|  |  |
| --- | --- |
| REMetacognitive 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. | Topic Tasks (offline and online)  Image result for reading cartoon |
| **History**  **LO: To know about daily life in Anglo Saxon times**  <https://www.bbc.co.uk/bitesize/topics/zxsbcdm>  Click on the link and have a look at the information about the Anglo Saxons.  (especially in Who were the Anglo Saxons – explore the village, and in What was Anglo Saxon art and culture like).  Make a factfile about The Anglo Saxons.  Use the sub headings Farming  Weaving  Toys and games  Hunting  Story telling  **French** – Look at the Food PowerPoint. Practice saying which foods you like (J’aime) or don’t like (Je n’aime pas) or hate (Je deteste). You could also write a sentence about each.  **P.E. –** Recap the dance move learned previously. Tap toe right x8, tap toe left x8. Slide right, step behind, step right, feet together. Then the same to the left! Think of a starting position, and then try these steps in a different order.  **P.S.H.E – What would I do?**  Think about what makes you similar to your friends and family.  Think about what makes you different.  One way in which people might differ is the friendships they have. Think about these questions. You can discuss with your teacher when you return to school.   * Can people have friends that are older? * Can people have friends that look very different from them? * Can people have friends that come from different types of home? * What affects how many friends a person has?   There are many things affecting the number of friends a person has, for example:   * Whether they live close to many people; * Whether they are new to the area they live in; * Whether they share the same language as those around them; * Whether they share interests with others in their social group; * Whether they have a friendly disposition.   **Music –** Practise singing Mamma Mia!  **RE –** Christianity  Lesson 1  Have a look at the PowerPoint of the account of the Good Samaritan. Discuss what values Jesus wanted his followers to have when he told him about the Good Samaritan. The values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship.  Look at the following 21 words and values: **Life / Safety / Sport / Music / Cleverness / Friends / Family / God / Love / Truthfulness / Respect / Playstation / Kindness / Money / Pets / Good food / Water / Home / Freedom / Holidays Forgiveness**  Can you put these words and values into where you think they would belong for:   1. A Christian 2. A Humanist (remember back to when we learnt about Humanism earlier in the year)   Sort the words into:  VITAL VALUABLE NOT IMPORTANT  Lesson 2  Think back to the words and values we looked at in lesson one. What values would you say are important to you?  Draw a ‘Value’s Tree’ and write down on the tree what vales/words you think are vital/valuable to you as a person. For example in the trees trunk you may write values that are vital such as honesty or respect. Then on the branches or leaves you can write down values or words that link to these such as friendship or happiness. |
|  |
|  |
|  |
|  |
|  |