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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Registration**  **Google Meet** | 9:00-9:10 | 9:00-9:10 | 9:00-9:10 | 9:00-9:10 | 9:00-9:10 |
| **Google Meet**  **Maths**  **9:10 -10:00** | 9:10 – 10:00  Oli: Multiply 2-digits (area model)  <https://vimeo.com/488076765> | 9:10 – 10:00  Oli: Multiply 2-digits by 2-digits  <https://vimeo.com/488553863> | 9:10 – 10:00  Oli: Multiply 3-digits by 2-digits  <https://vimeo.com/488555095> | 9:10 – 10:00  Oli: Multiply 4-digits by 2-digits  <https://vimeo.com/488667737> | 9:10 – 10:00  **Mental Maths Test**  **Spelling test** |
| **10:00 – 10:30** | Independent maths | Independent maths | Independent maths | Independent maths | Independent maths |
| **English**  **10:45 –**  **11:45** | **Writing:**  Oli: to write a diary entry from Summer’s point of view.  p.119 -132  In this part we learn about the friendship between Summer and August. Write a diary entry from Summer’s point of view focusing on key events; describe her inner thoughts and feelings.  Please focus on a variety of sentence openers. Use the list of fronted adverbials. | **Writing:**  Oli: to write a dialogue.  On p.134 August’s mum receives a call from Mr Tushman.  Write a dialogue between them. You will have to use your imagination**. Remember:**  New person speaking-new line.  Use inverted commas “ “ | **Dictionary Skills:**  Oi: dictionary skills.  Key vocabulary: Retrospect, protocol, prejudicial, secured, burden, abundance, hypocrite, lame.  Write definitions of the vocabulary above and sentences to show your understanding. | Oli: Inverted commas in direct speech.  Powerpoint and worksheet. | Spellings  &  Crossword |
| **11:45- 12:10** | **Joe Wicks exercise video** | **Joe Wicks exercise video** | **Joe Wicks exercise video** | **Joe Wicks exercise video** | **Joe Wicks exercise video** |
| **12:10 – 12:30** | Reading – WONDER J.R.Palacio | Reading WONDER J.R.Palacio | Reading  WONDER J.R.Palacio | Reading  WONDER J.R.Palacio | Reading WONDER J.R.Palacio |
| **Art, R.E, Science**  **1:30 – 2:30** | **RE:**  In RE this week we are learning about Westminster Cathedral. It is a project which will take you a couple of sessions to complete (Monday and Tuesday).  **Visit Westminster diocese website:**   * [**https://www.westminstercathedral.org.uk**](https://www.westminstercathedral.org.uk) * **Do some additional reading:** * [**https://wiki.kidzsearch.com/wiki/Westminster\_Cathedral**](https://wiki.kidzsearch.com/wiki/Westminster_Cathedral)   **Using this information design a booklet for a tourist showing you understand the importance of the Cathedral in the diocese.**  **Create a front cover: you could draw a cathedral here.** | **RE**:  Choose an appropriate piece of scripture for **the front page** of the leaflet that describes the diocesan mission.  Describe what its mission is, how it is a centre for parish families and what kind of activities happen there.  You can read the mission statement on the website under ‘Parish and Community’.  Create a diocesan coat of arms that depicts their mission. | **Science:**  Oli: to identify forces acting on objects.  Powerpoint and worksheet to complete. | **Science:**  Research and write a report about Isaac Newton who discovered gravity.  (Powerpoint) | **Art:**  Create your own coat of arms.  (Powerpoint)  Use the template |
| **Google Meets Calls**  **2:30 – 3:00** | **2:30-3pm**  Feedback/well-being/class novel  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | **2:30-3pm**  Feedback/well-being/ class novel  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | **2:30-3pm**  Feedback/well-being/class novel  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | **2:30-3pm**  Feedback/well-being/class novel  A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. |  |