

	9:00 - 9:15 Greet and discussion about the day. (Teams)	9:20 - 9:40 Daily Starter GAPS/Spelling/Tables	9:45 - 10:30 English	11:00 - 12:00 Maths	1:00-1:30 Reading	Afternoon Science/Foundation/PHSE/RE
<b>Monday</b>	Millie and Logan to join	Handwriting/ morning catch up	<p>NEW TOPIC -NEWSPAPER REPORT (Journalistic writing)</p> <p>LO: I can analyse the features of a newspaper report</p> <p><a href="https://classroom.thenational.academy/lessons/to-analyse-the-features-of-a-newspaper-report-chj6cc">https://classroom.thenational.academy/lessons/to-analyse-the-features-of-a-newspaper-report-chj6cc</a></p> <p>Follow the tasks set.</p>	<p>LO: I can count in tenths</p> <p>Watch the video</p> <p><a href="https://vimeo.com/502686139">https://vimeo.com/502686139</a></p>	Epic reading  Dyslexia Gold	<p>Science: Forces LO: I understand how forces can be measured</p> <p><a href="https://classroom.thenational.academy/lessons/how-can-we-measure-the-size-of-forces-c4vkcr">https://classroom.thenational.academy/lessons/how-can-we-measure-the-size-of-forces-c4vkcr</a></p>
<b>Tuesday</b>	Dyslexia gold for those	Spelling Test - get someone at home to test you on your spellings. You will need to	LO: Investigate sounds - ough, ear, ou, au, ice	LO: I understand the equivalence of half and 2 quarters	EPIC Reading  Go onto the website and	Topic LO: I can compare previous

	children in school with identified need.	<p>write this down in the back of the green book.</p> <p>Check and mark spellings and upload a picture.</p> <p><b>Spelling list 7 practice - look, cover, write, check.</b></p>	<p><a href="https://classroom.thenational.academy/lessons/to-investigate-letter-strings-ough-ear-ou-au-ice-c8u34d">https://classroom.thenational.academy/lessons/to-investigate-letter-strings-ough-ear-ou-au-ice-c8u34d</a></p>		<p>read a book from your level. When you have finished the book you can take a quiz.</p>	<p><b>homes to that of The Iron Age</b></p> <p><b>See planning folder</b></p>
<b>Wednesday</b>	Dyslexia gold for those children in school with identified need.	<p>SPAG TASK - adverbial phrases</p>	<p><b>Lo: I can gather evidence for a newspaper report</b></p> <p><a href="https://classroom.thenational.academy/lessons/to-gather-evidence-for-a-newspaper-report-6mvk6d">https://classroom.thenational.academy/lessons/to-gather-evidence-for-a-newspaper-report-6mvk6d</a></p>	<b>LO: Equivalent fractions (1) (Y3)c</b>	Ed shed	<p>Key children:</p> <p>PE - Miss E to deliver PE games outside or in the hall.</p> <p>Children at home - PE Tasks</p> <p>2.30 Teams - Story time</p>

<b>Thursday</b>	Dyslexia gold for those children in school with identified need.	<b>GAPS</b> <b>Year 4</b> <b>Year 3</b> <b>Year 2</b>  Selling practice - continue practising list 3	<b>LO: I understand words associated with chaos and confusion</b>  <a href="https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-chaos-and-confusion-60w3je">https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-chaos-and-confusion-60w3je</a>	<b>LO: Equivalent fractions (2) (Y3)c</b>	TT Rock	<b>RE:</b> <b>LO: I understand similarities and differences between a Hindu family life and a non-Hindu family</b>  <b>PPT pres.</b>
<b>Friday</b>	Dyslexia gold for those children in school with identified need.	<b>Hand writing</b> Next two pages	<b>LO: I can write the opening paragraph of a newspaper report</b>  Watch the video and follow the instructions  <a href="https://classroom.thenational.academy/lessons/to-write-the-opening-paragraph-68tkjr">https://classroom.thenational.academy/lessons/to-write-the-opening-paragraph-68tkjr</a>	<b>Y4 LO: Equivalent fractions (1) (Y4 c)</b>  <b>Y3 LO: Equivalent fractions (3)</b>	Epic reading/TT Rockstars/Ed shed	<b>Topic</b>  <b>LO: I understand why the Celts were feared and how they achieved this</b>

Ideas for learning spellings...

Write them in rainbow colours, write them in the air, write them out and write the vowels in a bright colour, sort the words into alphabetical order and find their meaning.