

Year/Class: Greenwich Meridian / Royal Greenwich

Please email your completed work to the following teachers on your following class emails:

Teacher: Mrs Leathem/Mr Kinsella Miss Liane Stowell - greenwichmeridianclass@montbelle.org.uk

Mr Hoyte/Mrs Kimble - royalgreenwichclass@montbelle.org.uk

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>English</b></p> <p><b>Key vocab:</b> Formal, informal, non-chronological, cohesion.</p> <p><b>Grammar focus:</b> Cohesion, fronted adverbials, subordinate clauses, pronouns, conjunctions.</p>	<p><b>What we are learning (LO):</b></p> <p><u>L.O. To identify the features of a non-chronological report in planning.</u></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> Identify the features of a non-chronological report and consider who your audience is;</p> <p><b>Could:</b> Consider appropriate and interesting research questions and how to organise them in a report;</p> <p><b>Mastery:</b> Think about cohesion and effect- how to organise information across paragraphs, starting with a simple idea before including specific content.</p> <p><b>Activity:</b> Explain what a non-chronological report and its associated features. Generate interesting research questions about a yellow spotted lizard where the answers will be interesting and informative for the report. Write the</p>	<p><b>What we are learning (LO):</b></p> <p><u>L.O. to use cohesion between sentences in a non-chronological report.</u></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> Identify key features that help create cohesion within writing;</p> <p><b>Could:</b> Draft two paragraphs for my non-chronological report using cohesive devices and specific language;</p> <p><b>Mastery:</b> Use a range of cohesive devices for effect and justify where sections of text have limited cohesion as a writer's choice and purpose.</p> <p><b>Activity:</b> Explore an extract and work together to improve its cohesion and flow using cohesive devices. Write the first two paragraphs under the headings about the yellow spotted lizard.</p> <p><b>Resources:</b> Sentence starters,</p>	<p><b>What we are learning (LO):</b></p> <p><u>L.O. to use cohesion between sentences in a non-chronological report.</u></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> Use different cohesive devices to improve the coherence of my writing;</p> <p><b>Could:</b> Use technical language and expanded noun phrases;</p> <p><b>Mastery:</b> Edit using the writer's toolkit to ensure I have written a non-chronological report using varied sentence structures, advanced punctuation, a formal tone and technical vocabulary.</p> <p><b>Activity:</b> Complete the final two paragraphs under correct headings of your non-chronological reports.</p> <p><b>Resources:</b> Cohesive devices checklist, examples of formal language/formal constructions, modelled example.</p>	<p><b>What we are learning (LO):</b></p> <p><u>L.O. To use a previous draft to extend, edit and improve my writing independently</u></p> <p><b>Steps to Success:</b></p> <p><b>Should:</b> consider the writing checklist and success criteria specific to this genre of writing;</p> <p><b>Could:</b> use the checklist to edit and re-draft my non-chronological report;</p> <p><b>Mastery:</b> Self-assess my writing to ensure it is meeting the greater depth criteria of writing.</p> <p><b>Activity:</b> Edit a piece of writing using the success criteria and a checklist before then editing and improving completed written non-chronological reports.</p> <p><b>Resources:</b> Assessment checklist box, success criteria, examples of cohesive devices and formal language constructions.</p>	<p>We are now going to include a spelling list and test for each week. This spelling list will be sent out to you on Monday for a 'live' 9.10am Friday spelling test. The expectation will be for your child/ren to use a dictionary to find out the meaning/s of each word and then to accurately write an appropriate sentence for each word using Nelson font joined up handwriting as shown in the spelling list below:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p><b>Words to practise</b></p> <p><i>curiosity</i> <i>definite</i> <i>desperate</i> <i>determined</i> <i>develop</i> <i>dictionary</i> <i>disastrous</i> <i>embarrass</i> <i>environment</i></p> </div>

	<p>introduction for the report.</p> <p><b>Resources:</b> writing frame for the introduction, slide with suggested headings.</p>	modelled examples.			
<p><b>Guided Reading</b></p> <p><b>Key vocab:</b></p> <p>Resilience, perseverance, potential, equip, fulfil</p>	<p><b>World Book Day Workshop</b></p> <p><b><u>Writing Comedy Workshop with author Simon James Green. (11am)</u></b></p> <p>A link will be shared on the day of the event <u>but you can sign up here:</u>  <a href="https://www.crowdcast.io/e/xueukzaw/register">https://www.crowdcast.io/e/xueukzaw/register</a></p> <p><b>By registering you will have the opportunity to take part in Live feedback with the author.</b></p> <p><b>Activity:</b> create a comedy 'underdog' and begin their story. What problems will they have and how are they going to get out of the situation.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>LO: To make inferences and explore themes of a text</u></b></p> <p><b>Activity:</b></p> <p>Read the picture book and answer related comprehension questions about the wider theme of the book.</p>	<p><b>What we are learning (LO):</b></p> <p><b><u>LO: To explore metaphors and their meaning in a song</u></b></p> <p><b>Activity:</b></p> <p>Listen to the song Drive by Incubus. Understand the meaning of the song and draw inferences from the lyrics through the comprehension questions.</p> <p><a href="https://www.youtube.com/watch?v=fgT9zGkiLig">https://www.youtube.com/watch?v=fgT9zGkiLig</a></p>	<p><b>What we are learning (LO):</b></p> <p><b><u>LO: LO: To explore author intent</u></b></p> <p><b>Activity:</b></p> <p>After reading the extract, check understanding and answer the related comprehension questions exploring the word choices made by the author and their intended meaning.</p>	<p><b>World Book Day Workshop</b></p> <p><b><u>Fantasy World-Building with Vashti Hardy (11am)</u></b></p> <p>A link will be shared on the day of the event <u>but you can sign up here:</u>  <a href="https://www.crowdcast.io/e/zgw1gwtk/register">https://www.crowdcast.io/e/zgw1gwtk/register</a></p> <p><b>By registering you will have the opportunity to take part in Live feedback with the author.</b></p> <p><b>Activity:</b> create your own fantasy world with guidance from the author.</p>
<p>Maths</p> <p>Key vocab:</p> <p>Ratio, share, parts, equivalent, total, sum.</p>		<p><b><u>LO: To identify and use scale factor ratio.</u></b></p> <p><b>Must:</b> Identify the scale ratio of a shape enlargement.</p> <p><b>Should:</b> Identify true or false statements when calculating scale factors.</p>	<p><b><u>LO: Calculating scale factor ratio.</u></b></p> <p><b>Must:</b> Identify the scale ratio of a shape enlargement.</p> <p><b>Should:</b> Calculate the missing lengths of 2 rectilinear shapes and identify the scale factor.</p>	<p><b><u>LO: To use scale factor ratio involving similar shapes.</u></b></p> <p><b>Must:</b> Use scale factors involving whole numbers only.</p> <p><b>Should:</b> Use scale factors involving decimal numbers to one decimal place.</p>	<p><b><u>LO: Calculating scale factors.</u></b></p> <p><b>Must:</b> Calculate scale factors involving whole numbers only.</p> <p><b>Should:</b> Calculate scale factors involving decimal numbers to one decimal</p>

		<p><b>Could:</b> Identify true or false statements when calculating scale factors for 3 rectilinear or triangular shapes.</p> <p><b>Mastery:</b> Identify true or false statements when calculating scale factors for compound shapes.</p> <p><b>Activity:</b> As above</p>	<p><b>Could:</b> Calculate the missing lengths of 2 rectilinear or triangular shapes and identify the scale factor.</p> <p>Measurements to 1 decimal place.</p> <p><b>Mastery:</b> Calculate the missing lengths of 2 compound rectilinear shapes and identify the scale factor.</p> <p>Measurements to 1 decimal place.</p> <p><b>Activity:</b> See above</p>	<p><b>Could:</b> Find the perimeter of the original shape using the given scale factor.</p> <p><b>Mastery:</b> Explain if a given statement is correct or not.</p> <p>Identify the original measurements using the given scale factor.</p> <p><b>Activity:</b> See above</p>	<p>place.</p> <p><b>Could:</b> Use given clues to identify the scale factor used.</p> <p><b>Mastery:</b> Explain if a given statement is correct or not.</p> <p>Explain which scale factor has been used, involving decimals.</p> <p><b>Activity:</b> See above</p>
PSHE					<p><b>PSHE (Well-being) 2pm</b></p> <p>An opportunity for children to share their week's learning and to talk to their class mates.</p>
Foundation subjects	<p><b>Arithmetic /Spellings</b></p> <p>Arithmetic Test 15</p>	<p><b>Music</b></p> <p><b>LO: to explore and capture the ideas of raga and tala.</b></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-tasters/zjy3382?dm_t=0,0,0,0">https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-tasters/zjy3382?dm_t=0,0,0,0</a></p> <p><b>Must:</b> explain raga and tala.</p> <p><b>Should:</b> explain raga and tala and the Banjara people who inspired it.</p> <p><b>Could:</b> capture the ideas of raga and tala in a creative</p>	<p><b>French</b></p> <p><b>LO: To say your nationality</b></p> <p><a href="https://classroom.thenational.academy/lessons/saying-your-nationality-crup6d">https://classroom.thenational.academy/lessons/saying-your-nationality-crup6d</a></p> <p><b>Must:</b> say your own nationality with the correct pronunciation of the cedilla (ç)</p> <p><b>Should:</b> say your own nationality with the correct pronunciation of the cedilla and distinguish between the masculine and feminine.</p> <p><b>Could:</b> also identify and recall</p>	<p><b>Geography:</b></p> <p><b>Climate change and natural disasters.</b></p> <p><b>LO: How can climate affect us?</b></p> <p><b>Must:</b> identify the causes of climate change.</p> <p><b>Should:</b> describe the effects of climate change.</p> <p><b>Could:</b> suggest how these changes can affect humans.</p> <p><b>Task:</b></p> <p><b>Which areas at risk from climate</b></p>	<p><b>Science</b></p> <p>No Science today due to the World book Day event and next week's Science Week.</p>

		<p>response.</p> <p><b>Activity</b></p> <p>1. Explore Ravi Shankar’s Symphony – Finale; learning about Hindustani music, the raga (melody) and tala (rhythm)</p> <p>2. Capture the ideas of raga and tala using your hands, art materials and a camera (you can also draw your hands in different positions and be creative with any materials you have available at home.)</p>	<p>(in French) nationalities of French speaking countries.</p> <p><b>Activity</b></p> <p>Complete the table of translations and then translate four sentences into French.</p>	<p><b>change?</b></p> <p><b>What places will the effects be greatest? Why?</b></p> <p><b>Thinking about the impacts at <u>different scales</u>:</b></p> <p><b>Can you suggest how climate change may affect the following : Individual (you), Community (local), Country (national).</b></p> <p><b>How is each image linked to climate change?</b></p>	
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**PE activities for Monday afternoon and Friday Golden Time:** Hello from Mrs Helps <https://vimeo.com/508361944> password pe

This week are going to look at some fitness games, I hope you enjoy!

Session 1 - Alternating Exercises (Part A and B) <https://pehubportal.co.uk/session-1/>

Session 2 - Would You Rather? <https://pehubportal.co.uk/session-2/>

Session 3 - As Many Rounds as Possible - Balance Focus <https://pehubportal.co.uk/session-3/>

Session 4 - Pulse Raising Tabatas (Part 1 and 2) <https://pehubportal.co.uk/session-4/>

Session 5 - Fitness Poker! <https://pehubportal.co.uk/session-5/>

I’ve loved seeing your photos and videos of you keeping active – keep them coming! [Keepinghealthy@montbelle.org.uk](mailto:Keepinghealthy@montbelle.org.uk)

KS1/KS2 - The Gaming 'Work-out' - <https://www.youtube.com/watch?v=miHBUTsKFzs>

