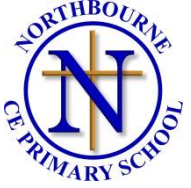




## Northbourne CEP School



### Blended Learning for Hazel Class 1<sup>st</sup> March – 5<sup>th</sup> March 2021

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Word of the day:	Word of the Day:	Word of the Day:	Word of the Day:	Word of the Day:
<b>Maths</b> <b><u>WALT understand equivalent fractions</u></b>	<b>Maths</b> <b><u>WALT understand equivalent fractions</u></b>	<b>Maths</b> <b><u>WALT understand equivalent fractions</u></b>	<b>Maths</b> <b><u>WALT identify fractions greater than 1</u></b>	<b>Maths</b> <b><u>WALT count in fractions</u></b>
<a href="https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/">https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/</a>	<a href="https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/">https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/</a>	<a href="https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/">https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/</a>	<a href="https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/">https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/</a>	<a href="https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/">https://whiterosemaths.com/homelearning/year-4/spring-week-6-number-fractions/</a>
Video 1	Video 2	Video 3	Video 4	Video 5
<a href="https://classroom.thenational.academy/lessons/fractions-recognising-equivalent-fractions-1-crt36e">https://classroom.thenational.academy/lessons/fractions-recognising-equivalent-fractions-1-crt36e</a>				
(recap/ extra lesson on introducing equivalent fractions)				

<p style="text-align: center;"><b>Topic</b> <b><u>WALT research Roman food</u></b></p> <p>Children to research different foods that the Romans eat. (you could use Purplemash work from previous weeks)</p> <p>This week children will pick or create their own Roman recipe, then write a set of instructions to help create the recipe.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/ztvb4wx">https://www.bbc.co.uk/bitesize/clips/ztvb4wx</a></p> <p><a href="https://www.historyforkids.net/roman-food.html">https://www.historyforkids.net/roman-food.html</a></p>	<p style="text-align: center;"><b>Topic</b> <b><u>WALT identify features of instructions</u></b></p> <p><a href="https://classroom.thenationalacademy/lessons/to-identify-the-features-of-instructions-cru38r?from_query=instruction">https://classroom.thenationalacademy/lessons/to-identify-the-features-of-instructions-cru38r?from_query=instruction</a></p> <p>Children to use WAGOLL attached to identify features of a recipe, can they identify the different features from the video lesson above?</p>	<p style="text-align: center;"><b>Topic</b> <b><u>WALT plan a set of instructions</u></b></p> <p>Planning template attached.</p> <p>Children to use research and information from previous lesson to plan their own recipe.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Using imperative (bossy verbs)</li> <li>• Using time words to help the reader understand the order of instructions.</li> <li>• Use adverbs to describe how to carry out instruction (CAREFULLY, place the rice in the pan.)</li> </ul> <p>Use the following link for some added support on writing instructions.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-instructions/zrvtscw">https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-instructions/zrvtscw</a></p>	<p style="text-align: center;"><b>Topic</b> <b><u>WALT write a set of instructions</u></b></p> <p>Children to use planning template and WAGOLL to write their own instructions.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Being creative with your ingredients and recipe.</li> <li>• Drawing the reader in with an interesting introduction to your recipe.</li> <li>• Using imperative (bossy verbs)</li> <li>• Using time words to help the reader understand the order of instructions.</li> <li>• Use adverbs to describe how to carry out instruction (CAREFULLY, place the rice in the pan.)</li> <li>• A conclusion with a message about how the recipe should look and who you might serve it to.</li> </ul>	<p style="text-align: center;"><b>Off Topic Task</b> <b><u>WALT develop a balanced argument</u></b></p> <p>Lockdown review.</p> <p>Today the children will be thinking about their highs and lows of lockdown learning, what have they enjoyed the most? What have they missed about being school?</p> <p>Children to reflect on their last few weeks of learning - create a table of their positive and negative opinions of home learning. (template attached)</p>
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<p>P.E</p> <p><a href="https://www.youtube.com/watch?v=8xPnsQfvj7g">https://www.youtube.com/watch?v=8xPnsQfvj7g</a></p> <p><u>Chance to Shine 'Skilful scorer' P.E lesson.</u></p>	<p>Science</p> <p><u>WALT compare humans and animals</u></p> <p><a href="https://classroom.thenational.academy/lessons/how-does-human-anatomy-compare-to-other-animals-6rvk4e?from_query=vertebr">https://classroom.thenational.academy/lessons/how-does-human-anatomy-compare-to-other-animals-6rvk4e?from_query=vertebr</a></p> <p>What is classification? <a href="https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx">https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx</a></p> <p>(linked to home learning paper pack lesson)</p>	<p>Jigsaw</p> <p><u>WALT healthy me</u></p> <p>Exercise for a healthy body and mind.</p> <p>Exercise is important for our body and mind and is a great for helping us feel happy and stress free.</p> <p>Use the lesson below to learn more about exercise and create your own exercise timetable.</p> <p><a href="https://classroom.thenational.academy/lessons/time-to-get-active-cth62c">https://classroom.thenational.academy/lessons/time-to-get-active-cth62c</a></p>	<p>French</p> <p>Keep an eye out for French learning from Mrs. Reynolds on Purplemash mail.</p> <p>Children can also continue to use Language Angels to practice and revisit their French learning from the year so far.</p>	<p>ART</p> <p>Over lockdown I have been introducing you to my football shirts each week. My task for you this week will be to design your own football shirt.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>• Patterns (you could design a shirt in the style of an artist)</li> <li>• Geography - pick a country or city and design a shirt around their flag or famous landmarks.</li> <li>• Be creative - have fun and be as creative as you can.</li> </ul> <p>You can use the template attached to design your shirt.</p>
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Instructions for **Word of the Day**:

1. How many syllables are in the word?
2. What word class is it?
3. What does it mean? Use a dictionary to help you.
4. Think of a sentence using the word - say it out loud.
5. How can you improve your sentence? Can you add further description or information? Can you alter the word order to make it sound more interesting?
6. Write your best sentence down.
7. What prefixes and/or suffixes can you use with the word (if any)? How do they change the meaning?
8. Can you think of any synonyms or antonyms?
9. On Friday, write a paragraph using all the words of the day for this week.

For further information and guidance you can go to <https://vocabularyninja.co.uk/word-of-the-day/>

### Mind-blowing, chocolate-covered apples

Do you love Halloween? Do you love playing games such as apple bobbing? Arguably one of the best parts of Halloween is getting the chance to devour chocolate-covered apples. Follow this recipe to make the delicious, tangy tasty treats.

#### **You will need:**

#### Ingredients

- 6 juicy, golden delicious apples:
- 200g smooth, milk chocolate (Dairy Milk is best):
- 25g mind-blowing popping candy.

#### Equipment

- A kettle
- One medium-sized pan
- A glass bowl
- A wooden spoon
- 6 wooden lollipop sticks

#### Method

1. Firstly, wash your hands.
2. Next, gather **all** of your ingredients and equipment and lay them out onto a clean surface.
3. Using boiling water from the kettle, pour it into the pan and turn the heat on low.
4. Break the chocolate up into pieces and put them in the glass bowl.
5. Carefully, place the glass bowl into the pan. After a few seconds, the chocolate will begin to melt (keep stirring using the wooden spoon).
6. Whilst the chocolate is melting, stick the lollipop sticks into the top of the apples (one stick per apple).
7. Once the chocolate has thoroughly melted, dunk the apple into the chocolate (hold it by the stick) so that there is a smooth, even layer all over.
8. Immediately after that, dip roughly 1/4 of your chocolate-covered apple into the popping candy.
9. Without dripping it everywhere, put the apple onto a clean plate and repeat steps 6-8 until all apples are done.
10. Once they are all covered, place the plate in the fridge for 30 minutes - to set the chocolate.
11. After it has set, you can take them out of the fridge and enjoy!

Instruction writing checklist

	<b>Title</b> which shows what the text is about. It may begin "How to..."		<b>Adverbs</b> for how the actions should be done.
	<b>Sub-headings</b> to break the text into clear sections.		<b>Chronological order</b> and <b>Adverbs of Time</b> .
	An <b>opening sentence</b> which encourages the reader to have a go.		<b>Technical vocabulary</b> which is specific to the task.
	A <b>clear list of equipment</b> or ingredients needed.		<b>Diagrams</b> or illustrations with <b>labels</b> .
	<b>Simple steps</b> for each action in the method.		<b>Formal, impersonal</b> tone.
	<b>Imperative</b> (bossy) <b>verbs</b> telling the reader what to do.		<b>Closing statement</b> which shows or describes what the reader has achieved.
	<b>Bullet points</b> or <b>numbers</b> for each step.		

Instruction writing planning template

Instruction (Procedure)

Aim			
<b>Time Conjunctions (Time Words)</b>	<b>Commands</b> <ul style="list-style-type: none"><li>Imperative verbs (bossy words)</li></ul>	<b>Ingredient and adjectives</b>	<ul style="list-style-type: none"><li>Adverbs (how do you need to carry out the bossy verb)</li></ul>



**Discussion** (Balanced argument)

What is being argued?

Arguments  
FOR

Arguments  
AGAINST



Football shirt design.

