



Challenges explained- each lesson has a Bronze, Silver or Gold task. Please choose one to complete for each lesson.

Bronze star challenges provide more support and help when needed.

Silver star challenges are for children working within their age group.

Gold star challenges give an extra challenge to show deeper understanding.

If you need any support, please contact us on DOJO/Google Classrooms and we will get back to you as soon as possible

Monday 1st March

30mins

Writing: Diary Entry: 1 hour

Maths - Measurement: 1 hour

Complete your TT Rockstars sessions that have been set for the week.

Read a book on Bug Club.



LO: I am learning to discuss and record ideas of a narrative (innovation).

B- To innovate ideas for a diary entry with support.



S- To innovate ideas for a diary entry independently.



G- To expand their ideas using technical vocabulary.



LO: I am learning to measure length in cm and mm.

To measure lengths when the object starts at 0.



To measure lengths when the object is positioned at any point on a ruler.



To make sensible estimates of an object's length,

Read through the text 'Jungle Log' ([resources document page 1](#)). Using the prompts on the box up plan, identify the different parts of the diary entry. Children to then imagine they have been to a desert. Complete the second part of the sheet with their own boxed up plan ([resources document page 2](#)).

Related/helpful Links:

[Link to WRM video: https://vimeo.com/503131096](https://vimeo.com/503131096)

Watch the live lesson/video and then complete the worksheet ([resources document page 3-4](#)).

History: 1 hour

Music: 30 mins



LO: I am learning to note connections, contrasts and trends over time by asking questions about change, cause, similarity and difference.

B - To learn about Olympic events through evidence with support.



S- To learn about Olympic events through evidence independently.



G- To learn about and describe Olympic events through evidence.

The children will learn about the Ancient Greek Olympic Games this week. Watch this video about the Olympic Games <https://www.youtube.com/watch?v=JwoBdRC2fzE> and then think about how this is the same and how it is different to the modern Olympic games. Complete the Venn diagram to show this ([resources document page 4](#)).



Charanga - The Dragon Song - Step 3

To find the pulse with support.



To find the pulse independently.



To identify musical instruments within a piece of music.

Log into your Charanga account and complete Step 3 of The Dragon Song.

Tuesday 2nd March

Vipers- Text: Leprechauns: 30 mins

Writing: Diary Entry: 1 hour

Maths - Measurement: 1 hour



LO: I am learning to discuss the meaning of unfamiliar words identified.

B- To discuss the meaning of new words.

S- To write sentences using new words.

G- To write sentences using new words in a different context.



LO: I am learning to organise paragraphs around a theme (innovation)

B- To use first person.

S- To use first person, past tense and time conjunctions.

G- To use the descriptosaurus to uplevel vocabulary.



LO: I am learning to measure length in m.

To measure in m with support.

To convert between m and cm independently.

To solve problems using m.

Read through the text 'Leprechauns' ([resources document page 5](#)).

Highlight any words you don't understand the meaning of. Then use a dictionary to find the meaning of the words. Can you use these new words in a sentence?

Related/helpful Links:

Watch this video to help you explore unfamiliar words.

<https://www.bbc.co.uk/bitesize/articles/z4ms6g8>

When you've watched it, see if you can apply the tips to the words you are unsure about in our text.

Read through the text 'Jungle Log' ([resources document page 1](#)).

Use your plan from yesterday and begin to write their diary entry. Remember to use the text to help you.

Related/helpful Links:

Link to WRM video: <https://vimeo.com/504466031>

Watch the live lesson/video and then complete the worksheet ([resources document page 7-8](#)).

Science: 1 hour

PSHE: 30 minutes



LO: I am learning to explore the part that flowers play in the life cycle of flowering plants.

B- To describe the life cycle of plants with adult support.

S- To describe the life cycle of plants using stem sentences. independently.

G- To describe the life cycle of plants independently.

LO: I am learning to understand why it is important to listen to others.

Think about these questions:

Why is listening important? What does good listening look like? How do you know if you are a good listener?

Option 1

Draw a picture to show what a good listener would look like. Add notes such as 'facing forward'.

Option 2

Work with someone at home to create a role play which shows when someone isn't listening carefully to you.

Watch this video and complete the quiz <https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs>

Create a flow diagram to represent the journey of a seed.

Wednesday 3rd March

Vipers- Text: Leprechauns: 30 mins

Writing: Diary Entry: 1 hour

Maths - Measurement: 1 hour

- ★ LO: I am learning to know that some words may have a similar pronunciation but may be written differently.
- ★ B- To match words to their homonym.
- ★ S- To write homonym definitions.
- ★ G- To say what the difference is between the homonyms.

- ★ LO: I am learning to record and discuss ideas.
- ★ To box up their plan with support.
- ★ To box up a plan independently.
- ★ To provide creative ideas.

- ★ LO: I am learning to identify equivalent lengths (m and cm).
- ★ To use a bar model to calculate equivalent lengths.
- ★ To calculate equivalent lengths using known facts.
- ★ To solve problems.

Read through the text 'Leprechauns' ([resources document page 5](#)).
 Can you go through the text and underline the words that sound the same as other words but are spelt differently and have different meanings e.g would and wood.
 Can you write these homonyms in sentences which make sense e.g.
 I would like a drink.
 Can you collect wood for the fire?

Read through the text 'Jungle Log' ([resources document page 1](#)).
 Create a mind map of ideas of places you could explore in order to write a diary entry. Choose one idea.
 Use the box up template to plan your independent story ([resources document page 9](#)).

Related/helpful Links:
[Link to WRM video: https://vimeo.com/504467081](https://vimeo.com/504467081)
 Watch the live lesson/video and then complete the worksheet ([resources document page 10-11](#)).

Computing: 1 hour


French: 30 mins


- ★ LO: I am learning to send and respond to an email.
 - ★ B- I can send and respond to an email with support
 - ★ S- I can send and respond to an email independently
 - ★ G- I can use the address book to send and reply to emails
- Login to your purple Mash account and look for the 2Email icon. Open 2 Email and check for any new emails. You can also check for new emails in your alerts. Open your new email, and read it. Your teacher will have asked you a question in this email, your task is to reply by sending a reply to the email. See the resource pack for instructions if you're unsure ([resources document page 12-13](#)).


- ★ LO: I am learning the days of the week in French.
 - ★ B- I can recognise the days of the week when spoken.
 - ★ S- I am learning to recite and copy the days of the week in French.
 - ★ G- I can read and write the days of the week in French.
- Click onto the link to listen to the days of the week song
<https://www.youtube.com/watch?v=x-G1kkJR65Q>
 When written in French, the days of the week do not start with a capital letter.
 Practising saying the days of the week, then have a go at writing some.

Vipers- Text: Leprechauns: 30 mins

Writing: World Book Day: 2 hours

 LO: I am learning to understand that the organisation and layout may be different according to the purpose of the book.

 B- To identify similarities and differences with support.

 S- To identify similarities and differences independently.

G- To suggest improvements for the text.

All resources for this section found in the resources document page 16-20)

Read the extracts from *George's Marvellous Medicine*.

Activity 1 - Your mission, should you choose to accept it, is to imagine *George's Grandma* as a little girl. Even grumpy old hags with mouths puckered up like dog's bottoms were young once. That's right! But what was *Grandma* like as a girl? How did she become the miserable, cruel old bat that she is today? There must be some reason. Perhaps your character profile will help us to get to the bottom of this mystery.

Activity 2 - Write a diary extract based upon your ideas about *Grandma* as a little girl. Remember to use the first person (I) and describe your feelings as well as what you have been up to.

Activity 3 - Instead of trying to poison *Grandma* with magic medicine, *George* has decided to take her out for the day instead. He wants to cheer her up and remind her how to be happy. Before *George* can prize *Grandma* out of her flea-bitten old armchair, he needs to consider a few things. Can you help him to plan the perfect outing for *Grandma*?

Read through the text 'Leprechauns' ([resources document page 5](#)).

Leprechauns is an information text. Have a look at the different examples of information texts ([resources document page 14-15](#)). What is the same and what is different? Make a list for the similarities and one for the differences.

World Book Day: 30 minutes

DT: 1 hour

Cressida Cowell

This world book day, meet multi-million-selling, award-winning author *Cressida Cowell*, creator of the *How to Train Your Dragon* books (and *DreamWorks* films) and *The Wizards of Once* series - and the *Waterstones Children's Laureate*. *Cressida* will talk about her latest book, *The Wizards of Once: Never and Forever* and will give tips on becoming an author or illustrator.


You can watch live on Thursday 4th March at 2pm


This event is suitable for KS2 pupils


The session will last 25-30 minutes

Follow this link: <https://youtu.be/gT7Xjg2Lkt4>

LO: I am learning to design a product, using materials chosen for both suitability and appearance.

 B- To design a product using suitable materials and discuss how attractive it is.

 S -To design a product and describe how attractive it is and why the materials are suitable.

 G- To design a product, explaining how the materials chosen contribute to the attractiveness and suitability of the design.

Follow the powerpoint slides to complete your activity ([resources document page 21-22](#)).

Friday 5th March

Vipers- Text: Leprechauns: 30 mins

Writing: Diary Entry: 1 hour

Maths - Measurement: 1 hour



LO: I am learning to recognise that books may have similar themes.

B- To compare two texts with support.

S- To compare two texts independently.

G- To complete summary questions.



LO: I am learning to organise paragraphs around a theme (independent)

B- To use first person.

S- To use first person, past tense and time conjunctions.

G- To use the descriptosaurus to uplevel vocabulary.



LO: I am learning to identify equivalent lengths (mm and cm).

To use a bar model to calculate equivalent lengths.

To calculate equivalent lengths using known facts.

To solve problems.

Read through the text 'Leprechauns' ([resources document page 5](#)).

Are Leprechauns real? What else have we read about previously that isn't real?

Look at the 'Fairy Lake' text ' ([resources document page 23-24](#)) Read through the text 'Leprechauns and think about the similarities and differences. Complete the worksheet ([resources document page 25](#))

Read through the text 'Jungle Log' ([resources document page 1](#)).

Using your plan from Wednesday. Write your own diary entry. Remember to use the Jungle Log text as a model example.

Related/helpful Links:

Link to WRM video: <https://vimeo.com/504918866>

Watch the live lesson/video and then complete the worksheet ([resources document page 26-27](#)).

SCREEN FREE AFTERNOON