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| Metacognitive strategies  The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)  Image result for reading cartoon | Maths - Task (offline and online)  Image result for maths 1 2 3 |
| Main learning objective: To be able to use adjectives to describe a scene relating to senses  Desired outcome: To use a variety of powerful adjectives.  <https://www.twinkl.co.uk/go/resource/t-l-53062-spag-tastic-meet-dave-what-is-an-expanded-noun-phrase-video-english> | Main learning objective: To be able to identify a half, quarter and third of a shape and write it in the correct format.  Desired outcome: to use fraction vocabulary and use shading of objects to identify fractions.  Assessment activities to by submitted by |
|  | Every day there will be an opportunity for a reading activity. This half term we will read ‘The Lion Witch and the Wardrobe’ as our class read. There is a PowerPoint with the activities and worksheets that you will need for this.  Session 1- Reading fluency and expression  Session 2- vocabulary focus  Session 3 -retrieval and summary questions (direct answers from the story)  Session 4- inference questions (reading between the lines and using the story to give your opinions)  Session 5- comprehension questions (this will be the English lesson for the day)  At school, we will also be doing some phonics and spelling practise, carrying on from what we were learning in Year 2. The plans and resources for this can be found in the Rising stars spelling folder and on the spelling PowerPoint.  Monday;  To read and discuss a text. To find definitions of words  Recap the story of the Lion Witch and Wardrobe read so far and discuss the genre and characters and increase their familiarity with a classic book and its characters.  There are many unusual words in LWW, some of them are old-fashioned or from mythical texts so we don’t come across them very often. Use a dictionary to find definitions for some of these words. Then enter them into the table in alphabetical order to create your own glossary  Tuesday  To explore the characters in greater depth.  Become more familiar with the characters by completing the chart; characteristics, evidence of internal and external traits. Use the text to look for evisence.  Wednesday  To use drama (Hot-seating) to explore the characters in greater depth.  Children use drama to explore the character of Mr Tumnus. In books – Children to draw a picture and diagram (sheet) of the character Mr Tumnus or different character. Everything they know about him, likes, dislikes, friends etc.  In pairs hot seat Mr Tumnus  LA – Simple adjectives MA/HA – Words, phrases and using thesauruses to improve words.  Thursday  To use adjectives to describe a character  Using the chart from yesterday children to write a short but descriptive character description of Mr Tumnus  LA: To use a word bank to help them  MA: To write using powerful adjectives  Edit and improve  Choose a different character we have met so far in the book to write a description about, using evidence to back up details.  **Friday**  Settings\_ Directed activity related to text (DART)  Chapter 1-3 includes several settings: air raids during WWII, London, and the Professor’s house. Draw a picture and label each of the settings. Add a short description of one setting | Session 1 – Working with wholes and equal parts –  Go through the powerpoint and chn to use whiteboards to support.  Starter – play the song to introduce numerators and denominators  ["Fractions" Song by Waterford.org - Bing video](https://www.bing.com/videos/search?q=Fun+Fraction+Song&&view=detail&mid=13B359E278D3F2939FB613B359E278D3F2939FB6&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DFun%2BFraction%2BSong%26FORM%3DRESTAB)  [Fractions | Learning song for Kids | 4K | Appu Series - Bing video](https://www.bing.com/videos/search?q=Fun+Fraction+Song+numerator+and+denominator&ru=%2fvideos%2fsearch%3fq%3dFun%2520Fraction%2520Song%2520numerator%2520and%2520denominator%26qs%3dn%26form%3dQBVR%26%3d%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3d-1%26pq%3dfun%2520fraction%2520song%2520numerator%2520and%2520denominator%26sc%3d0-43%26sk%3d%26cvid%3d1A120B1E716C43CAAA95B1FAF44FA4B4&view=detail&mid=6DD26D55EB328B2E77986DD26D55EB328B2E7798&&FORM=VDRVRV) stop at 2:05  Main task – chn to get a piece of paper and practice physically folding it into parts, using half, quarter, third etc. Colour in the different fractions and stick into their books. Practice writing the fractions properly.  Plenary – T or F and double check their understanding using thumbs up, middle or down  Session 2 – make a fraction wall  Starter - [Introduction to fractions - Maths - Learning with BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zd8mt39)  [Equivalent fractions - Maths - Learning with BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zbqkvwx)  Understand that parts all stem from a whole, visualise a fraction wall and discuss any patterns they can see, e.g the number gets bigger as the fractions get smaller.  They can get paper and fold and physically make a fraction wall, colour and stick into books.  If the weather is nice, they can also go outside and use chalk to make their own fraction wall, trying to make equal parts of each fraction.  Session 3 – recognise and find a half – remind chn that fractions have to be whole numbers e.g not a decimal 0.5, so halving a number will have to have an **equal** answer. Halving is the same as dividing by 2. Show chn a division equation and show them they can either use a divide sign or the fraction.  Activity – C - half of pizza fractions question cards – chn to cut out the toppings and half them. How many different ways can they halve them? Not in books  P – worksheet of shapes, use their ruler to draw half and colour in each half – in books  A – Set of questions asking half of a number, chn to copy into books  Plenary – T or F  Session 4 – recognise and find a quarter  Starter – go through how to quarter a shape and then a number  Explain that a quarter is just half and half again. Dividing by 4.  All to complete first worksheet and stick in books. All to complete the top half of the second sheet, stick in. The other half will be completed tomorrow.  Session 5 – recognise and find a third  Go through the powerpoint and chn to use whiteboards to support. Chn to complete the sheets and stick in books.  There are word problems on the sheet that will work well as consolidation to see if the chn can apply their learnt knowledge to solving problems. |
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