**Bongos Weekly Plan**

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| Hello my Bold Bongos.  Are you ready to start our online learning? This is what we are going to be learning this week. This is my planning for you so that you know what we are doing and if you miss a session you can catch up.  Each lesson you will need to make sure you have your learning materials ready – (Pencil or pen, rubber, ruler, paper/notebook) Please make sure you are ready to start on time and if you are running late, don’t panic. I’d rather have you turn up late than you miss a session completely but I will be taking a register each lesson. Don’t forget to submit any work you have done into google classrooms as you go. This is an exciting and a little scary new experience for us all. Together we will figure it out and if we need to changes things as we go we will do….I know you are amazing at going with the flow so I am actually feeling super excited.  You should see an invite to your lessons so I’ll see you on Monday morning ready to go!  I Miss you all and cannot wait to see your smiles again, virtual hugs Miss Leigh x |

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| **w/c 11th January 2021** | | | |
|  | **SPaG** | **Maths** | **English** |
| **Monday** | Grammar: Use the ppt to revisit fronted adverbials. Complete the writing challenge based on the image on slide 8. | Complete fluent in 5 week 13 day 2.  Multiply by 10, 100 and 1000  <https://vimeo.com/487198038>  Revise concept of multiplying, discuss play value and using what we know so 97 x10 can be used to help us with 97x1000 (smile multiplication). Look at decimals and place value concepts from 0.01 to 0.1  Present /discuss misconceptions around number order and values.  Independent: Complete as many questions as you can on your worksheet. Mark your own work and self assess. Remember you can return to the video for further explanations. | What is the difference between a biography and autobiography?  Discuss prefix – auto What does it mean? What do you think is the difference between an auto biography and a biography? Share Tom Daily biography and discuss some of the features we can already see. Create a list of Success Criteria which the children will then use to text make a biography  IND: Text mark the Roland Dahl biography for features of a biography. |
| Guided Reading  <https://www.readingsanctuary.com/wp-content/uploads/2018/10/Wonder.pdf>  pg 3-14  What is your impression of August? How are you similar and different?  Does August mind that he’s “not an ordinary ten-year-old kid”? Explain your answer using evidence.  Support Material: <http://mrwreads.blogspot.com/2012/03/wonder-pages-1-26.html> |
| **Tuesday** | Punctuation: Investigate Silent letters. <https://classroom.thenational.academy/lessons/to-investigate-silent-letters-75hk0d> Complete the lesson and learn the 10 spellings given at the end. 3 random spellings from this list will be tested at the start of Friday’s English lesson. | Complete Fluent in 5 week 13 day 3  Divide by 10, 100 and 1000  <https://vimeo.com/488186549>  What strategies did we learn yesterday that may be able to help us today? Revisit commutative nature of division and how we can divid by 100, by /10/10 as this is the same. Discuss how this links with our prior learning on factors, so how could we then divide by 20, or 200? Have a go at examples  Independent: Work through the worksheet. Remember you have the video to return to if you need it. Mark your work and self assess. | What makes a good biography?  What did you learn about Roland Dahl? Why do you think this information was included in his biography? Discuss what does or doesn’t make interesting reading for a biography. (think about extraordinary events, moments) Why as a writer would you share these? Do you think everything is shared?  IND: Read a range of biographies on line.  <https://www.ducksters.com/biography/>  <https://www.britannica.com/biographies>  <https://www.biography.com/>  Pick someone of interest to you for tomorrow’s lesson. It could be an inventor, nobel prize winner, historian, scientist, politician or celebrity, philanthropist etc. Be ready to talk about your person on Friday. |
| Guided Reading  (I) p15 – Why does Palacio (the author) often mention details about the characters’ shoes? Is it important? Why/why not?  (C) p20 – How do you know August’s mood changes when he hears children’s voices? Use quotes to support your answer.  (RT) p21 – Why did August grow his ‘bangs’ (fringe) long? Give two reasons.  (RV) Why has August never gone to school? Do you think he should?  Follow up: How have adults treated August so far? |
| **Thursday** | You will need to group the adverbials in the boxes on the learning document. Think about what we already know about the kinds of adverbial phrases and see if you can make your own categories to group them into. If you’d like a little help here is something you can read to give you a little hand.  <https://www.grammarwiz.com/adverbial-phrase.html> | Please log in to your Mathletics account. I have assigned a number of lessons for you to complete. You do not need to do them all but should do the ones you think would help you in terms of your learning. So if you found yesterday’s lesson hard, you will see a lesson with the same objective. You should complete this lesson. You will need to do 30 minutes of learning.  The last 10 minutes of the lesson should be spent completing the fluent in 5, week 13 day 4 activities.  Send over your work. | Yesterday you wrote about the Red balloon and the little girl. Today we are going to edit and improve it.  Discuss what is a fronted adverbial? Can we share some ones that we’ve used. What kind of adverbial is it? How many have you used?  Independent learning: Open up your work from yesterday. Underline all the fronted adverbials you have used in your own writing. Next, in green, add or modify what you have written so that you have improved your work and shown you can use different kinds of fronted adverbials. If you have time remaining, continue to edit your work in green like we do in school. |
| **Friday** |  | Complete Fluent in 5, week 13 day 5 activities.  Multiply decimals by integers  <https://vimeo.com/490690764> Here is the video link to help you if you need it.  Look at multiplication as repeated addition for decimals. Link this visual with multiplication in our formal method. Note layout. Review links with place value what is the same, what is different. What do you notice?  Independent: Complete as many questions as you can on the reasoning sheet. You can then mark your work and submit it with a self assessment. | **3 Random spellings to be tested from given list on Tuesday.**  **To create a biographical time line.**  Who did you pick at why? What do you think made that person’s life extraordinary? Why would other people want to read their story. Can you tell me something about that person that isn’t well known? Model activity using a range of sources  IND: create a time line or mind map of extraordinary events using multiple sources of information. Copy and Paste is not allowed. Own words only. Submit your work online. |

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| Monday | **PE: PE with Joe or Let’s get active**  PE with Joe returns to YouTube today – you can just search PE with Joe and find it. You can complete it at any point in the day that works for you. You can either complete one of his sessions or the Let’s get active. The aim this term is to improve our cardio function and increase our fitness. | **PSHE:** Managing change and online learning. Please use the link to sign into the live lesson at 2.20pm. You will need a small piece of paper or card and coloured pencils/pens. |
| Tuesday | **Computing**  You will need to go on to <https://beinternetawesome.withgoogle.com/en_us/interland>  Reality River is the level I’d like you to work through. Make notes on what you think are the key messages and internet safety points as each week we will explore a different land and produce a final piece of work based on what you have learnt. Keep your notes and learning safe ready to be added to next week. | **Topic: Design and Technology Focus**  What is the purpose of a bridge? What makes a good bridge?  Go through the types of bridges PPT learning about Suspension, arch, and Bean? Discuss what is similar and what is different between each one. Compare strength and distance. Can children think of different bridges they have visited.  Independent learning: watch <https://www.youtube.com/watch?v=33ZfJw8cEFY> and have a go at the 4 mini tasks. Take some photos of your investigations and load them into the assignment tasks. We will use our photos to learn a little more about compression and tension next week. |
| Wednesday | **Writing task: The little girl and the Red Balloon. Look at the photo on the word document. Think about:** *Why do you think the balloon is red, where the rest of the drawing is black and white? Who is the little girl, and why is she releasing the balloon? What could have happened to the girl? Do you think the balloon symbolises anything?*  *Answer these questions in your head or discuss them with another person, explaining your thoughts in detail. Read the story starter and continue to story of the little girl and the red balloon. Don’t forget to include: Fronted adverbials, relative clauses and ambitious vocabulary.* | |
| **History task**  **KQ: Who were the Maya?**  What do you already know? Read the information ppt on the Maya. Use atlas or Google maps to locate countries in central America which made up the Mayan civilisations in Misoamerica, followed by adding the ancient Mayan Cities to your map. Use the resources to help you.   |  |  | | --- | --- | | Independent task: Children complete an information guide Welcome to the Maya Area Activity Sheet about the ancient Maya people and where they lived.  Challenge:   |  | | --- | | Can you find out about some other civilisations that existed around the same time as the Maya and create a chart to compare the similarities and differences? | | | |
| **Geography task** <https://classroom.thenational.academy/units/biomes-bd47> please complete lesson 1 and online activity and complete the online quiz. Answer the KQ: What are biomes and how are they different? | |
| Thursday | **Science: We are going to be doing some Physics.**  What were Stephen Hawkins big ideas?  We will learn: Who was Stephen Hawkins and what was his life like? What did he discover about time, the universe and black holes?  <https://www.youtube.com/watch/D6lFGJdwRyo> (we will watch this together)  <https://www.youtube.com/watch?v=r5Pcqkhmp_0> (more details if you want it)  Task: Answer the KQ either as a written explanation, or information poster. Explain his key ideas in your own words and explain why you think his work was important to physics and science in General. For a challenge: explain why you do or do not agree with what his research suggests. | **French**  On Wednesday, a PPT will be loaded up and shared with you on google classroom. You will need to make sure you can play sound and have your learning materials ready. This is the lesson that took place in school on Wednesday. |
| Friday | **LPS+**  **This is a time for you to develop your skills and investigate something you are interested in, in more depth. You have the option of doing any of the tasks on either of these 2 documents and you will build towards completing one of these badges over the remainder of this term. You decide which badge you would like to work on in your Friday afternoon timeslot.**  [**Food and nutrition badge KS2.docx**](Food%20and%20nutrition%20badge%20KS2.docx)  [**Gaming Badge KS2.docx**](Gaming%20Badge%20KS2.docx)  **Don’t forget that as a member of year 6, it is our responsibility to Care, Grow and Shine every day. Can you do something this Friday and every Friday of lockdown that shows that you have Cared, Grown and Shone today. It might be helping around the house, making the right choice in a difficult situation, taken responsibility for something, done something in your community, helped a family member in some way? The only barrier is your imagination! We want you to continue to be proud of yourself and give yourself that lovely feeling you get when you know you’ve made a difference to someone else. Let me know what you’ve got upto, either with a photo, recap or message.** | |