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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 form arguments for and against an issue.  Desired outcome: Form a balanced argument and draw own conclusion from this. Use devices spoken about previously.  Assessment activities to be submitted by: Please email us a copy of your balanced argument (**Wednesday’s** activity) by the end of Thursday. This is what we will be marking this week.  Teacher videos are highlighted in blue.  Use the PowerPoint to give you more information. There is a section for each day. | Main learning objective: To be able to use multiplication and division knowledge to solve 1 and 2 step word problems.  Desired outcome: Complete the word problem questions accurately and show method.  Assessment activities to be submitted by: Please email us **Tuesday’s** maths work to mark. We will also be checking the My Maths tasks on **Friday** in the afternoon so please make sure this is completed. |
|  | **Monday:**  Imagine you got a gerbil for Christmas that could talk, would they tell anyone? What would be the positives/negatives of telling people?  E.g. Positives: earn money from selling the gerbil or you could be a celebrity.  Negatives: the gerbil may get stolen  Write a table with your ideas down on paper.  **Tuesday:**  Watch the video of Miss Thomas talking you through the contrasting conjunctions sheet.  Complete the worksheet. Can you fit the conjunctions into the correct places? You do not need to print this sheet; you may want to write your sentences onto a piece of paper.  **Wednesday:**  **We would like todays work emailed to us to mark please.**  Put your ideas from Monday together using the contrasting conjunctions you learned about yesterday. Write them into a paragraph.  E.g. I would tell people about my talking gerbil because it would help me to make more friends. On the other hand, those friends might only want to talk to me so that they can see the talking gerbil.  See the contrasting conjunctions below to help you:  On the other hand,  However,  Although,  Even though,  Whereas,  But,  **Thursday:**  **Read** Chapter 1 of Indian in the cupboard.  **Friday:**  Answer the comprehension questions on chapter 1 of ‘The Indian in the cupboard’. | **Monday**: Today you will be multiplying 2 digits by 1 digit. Watch the video <https://vimeo.com/492463370> and complete the worksheet.  **Tuesday:** Today you will be multiplying 3 digits by 1 digit. Watch the video <https://vimeo.com/492456871> and complete the worksheet.  **Wednesday:** Today you will be dividing 2 digits by 1 digit. Watch the video <https://vimeo.com/492456871> and complete the worksheet.  **Thursday:** Today you will be dividing 2 digits by 1 digit. Watch the video <https://vimeo.com/492456871> and complete the worksheet.  **Friday:**  Complete your My Maths tasks.  Log on and use TTRocksatrs and Numbots. |
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