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| Monday | |
| English | **This week you will be learning about adverts and what features you need to use in them. Your advert will be used to sell your brand new chocolate that you designed and may have made in your topic learning. By Friday, you would have created an amazing advert!**  IALT to use imperative verbs  Starter: Get a parent, sibling or family member to test you on your spellings:  **Station, activation, vacation, observation, operation, situation, population, relation, creation, information**  Task: Make a word bank of all the different imperative (bossy) verbs you know/ can remember from when we learnt about them in class. There are some imperative verbs on show to help you get started.  Once you’ve got a word bank, can you think of which imperative verbs you would use if you were selling a brand new chocolate (e.g. **GO** and get this exciting…. **BUY** this bar before….)  Make a new list of imperative verbs which you would use to sell a new chocolate.  <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z8strwx> - use this link as a refresher of your previous learning.  Extension: Write a brain bubble to explain what imperative verbs are and why we use them. |
| Maths | IALT explore dividing by 4  Starter: create number 0-10 on a piece of paper and cut these individually. After this, pick three of the digits and write the number. Put the digits back into the pile. Then select three cards and create another number. Now that you have two numbers compare them and decide which one is greater than or less than the other. If you have someone at home try to be the quickest and compete with each other.  ***Teacher guide.***    Mild- Use the above representation to help you answer the questions. Record in your books.    Spicy- Explain how you are able to figure out each component of part in a division number sentence (use the example above to help you with this question).    hhh- Compare these two bar models to complete the number sentences.  Next step: how could you use this model to help you check your answers. |
| Guided Reading | READ CHAPTER 2  What is Max sitting on when he watches the humans?  Why does he say the humans are safe?  Why does he keep close to the wall when he is walking?  What does he do when a human walks past? Why?  Draw a picture of Max watching the humans and make a thought bubble of what he is thinking.  Write down what Max is thinking.  Use evidence from the book.  Add some of your own ideas. |
| Topic | Choose either task 1 or 2  Task 1: If you have resources to, can you make your own chocolate?   1. Melt some chocolate (milk, white or dark) 2. Pour it into ice cube trays 3. Add in extra toppings or flavours (e.g. fudge and biscuit pieces) 4. Let cool down in the fridge   <https://www.myrecipes.com/recipe/ice-cube-tray-chocolate-treats> - Watch clip for more guidance.  Task 2: If you do not have the resources, then can you design your chocolates. Use a pencil to draw your chocolate. Add labels to describe the flavours and what it will taste like. |

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| Tuesday | |
| English | IALT use the 2nd person in my writing.  Starter: Can you think of any -action suffix words? Put them into a sentence and find the meaning of them in a dictionary.  What is the 2nd person?  The 2nd point of view belongs to the person (or people) being addressed. This is the “you” perspective. Once again, the biggest indicator of the second person is the use of 2nd pronouns: you, your, yours, yourself, yourselves.  Task: Write the sentences in your books which use the 2nd person:  I went to the shops yesterday and got some milk.  You would not believe what I just saw!  I love going clothes shopping with my sister and mum.  My friends were going for a walk in the sunshine, they seemed very excited.  Write a few sentences which use the 2nd person which could be used in an advert to sell your brand new chocolate. For example:   1. **You** should go to the shop as soon as possible! 2. Do not delay, or else **you** will miss out on this once in a lifetime chocolate.   Extension: Can you explain the difference between 1st, 2nd and 3rd person? Giving examples. |
| Maths | **IALT explore dividing by 4**  Starter: create a table like this one and highlight all of the multiples of 4    ***Teacher guidance:***    This is how each part of a division looks like when sharing.    Mild- Can you identify the main difference between grouping and sharing? (This is review from last week but use the two lessons this week to help).  Spicy- Select a method of grouping or sharing and create as many division number sentences by selecting multiples of 4. There is an example below to help you understand and set it up.    hhh- the following problem has both sharing and grouping so you have to be able to understand the different before you attempt it. Hint: some of the problems will not be either of those. |
| Guided Reading | READ CHAPTER 2  How do you think Max felt when he found the zebra crossing? Why?  What evidence is there that Max is nocturnal?  Why is the traffic at its heaviest?  What are the two parts of Max thinking when he makes his decision?  Why does no one notice him?  Imagine you found Max on the side of the road. What would you do with him? Why?  Explain what you would do.  Use evidence from the book.  Use 'because' to explain why. |
| Topic | Task: Using a computer, laptop or tablet research the following questions all to do with **food miles.** Think back to our previous learning on food miles, and your balanced argument – these will help you.   1. Can we grow in the UK? (write a list of foods which can be grown in the UK in your books)   Potatoes, carrots, blackberries, mango, tomato, coconut, courgette, oranges, lettuce, tea, cocoa, cabbage, kiwi, rice   1. What is the main reason for not being able to grow some of these products in the UK? 2. How has food shopping changed over the decades? 3. What is a food mile? 4. How do food miles affect our climate change? |

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| Wednesday | |
| English | IALT use rhetorical questions effectively.  Starter: Practise the following spellings – use a method that suits you.  **Dropped, biggest, wedding, goddess, flattest, eggshell, current, common, command, button**  Task: What are rhetorical questions? Watch the clip and write in your answer to the question in your home learning books. <https://www.youtube.com/watch?v=noBFVxBTV7Q>  In your books, can you create some rhetorical questions to be used in your advert? (Don’t forget your question mark (?) !) For example:  Have you been looking for your new favourite chocolate?  Are you bored of eating the same dull chocolate?  Extension: Can you think of any other types of writing that rhetorical questions would be used in? Have you read or heard any? |
| Maths | **IALT explore the 4 times tables.**  Starter: From the previous lesson, describe the pattern that you notice in the 4 times tables. What do you notice about the 8 times tables? What about the 2 times tables? Do they share any multiples?  Mild- knowing that multiplication is the repeated addition of equal groups, solve the following problem.    Spicy- Can you explain which other times tables will help you with this times tables?  hhh- |
| Guided Reading | READ CHAPTER 2  What does the verb 'ambled' mean?  What does 'cautiously' mean?  Why does he call the zebra crossing a secret?  On page 9, how does the author create suspense in the first paragraph?  What does 'Aunt Betty breathed her last breath' mean?  Draw a map of the road to show where Max has gone.  Label the different areas.  Use evidence from the book.  Use verbs to show how he moved around. |
| PSHE | Task: Make a leaflet on why it is so important to look after our heart and lungs.  <https://www.youtube.com/watch?v=gxUNxvsG7lc> - heart  <https://www.youtube.com/watch?v=SejXhR6kEvg> – lungs  Watch the clips above to help you create your leaflet. |

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| Thursday | |
| English | IALT plan an advert to sell my new chocolate.  Starter: What are similar and what are different about these spellings? Do you notice a pattern? What is that pattern?  **dropped, biggest, wedding, goddess, flattest, eggshell, current, common, command, button**  Task: Today you will be planning your advert. You need to decide what you want to include on it. You have already started to plan it, in the form of your imperative verb, 2nd person and rhetorical question sentences from earlier in the week. You can use these ideas in your plan.  Draw a table out in your books like the one below. Put as much detail in as you can as it will help you create your plan tomorrow.    Extension: Can you use any alliteration in your advert plan? |
| Maths | **IALT explore the 8 multiplying by 8**  Starter: Try and count in 8s as quick as you can. Write the answers down. These are called multiples of 8. Can you remember the first 12? Try testing yourself to see if you can remember them all.  ***Teacher guidance:***      Mild- remember to use the above example to help guide you.    Spicy-multiplying by 8 is the same thing as double, double and double again.      hhh- explain how multiplying by 8 is the same thing as double, double and double again. Use the above examples to help you show this concept. |
| Guided Reading | READ CHAPTER 3  What time is it in this chapter?  How does the lorry driver avoid hitting Max?  Where does Max hit into?  Where does Max wake up?  How is Max feeling?  Why is Max confused?  Imagine you are the lorry driver. Explain what happened when you were driving.  Use first person and past tense.  Use evidence from the book.  Add some of your own ideas and use rhetorical questions. |
| PE | See separate guidance on PE activities. |

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| Friday | |
| English | IALT create an advert to sell my new chocolate.  Starter: Can you think of any other double constant consonant words? Write them in your books with the meaning.  Task: Create your advert for your brand new chocolate!  You will need to use all your learning from the past week to create this, especially your plan. You can decide the format of your advert, however, you need to include your key features. These are:  Imperative verbs  2nd person  Rhetorical questions  Use drawings on your advert to make people want to try and buy your new chocolate! Use an interesting heading to attract the reader.  Extension: Can you use any other features? Such as, alliteration, repetition or expanded noun phrases? |
| Maths | **IALT explore the 8 multiplying by 8**  Starter: Try and count in 8s as quick as you can. Write the answers down. These are called multiples of 8. Can you remember the first 12? Try testing yourself to see if you can remember them all.  Mild-complete the following calculations:  8x3=  2x4x3=  2x2x2x3=  What do you notice?  Why do you think this happens?  Hint: observe what happens to the 8 in the second and third calculation. The three remains the same but the 8 changes. Can you explain what is happening? Think of ways that you can multiply numbers to get you a product (answer of 8).  Spicy- Jaden calculates 8x6 by doing 5x6 and 3x6 and adding them  \_\_\_\_\_ + \_\_\_\_\_\_=\_\_\_\_\_\_\_  Supreeth calculates 8x6 by doing 4x6x2.  \_\_\_\_\_x 2=\_\_\_\_\_\_\_  Whose method do you prefer? Why?  hhh-    What do you notice about each final answer?  Jude knows the 4 times tables, but is still learning 8 times tables. Which colour row should he use? Why? |
| Guided Reading | Accelerated reader – complete a quiz online. Many books you have at home will also be on accelerated reader, search the name to find out if you can do a quiz about one of your own books.  Steps: School website – class pages – Accelerated reader – log in – Accelerated reader |
| Science | **IALT explore how light behaves.**  In science we always start with a question:  How are rainbows made?  Write down a prediction or an educated guess of what the answer to this question might be.  Explore:  Look at the video here and take notes to find the answer.  <https://mysteryscience.com/mini-lessons/rainbows#slide-id-8205>  Explain:  Now that you have watched the video, can you answer the opening question? Make sure to use complete sentences and evidence from the video to complete this section.  Evaluate:  Compare your original response to the actual explanation. How close were you to the actual answer? Are you surprise? Make sure to answer these questions in your answer. |