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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 | ALMA  Predict 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  Reading  Live: 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? |
| PERCENTAGES  Understanding 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  Reading  Live: 1:15 – 2:10 | What are the different animal kingdoms? |

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| 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? |
| ALGEBRA  I 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  Reading  Live: 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 HAT  Watch 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  Reading  Live: 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  Reading  Live: 1:15 – 2:10 | | | Are biomes all equally fragile? (1) and (2) | | | |