="#">here</a>.</p> <p>Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.</p>				
<b>English</b>  <b>T4W</b>	<p><b><u>WALT: be able to listen to a story and re-tell it using actions.</u></b></p> <p>Read the story below and add actions for re-telling. Take photos of actions for working wall.</p>	<p><b><u>WALT: be able to use drama</u></b></p> <p>Act out the story using freeze frames. Take photos to stick in books.</p>	<p><b><u>WALT: be able to create a simple plan.</u></b></p> <p>Create a story map using key words and drawing pictures.</p>	<p><b><u>WALT: be able to write for different purposes.</u></b></p> <p>Using the story map and actions from re-telling, write the beginning of the story.</p>	<p><b><u>WALT: be able to write for different purposes.</u></b></p> <p>Using the story map and actions from re-telling, write the middle and end of the story.</p>
<b>Maths</b>	<p><i>In school the Class Teacher will use a presentation, demonstrate and model methods when teaching. The children are then given a range of practical and recording tasks to explore and consolidate their learning. At home you will be provided with alternative lessons for maths which are linked to the same learning objectives being carried out in school over the course of the week.</i></p>				
	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: be able to recall and use division facts for the 2, 5 and 10 times tables.</u></b></p> <p>Play on Times Table Rockstars – ICT Suite</p>	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: be able to recall the 3 times table.</u></b></p> <p>Watch video <a href="#">here</a> and complete activities.</p> <p>Listen to <a href="#">Supermovers</a></p>	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: be able to recall the 4 times table.</u></b></p> <p>Watch video <a href="#">here</a> and complete activities.</p> <p>Listen to <a href="#">Todd &amp; Ziggy</a></p>	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: be able to use arrays to represent the 3 and 4 times table.</u></b></p> <p>Watch video <a href="#">here</a> and complete activities.</p>	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: be able to understand multiplication can be done in any order.</u></b></p> <p>Watch video <a href="#">here</a> and complete activities</p>
<b>Spelling</b>	<p>This week we are going to be re-visiting alternative phonics sounds in writing.  <a href="#">Alternative ai</a>    <a href="#">Alternative igh</a>    <a href="#">Alternative ee</a></p>				

<b>Handwriting</b>	Focus on lead in and lead outs of each letter in the alphabet, joining and neatness.				
<b>Foundation Subjects</b>	<p><b>PSHE</b> Introduce Anti bullying week Anti-bullying survey <a href="https://salusgroup.org.uk/">https://salusgroup.org.uk/</a></p> <p>Click on the link above and then each child clicks on the Juniors (years 3-6) circle at the top of the website on their own computer. A new page will load up and they need to click next. They need to select 'Saint or St.' in the drop down box for 'Which school do you go to?' and then click next again. Scroll down until they find St Margaret's-at-Cliffe Primary School (Dover) click on the box to tick it and click next. The children then work their way through the survey. The questions will need to be read to the children and some might need to be explained so they understand.</p> <p><b>ICT</b> WALT: be able to touch type. (Introduce knowledge organiser) Log onto Purple Mash and type '2Type' in the search</p>	<p><b>PSHE</b> Mindfulness journal Circle Time – Mental Health Covid worries</p> <p><b>Science</b> WALT: be able to recognise that we need light in order to see things and that dark is the absence of light.  (Introduce knowledge organiser)  Scroll down to see Science lesson guidance and activities.</p>	<p><b>PSHE</b> Anti-bullying</p> <p><b>RE</b> WALT: understand How do Christians find and use ancient wisdom from the Bible?  (Introduce knowledge organiser)  Scroll down to see RE lesson guidance and activities.</p>	<p><b>PSHE</b> Anti-bullying</p> <p><b>French</b> WALT: be able to greet people in different ways (Introduce knowledge organiser)</p> <p>Watch the video <a href="#">here</a> and then practice saying the greetings in French.</p>	<p><b>PSHE</b> Children in Need Visit the <a href="#">Children In Need Primary School website</a> to find out more and complete some fun activities.</p> <p><b>Golden Time</b></p>

	<p>bar. Click on it and then watch the posture tip video and the typing instruction video. After that work your way through the videos and games under the 'First Steps:' subheading.</p> 				
<b>PE</b>			<p><b>P.E Netball</b></p> <p><u>WALT: use a range of throwing and catching techniques</u></p>	<p><b>P.E with sports coach Netball</b></p> <p><u>WALT: use a range of throwing and catching techniques</u></p>	

**Science Lesson - Tuesday**

**Explore – A dark den**

Create a dark den from desks. Challenge children to work out which objects you have hidden in it. Now allow the children to do the same activity with a torch.

**Explore – What's in the box?**

Provide pairs of children with a show box. In one end of the box make a small viewing hole. The children can place objects in the end of the box, which the other child must describe when looking through the viewing hole. Try to prevent any light from entering the box. The children can then add holes in the top of the box so that light can enter the box.

**WALT: be able to record findings as drawings.**

**Recording**

The children could draw how they think they can see objects in the box and in the den.

## **RE Lesson - Wednesday**

### **How do people decide what matters most and what is the best way to live?**

- Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live?
- In a talking circle (or in smaller groups if you prefer), ask pupils: what matters most? Have these ten words on A4 cards on the floor: care, safety, life, family, God, love, cleverness, trying hard, friends, yourself. Ask a pupil: which matters least? Number ten. Work up to number one by asking one pupil each time, then ask other pupils to swap two of the cards.
- Tell the pupils that books like the Bible (for Christians) are used to make sense of life and to help people with what matters most. The Bible teaches the Christians about God, safety, love, life, family and so on. Come back to this later in the unit of work.

### **Writing a class book of wise words**

- Provide for the pupils to show what they are learning throughout this unit by setting the challenge to the class to create pages for their own 'holy book'. Explain that this will be very small scale compared to the words of Gurus, Prophets or Apostles from the sacred texts in the religions, but still it could be inspiring. It will not be finished until the end of the unit of work, but starting thinking now matter. Would any of the 'what matters most' words above get into your class's 'holy book'?
- All pupils, during the unit of work, will be asked to choose a story, saying, wise sentence or something else to go into the class 'holy book'. Each pupils thinks about wise words and creates a page for the class's 'sacred book' with their own choice – or composition – of wise words included.
- Encourage pupils to spend time thinking about the words they choose, and presenting them with calligraphic skill, suitable imagery, or in some other special manner. Songs, holy books, family wisdom or quotations websites are interesting starting points for this choice.