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| 8:30-9:00 | 9:00-9:55**LIVE** | 9:55-10:20 | 10:20-10.40 | 10:45-11:30**LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | Multiply decimals by integers | Complete class sheet then mathletics | Break | ALMAPredict what may happen next | Complete class sheet  | Lunch Time | Guided Reading(Activity 1 and read text) | How are organisms adapted to live in the deep sea? |
| Divide decimals by integers | Complete class sheet then TT rockstars | Express an opinion and justify inferences with evidence | Complete class sheet | Guided Reading(Re-read text and complete activity 2) | What is an ecosystem? |
| Decimals as Fractions | Complete class sheet then arithmetic sheet | Choosing the correct structure and features for a text | Complete class sheet | Guided Reading(Activity 3 and 4) | How do we classify the diets of animals? |
| Fractions to Decimals | Complete class sheet then mathletics | Show don’t tell author features (personification/metaphor/simile) | Complete worksheet on the different features | Guided Reading (Comprehension sheet) | Why are producers so important? |
| Fractions to Decimals | Complete class sheet then TT rockstars | Using show don’t tell for setting a scene | Create own scene setting for Alma | Guided ReadingLive: 1:15 – 2:10 | How do we construct a food chain? |

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| 8:30-9:00 | 9:00-9:55**LIVE** | 9:55-10:20 | 10:20-10.40 | 10:45-11:30**LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | Decimals assessment | Complete class sheet then mathletics | Break | Using varied openers (Prepositions and adverbials to show the passing of time or place) | Continue the story of Alma  | Lunch Time | Guided Reading(Activity 1 and read text) | How do we construct a food web? |
| PERCENTAGESUnderstanding percentages | Complete class sheet then TT rockstars | Using expanded noun phrases to grab the reader’s interest | Complete the story of Alma | Guided Reading(Re-read text and complete activity 2) | What can cause disruptions to food webs? |
| Fractions to percentages | Complete class sheet then arithmetic sheet | Planning a horror narrative | Create own plan | Guided Reading(Activity 3 and 4) | What is the Theory of Evolution? |
| Equivalent Fractions, decimals and percentages | Complete class sheet then mathletics | Drafting a horror narrative opening | Write your own opening | Guided Reading (Comprehension sheet) | How do fossils provide evidence for evolution? |
| Ordering fractions, decimals and percentages | Complete class sheet then TT rockstars | Drafting a horror narrative build up and problem | Write your own build up | Guided ReadingLive: 1:15 – 2:10 | What are the different animal kingdoms? |

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| 8:30-9:00 | 9:00-9:55**LIVE** | 9:55-10:20 | 10:20-10.40 | 10:45-11:30**LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | Finding percentages of amounts | Complete class sheet then mathletics | Break | Drafting a horror narrative solution and ending | Write your own solution/ending | Lunch Time | Guided Reading(Activity 1 and read text) | Which organisms lived during each era of time? |
| Using percentages to find a whole | Complete class sheet then TT rockstars | Editing and improving narratives | Work by yourself and then with an adult to edit and improve your writing | Guided Reading(Re-read text and complete activity 2) | What impact have humans had on plants and animals? |
| Percentages assessment | Complete class sheet then arithmetic sheet | Assessing our narratives | Assess your work against the criteria. Do you have every skill? Checklist and then improve. | Guided Reading(Activity 3 and 4) | What impact are humans likely to have on life in the future? |
| ALGEBRAI can find a rule | Complete class sheet then mathletics | Converting narratives in to a different media (comics) | Complete your comic strip | Guided Reading (Comprehension sheet) | What are the hemispheres? |
| I can find a rule with two steps | Complete class sheet then TT rockstars | Sharing our narratives and giving feedback | SPAG worksheet | Guided ReadingLive: 1:15 – 2:10 | What time is it in different countries? |
| 8:30-9:00 | 9:00-9:55**LIVE** | 9:55-10:20 | 10:20-10.40 | 10:45-11:30**LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | I can form an expression | Complete class sheet then mathletics | Break | BLACK HATWatch stimulus and discuss | Complete sheet on feelings and emotions | Lunch Time | Guided Reading(Activity 1 and read text) | What is the geography of the Arctic and Antarctic? |
| I can substitute | Complete class sheet then TT rockstars | Apply what we learnt in the last unit to describe the boy and his home | Write their own description of the boy and his home | Guided Reading(Re-read text and complete activity 2) | What are the Earth’s biomes? |
| I can use formulae | Complete class sheet then arithmetic sheet | Research parrots and exotic birds | Children to complete their research | Guided Reading(Activity 3 and 4) | Where are the Earth’s biomes? |
| I can form an equation | Complete class sheet then mathletics | Features of information texts | Children to complete class sheet | Guided Reading (Comprehension sheet) | What affects an ecosystem? |
| I can solve simple one step equations | Complete class sheet then TT rockstars | Causal conjunctions to expand on information | Children to complete class sheet | Guided ReadingLive: 1:15 – 2:10 | What is the tundra? |
| 8:30-9:00 | 9:00-9:55**LIVE** | 9:55-10:20 | 10:20-10.40 | 10:45-11:30**LIVE** | 11:30-12:10 | 12:10-13:10 | 13:10-14:00 | 14:00-15:30 |
| Registration | I can solve two step equations | Complete class sheet then mathletics | Break | Plan fact sheet on parrots | Children to plan their fact sheet | Lunch Time | Guided Reading(Activity 1 and read text) | What is the taiga? |
| I can find pairs of values | Complete class sheet then TT rockstars | Draft fact sheet on parrots | Children to continue drafting | Guided Reading(Re-read text and complete activity 2) | What are the grasslands? |
| Algebra assessment  | Complete class sheet then arithmetic sheet | Draft fact sheet on parrots | Children to continue drafting and complete | Guided Reading(Activity 3 and 4) | How are biomes being damaged? |
| REVIEW/APPLICATION | Complete class sheet then mathletics | Edit and improve fact sheet on parrots | Children to edit alone and then with adult support | Guided Reading (Comprehension sheet) | How are biomes being protected and preserved? |
| REVIEW/APPLICATION | Complete class sheet then TT rockstars | Group mark against success criteria | SPAG worksheet | Guided ReadingLive: 1:15 – 2:10 | Are biomes all equally fragile? (1) and (2) |