**BIG QUESTION-**

**Numeracy starters/morning challenges – All 4 operations mixed Class focus – Literacy – adverbs and adjectives Roald Dahl books./Big Book of Families by May Hoffman SMSC/PSHE**

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| **Monday 7th** |  | **Assembly – 9.15**  Literacy /Science– (Lesson 1 in Instructions sequence)  Can I identify different word classes?  What are instructions and why do we need them?  Is an instruction a question or like a command?  Can children give examples of where they have seen instructions in and out of school.  Share the instructions Powerpoint with the children.  Together look at the types of words on the slide -How to plant a sunflower and how the instructions are set out. Highlight the different words in pen together.  Activity- in writing books under 3 headings children sort the words from the instructions.  Time words bossy verbs  adverbs  Support- sunflower instructions  Challenge- use other instructions to find different variations of words.  Greek salad recipe. | |  |  | Numeracy – Can I use a tally chart to answer simple questions?  Discuss what a tally chart is. It is something that is used to collect data(information) and presented as patterns so that questions can be answered about the information presented.  Model creating a tally chart as a class of hair colour. Explain that a tally is a simple line that represents each person. If you have five tallies, then it is drawn diagonally to make a ‘gate’.  Model counting up the tallies to find a total and then using this information to answer questions (most/least/difference between/ how many more etc.).  Activity – children to draw their own tally chart of favourite ice creams and then move around the class filling in the infromation. Children to then answer questions in their books underneath (most/least/how many more/how many liked both/how many people in total).  Challenge – creating and answering their own question.  Support- adult support and tally chart frame given. |  |  | Grammar/ phonics-  commas | **PE – Boot Camp with Mr Bowen**  **Pearl – 1.15 – 2.00**  **Diamond – 2.00 – 2.45** |
| **Tuesday 8th**  **Children to watch cheer first thing.** | Literacy /Science– (Lesson 2 in Instructions sequence)  Can I use appropriate verbs?  Explain that today we are going to make our own space shadow puppet and then later in the week write instructions to tell a reader how to do it –will go on our science display. This time the children are going to make their own design out of card and using a lolly stick.  CT to model making own simple design, including folding card to make holes for the light to go through.  As CT is making the puppet, LSA to verbalise with the children the steps that the teacher is making and writing the steps as instructions on the whiteboard.  Can we improve the instructions on the whiteboard with adverbs/time words?  Some of the verbs will be different to the ones we looked at yesterday.  Activity- Children to make their own shadow puppet.  Support- with fine motor control/ support with drawing outlines.  Plenary- do we need to add anything else to our class list of instructions to make them clearer? | | Numeracy – Can I use a Pictogram to answer questions?  Recap prior learning on tally charts. Explain that in today’s lesson we will be learning about another type of chart called a pictogram.  <https://www.bbc.co.uk/bitesize/clips/zg4d2hv>  Explain a pictogram is like a tally chart however instead of tallies, pictures are used. A picture can represent one or more items.  A key is often used to show what each picture represents.  Share with the children an example of a pictogram and answer questions (most/least/how many more/how many liked both/how many people in total).  Activity – children to complete a pictogram and answer questions about information presented.  Support- adult support/making pictogram practically.  Challenge – pictogram reasoning. | Phonics- | **Diamond - ICT- Put appropriate wording in search engine (facts)**  **Recap prior learning (how to switch on the computers, log on and locate the Google Chrome Icon.**  **Explain to the children that we can use the internet to support our learning as it has lots of pictures and information. RECAP E-safety rules!**  **Model how to type in a web address into the bar and click enter.**  [Neil Armstrong facts for kids - National Geographic Kids (natgeokids.com)](https://www.natgeokids.com/uk/discover/science/space/neil-armstrong-facts/)  **Children to navigate the familiar website and find out information.**  **Pearl Class – RE** |
| **Wednesday 9th** | Phonics- | PPE – football and music | Handwriting and phonics.  Quiet reading | silly sentence spelling work. | **Assembly – 1.30pm**  RE-Can I learn about Christian symbols and explain their meaning?  Recap prior learning on symbols- what they are and how they represent things.  Share with the children some example of Christian symbols and discuss their meaning (cross, fish, candle, dove, Borromean rings).  Display the symbols around the room and move to each symbol and discuss meaning (use hall if possible).  Children to draw each symbol ad write a brief sentence explaining its meaning and importance for Christians. |
| **Thursday 10th** | Registration/table challenges | **Assembly – 9.15am**  Literacy /Science– (Lesson 3 in Instructions sequence)  Can I use appropriate verbs?  Recap the instructions for making a shadow puppet from the Literacy wall talking about the sequence and structure of instructions.  Remind children that they need to use imperative verbs (bossy verbs).  BIG WRITE- children to write their own instructions for making a shadow puppet.  Support- hover  Challenge- adverbs/ time conjunctions.  Take photo of shadow puppet for display. | | Numeracy- Can I interpret information on a pictogram when the picture represents more than one?  Recap prior learning on pictograms.  Explain that sometimes in pictograms the symbol represents more than one. It can represent 2 or 5 for example. If a symbol represents 2 how do you think one would be represented? (half a symbol).  Share an example of a pictogram and look at the key and answer questions (most/least/how many more/how many liked both/how many people in total).  Activity- children to complete a pictogram and answer questions.  Support- adult support/making pictogram practically.  Challenge – pictogram reasoning | Quiet reading | **Can I use charcoal and chalk to show pattern, shade and texture?**  Recap prior learning on making tints and tones using white/pressing lighter with coloring pencils.  Share with the children some images of the moon landing. Discuss how the pictures are mostly dark/ black and white and how we could recreate this effect using charcoal pencils.  Model sketching and shading the moon landing picture provided to the children.  Children to then create pictures using charcoal to show light and dark.  Evaluate effectiveness and ease of use. |
| **Friday 11th** | Cross Curricular Literacy – History  **Can I compare different people who are remembered for the same thing?**  **Can I use conjunctions?**  Compare that individual with individual from a different period of time in the same field.  Robert Falcon Scott vs Neil Armstrong.  Recap facts about Robert Falcon Scott. Display photos of both famous explorers. Children work in pairs on whiteboards to remember facts about Robert Falcon Scott from the Autumn term. Then think/pair /share LSA then to scribe what we have remembered.  What was the same about these two people from History?  What was different e.g dates/where they travelled etc.  Model writing sentences on the board using conjunctions.  Robert Falcon Scott died on his expedition but Neil Armstrong came back from his mission alive.  Support- hover/picture bank/wordbank  Challenge- us ea range of conjunctions when/so that/because | | Numeracy- Can I create a pictogram using the information from a tally chart?  Recap prior learning on pictograms (where each symbol represents more than one).  Explain to the children that today we will be making our own pictograms.  Model creating an example using a key of 2 from a tally chart.  Activity – children to create their own pictograms using the tally chart information provided in their books. Children to then answer questions underneath - (most/least/how many more/how many liked both/how many people in total).  Support – adult support drawing grid/pictures representing one.  Challenge – pictures representing 5 and 10 – Bird tally challenge. | Quiet reading | **Assembly – 1.30pm**  Homework/Spelling sentences (consolidation of weekly phonics and grammar).  Golden Time – 2.15 |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Revise the GPC’s taught this term.  Quick spell CEW.  kind find mind behind  Spell words with the or sound spelt a before an l or an ll  e.g call, fall, walk,talk,always,stalk,smalls  See Powerpoint/Smartboard slide | Revise the GPC’s taught this term.  Quick spell CEW.  kind find mind behind  Spell words with the or sound spelt a before an l or an ll  e.g call, fall, walk,talk,always  See Powerpoint/Smartboard slide | Silly sentences with CEW and spelling rule  I always like to walk behind the giant.  Who can talk the fastest?  Do you mind if I fall asleep? | Revise the GPC’s taught this term.  kind find mind behind  Spell words with the or sound spelt a before an l or an ll  See Powerpoint/Smartboard slide | Revise the GPC’s taught this term.  Speedy spellers- test children  (Homework words)  Kind/ mind/behind/find/always/walk/talk/  ball/stalk/small |