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| 8:30-9:00 | 9:00-9:55  **LIVE** | 9:55-10:45 | 10:45-11:30  **LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | RECAP  Multiply 2-digits by 1-digit | Globalisation  <https://classroom.thenational.academy/lessons/what-is-globalisation-c8tk2e> | Direct speech | Break | Lunch Time | What is the geography of Scotland?  <https://classroom.thenational.academy/lessons/what-is-the-geography-of-scotland-70vk4t> | Oxford Owl  Up to page 7  <https://www.oxfordowl.co.uk/api/interactives/30572.html> |
| RECAP  Multiply 3-digits by 1-digit | How has globalisation changed the way we communicate  <https://classroom.thenational.academy/lessons/how-has-globalisation-changed-the-way-we-communicate-60u66c> | Commas in lists | What is the geography of Wales?  <https://classroom.thenational.academy/lessons/what-is-the-geography-of-wales-61jpar> | pages 8-11 |
| Multiply 4-digits by 1-digit | How does globalisation affect trade?  <https://classroom.thenational.academy/lessons/how-does-globalisation-affect-trade-crt64e> | Colons | What is the geography of Northern Ireland?  <https://classroom.thenational.academy/lessons/what-is-the-geography-of-northern-ireland-60rkcr> | pages 12-15 |
| Multiply 2-digits (area model) | What does globalisation have to do with fashion?  <https://classroom.thenational.academy/lessons/what-does-globalisation-have-to-do-with-fashion-6xjp4d> | Modal verbs of possibility | What is the geography of England?  <https://classroom.thenational.academy/lessons/what-is-the-geography-of-england-69j3at> | pages 16-19 |
| Multiply 2-digits (area model) | Fashion research: Where were my clothes made?  <https://classroom.thenational.academy/lessons/fashion-research-where-were-my-clothes-made-65h32t> | Modal adverbs | Design a travel brochure for the United Kingdom | pages 20-23 |

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| 8:30-9:00 | 9:00-9:55  **LIVE** | 9:55-10:45 | 10:45-11:30  **LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | Multiply 2-digits by 2-digits | What does globalisation have to do with food?  <https://classroom.thenational.academy/lessons/what-does-globalisation-have-to-do-with-food-6wr30t> | Co-ordinating conjunctions | Break | Lunch Time | What are the world’s natural resources?  <https://classroom.thenational.academy/lessons/where-are-the-worlds-natural-resources-6mu3et> | pages 24-29 |
| Multiply 3-digits by 2-digits | Where does our food come from?  <https://classroom.thenational.academy/lessons/where-does-our-food-come-from-60t62e> | Subordinating conjunctions | How has the use of natural resources changed?  <https://classroom.thenational.academy/lessons/how-has-the-use-of-natural-resources-changed-65j36d> | pages 30-33 |
| Multiply 4-digits by 2-digit  BASIC | Where will globalisation lead us?  <https://classroom.thenational.academy/lessons/where-will-globalisation-lead-us-cnjp6c> | Relative clauses | What resources does Chile have?  <https://classroom.thenational.academy/lessons/what-resources-does-chile-have-c4rk6t> | pages 34-end |
| Multiply 4-digits by 2-digits | How globalised is your life?  <https://classroom.thenational.academy/lessons/how-globalised-is-your-life-70rk4t> | Semi-Colons | What resources does the UK have?  <https://classroom.thenational.academy/lessons/what-resources-does-the-uk-have-c4rkjc> | Book review |
| Multiply 4-digits by 2-digits | What impact has globalisation had on your life?  <https://classroom.thenational.academy/lessons/what-impact-has-globalisation-had-on-your-life-c8r3gt> | Perfect tense | Compare Chile and the UK | Fact file on one subject in space. |

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| Registration | RECAP  Divide 2-digits by 1-digit | To develop initial responses  <https://classroom.thenational.academy/lessons/to-develop-initial-responses-cgvp2d> | Prepositions of time | Break | Lunch Time | What are solar and lunar eclipses?  <https://classroom.thenational.academy/lessons/what-are-solar-and-lunar-eclipses-6nh3et> | Charanga – learn ‘*Livin’ of a prayer’* |
| RECAP  Divide 2-digits by 1-digit | To investigate suffixes: -y suffix  <https://classroom.thenational.academy/lessons/to-investigate-suffixes-y-suffix-cmu36r> | Apostrophes | What is the solar system?  <https://classroom.thenational.academy/lessons/what-is-the-solar-system-c5jk6r> | Charanga – learn ‘*Livin’ of a prayer’* |
| RECAP  Divide 3-digits by 1-digit | To explore complex sentences  <https://classroom.thenational.academy/lessons/to-explore-complex-sentences-c8r34r> | Imperative verbs | How do the planets in the solar system differ?  <https://classroom.thenational.academy/lessons/how-do-the-planets-in-the-solar-system-differ-69k6ar> | Charanga – learn ‘*Livin’ of a prayer’* |
| Divide 4-digits by 1-digits | To describe two contrasting settings and characters  <https://classroom.thenational.academy/lessons/to-describe-two-contrasting-settings-and-characters-6ru3er> | Hyphens | Write 1 descriptive poem per planet | Charanga – learn ‘*The Fresh Prince of Belair’* |
| Divide with remainders | To develop a rich understanding of words associated with sadness  <https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-sadness-74ukee> | Fronted adverbials | Write a descriptive paragraph about a planet | Charanga – learn ‘*The Fresh Prince of Belair’* |

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| 8:30-9:00 | 9:00-9:55  **LIVE** | 9:55-10:45 | 10:45-11:30  **LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | RECAP  Interpret charts | To write the opening of a narrative  <https://classroom.thenational.academy/lessons/to-write-the-opening-of-a-narrative-6xk36r> | Cohesive devices | Break | Lunch Time | What are stars and star constellations?  <https://classroom.thenational.academy/lessons/what-are-stars-and-star-constellations-chjp6c> | Mathletics  30 minutes |
| RECAP  Comparison, sum and difference | To practise and apply knowledge of suffixes: -y suffix (test)  <https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-y-suffix-including-test-cdh66t> | First/third person | What is the universe and what is it made from?  <https://classroom.thenational.academy/lessons/what-is-the-universe-and-what-is-it-made-from-c8uk8e> | TTrockstars  30 minutes |
| RECAP  Introduce line graphs | To plan the build up of a narrative  <https://classroom.thenational.academy/lessons/to-plan-the-build-up-of-a-narrative-6djkge> | Subjunctive form | What do astronomers do?  <https://classroom.thenational.academy/lessons/what-do-astronomers-do-cnh3ac> | Mathletics  30 minutes |
| Read and interpret line graphs | To write a range of sentences for the build-up of a narrative  <https://classroom.thenational.academy/lessons/to-write-a-range-of-sentences-for-the-build-up-of-a-narrative-c8tkgr> | Bullet points | Write a biography about a famous astronomer. | TTrockstars  30 minutes |
| Use line graphs to solve problems | To write the first part of the build-up of a narrative  <https://classroom.thenational.academy/lessons/to-write-the-first-part-of-the-build-up-of-a-narrative-68r38r> | Brackets | Write a descriptive paragraph about a Centaurus. | Mathletics  30 minutes |

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| Registration | Read and interpret tables | To write the second part of the build-up of a narrative  <https://classroom.thenational.academy/lessons/to-write-the-second-part-of-the-build-up-of-a-narrative-cmuk4c> | Reported Speech | Break | Lunch Time | What are the key parts of a healthy diet?  <https://classroom.thenational.academy/lessons/what-are-the-key-parts-of-a-healthy-diet-60wkgr> | Islam:  How did the religion of Islam begin?  <https://classroom.thenational.academy/lessons/how-did-the-religion-of-islam-begin-74vk2r> |
| Two-way tables | To plan the climax of a narrative  <https://classroom.thenational.academy/lessons/to-plan-the-climax-of-a-narrative-crt62t> | Adverbs | Why do people with different lifestyles need different diets?  <https://classroom.thenational.academy/lessons/why-do-people-with-different-lifestyles-need-different-diets-6nj66r> | Islam:  Where are the five pillars of Islam?  <https://classroom.thenational.academy/lessons/what-are-the-five-pillars-of-islam-70t6cd> |
| Timetables | To write the climax of a narrative  <https://classroom.thenational.academy/lessons/to-write-the-climax-of-a-narrative-ctk3cr> | Suffixes | What effect does exercise have on the muscles?  <https://classroom.thenational.academy/lessons/what-effect-does-exercise-have-on-the-muscles-60up8d> | Islam:  What is the holy book of Islam?  <https://classroom.thenational.academy/lessons/what-is-the-holy-book-of-islam-cmvk0d> |
| Recap | To edit the climax of a narrative  <https://classroom.thenational.academy/lessons/to-edit-the-climax-of-a-narrative-c8wp2c> | Determiners | What happens to the circulatory system during exercise?  <https://classroom.thenational.academy/lessons/what-happens-to-the-circulatory-system-during-exercise-c8w62c> | Islam:  Where do Muslims worship?  <https://classroom.thenational.academy/lessons/where-do-muslims-worship-6dgp6d> |
| Maths Quiz | To develop reading for pleasure through personal reflection  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-cgukgt> | Commas for parenthesis | What are medicinal drugs?  <https://classroom.thenational.academy/lessons/what-are-medicinal-drugs-68vk0e> | Islam:  What are the festivals of Islam?  <https://classroom.thenational.academy/lessons/what-are-the-festivals-of-islam-70u36r> |