



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 18th January

30mins

Writing: Fantasy: 1 hour

Maths - Multiplication
+ Division: 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 participate in performances.



To participate with support.



To participate independently.



To participate and share my ideas in a coherent way.

LO: I am learning to compare statements.



To compare statements using pictorial representations with support.



To compare statements using pictorial representations independently.



To compare statements with missing digits.

Read the text 'The Elves and the Shoemaker' ([resources document page 1-2](#) or use this audio link - <https://soundcloud.com/talkforwriting/elves/s-ySTFOVAVMmH>).

Create some actions to learn the story and retell the story to someone at home.

Related/helpful Links: Here is an examples of someone using actions to retell a story - <https://www.youtube.com/watch?v=JdvJZD-cplg>

Related/helpful Links:

[Link to WRM video: https://vimeo.com/485433674](https://vimeo.com/485433674)

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

Computing- Unit: 1 hour

PE: 30 mins

LO: Spreadsheets (Purple Mash)

I can describe a cell using their coordinates.



To complete with support.



To complete independently.



To complete independently.

Follow the helpful lesson plan: ([resources document page 4-5 Lesson 3 Advanced Mode and Coordinates](#)).

Can you make a treasure map?

Complete a Cosmic Yoga of your choice!

[Cosmic Yoga](#)



To copy actions with support.



To copy actions independently..



To complete actions with balance and control.

Tuesday 19th January

Vipers. Text: Abandoned: 30 mins

Writing: Information texts: 1 hour

Maths - Multiplication + Division: 1 hour



LO: I am learning to explain the meaning of new words.



To find the meaning of new words with support.



To explain the meaning of new words in context.

To use new words in a different context.



LO: I am learning to retrieve and record key information.



To answer questions with support.

To answer questions independently.



To answer questions using evidence from the text.



LO: I am learning to compare statements.



To compare statements with more than two parts, using pictorial representations with support.



To compare statements, with more than two parts, using pictorial representations independently.

To show a deeper understanding through reasoning.

You will find the 'Abandoned' text in the resources for this week ([resources document page 6-7](#)).

Examples of key vocabulary from the text: creator, spiteful, deflated, advanced

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 the text - [The Elves and the Shoemaker \(resources document page 1-2 or use this audio link -](#)

<https://soundcloud.com/talkforwriting/elves/s-ySTFOVAVMmH>).

Answer the following questions:

1. What kind of person was the shoemaker?
2. Can you describe the three elves?
3. At the beginning of the story, why was the shoemaker poor?
4. After his supper of bread and jam, the shoemaker goes to his workshop. Which word suggests that he is feeling sad?
5. What clothes did the shoemaker and his wife make?

Related/helpful Links:

Link to WRM video: <https://vimeo.com/485433674>

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

Science: 1 hour



LO: I am learning to explore the requirements of plants for life and growth.



To identify what a plant needs to survive with support.

To identify what a plant needs to survive independently.



To explain what would happen to a plant if it doesn't have all the requirements for life.

Make a leaflet on how to keep plants alive.

Extension Task- Explain what will happen to a plant if it doesn't have all of the requirements for life.

Related/Helpful Links: <https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcmtk2p>

Extra 30 minutes of learning

Complete your TT Rockstars sessions that have been set for the week. Read a book on Bug Club.

Pointers/Top Tips

Related/helpful Links:

Wednesday 20th January

Vipers. Text: Abandoned: 30 mins

Writing: Information texts: 1 hour

Maths - Multiplication + Division: 1 hour

- ★ **LO: I am learning to make inferences and predictions about the text.**
To verbally make inferences and predictions.
- ★ To use evidence to support my inferences and predictions
- ★ To use evidence to support my written answers.

- ★ **LO: I am learning to discuss and explain the meanings of words in context.**
To match words to their meanings with support.
- ★ To match words to their meanings independently.
- ★ To use the words in a new sentence.

- ★ **LO: I am learning to work out more complex calculations through known facts.**
To identify what is the same and what is different in a calculation.
- ★ To use known facts to work out related calculations independently.
- ★ To show a deeper understanding through reasoning and problem solving.

Read the text 'Abandoned' again ([resources document page 6-7](#)).
Discuss what a cliffhanger is and how this happens at the end of story. Mind map ideas that could happen at the end of the story. Children should then write a small story on what happens next in their books.

Read the text - [The Elves and the Shoemaker \(resources document page 1-2 or use this audio link - <https://soundcloud.com/talkforwriting/elves/s-ySTFOVAVMmH>\)](#).
On the text, highlight the words that are on the word-game sheet. Using the word-game worksheet, match the words to their meanings ([resources document page 9](#)).

Related/helpful Links:
[Link to WRM video: https://vimeo.com/486330232](https://vimeo.com/486330232)
Watch the live lesson/video and then complete the worksheet ([resources document page 10-11](#)).

French: 30 mins

Music: 30 mins

- ★ **LO: I am learning to ask and say how old I am.**
I can begin to recognise and say the French for age.
- ★ I can ask and say how old I am.
- ★ I can have a conversation and add family and friends information.

Use the link to practise hearing and saying the phrases for living in different places by playing the tutorials and games.
Add the phrase for where you live for example,
Mrs Kadriu: Dans une ville
Related/helpful Links:
<https://www.french-games.net/frenchlessons?topic=Place%20-%20where%20IT%20live&level=primary>

- ★ Log into your Charanga account and complete Step 5 of Three Little Birds.
- ★ Please message Mrs Ferguson or Mrs Jarvie if you need your username and password.
- ★ To find the beat with support.
- ★ To find the beat independently.
- ★ To identify musical instruments used in a song.

Extra 30 minutes of learning: Log into your TT Rockstars account and your Bug Club account and complete 30 minutes.

[Pointers/Top Tips](#)
[Related/helpful Links:](#)

Thursday 21st January

Vipers. Text: Abandoned: 30 mins

Writing: Information texts: 1 hour

Maths - Multiplication + Division: 1 hour



LO: I am learning to explain the meaning and retrieve key information from the text.

To find key words and phrases.

To find key information independently and explain the meaning in written form.

To explain the author's choices that enhance the meaning of the text.



LO: I am learning to use and understand grammatical terminology.

To identify a verb, adjective and noun with support.



To identify a verb, adjective and noun independently.



To create their own sentences and identify a verb, adjective and noun.



LO: I am learning to multiply 2-digits by 1-digit (no exchange).

To use pictorial representations with support.



To use pictorial representations independently.



To find various solutions to problem solving questions.

Reread the text 'Abandoned' ([resources document page 6-7](#)).

In one colour highlight the phrases that tell us that the robot is feeling sad. In another colour, highlight the phrases that tell us that the robot is feeling old.

Read the text - [The Elves and the Shoemaker \(resources document page 1-2 or use this audio link -](#)

<https://soundcloud.com/talkforwriting/elves/s-ySTFOVAVMmH>.

Using the worksheet, put the words in the boxes into the correct word class (verb, adjective or noun).

([resources document page 12](#)).

Related/helpful Links:

<https://www.bbc.co.uk/iplayer/episode/p08cb73v/bitesize-79-year-olds-week-4-8-teacher-talks-nouns-verbs-adjectives-and-adverbs>

Related/helpful Links:

Link to WRM video: <https://vimeo.com/486331580>

Watch the live lesson/video and then complete the worksheet ([resources document page 13-14](#)).

Geography: 1 hour

PSHE: 30 mins



LO: I am learning to describe the physical features of a locality.

To identify some of the physical features in Greece.

To describe some of the physical features in Greece.

To compare these features to the physical features of the UK.

LO: I am learning to understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Create a mind map listing all of the things that may make you struggle to sleep at night. What are the main reasons?

Can you think of some solutions to improve your sleep pattern? (Use a different colour!)

Using the pictures, identify and name the physical features in Greece. Describe what they are. Can you compare them to the physical features of the UK?

Pointers/Top Tips

Related/helpful Links:

Friday 21st January

Vipers. Text: Abandoned: 30 mins

Writing: Information texts: 1 hour

Maths - Multiplication + Division: 1 hour



LO: I am learning to summarise the ideas from the text.

To verbally summarise the text.

To bullet point key parts from the text.

To write a summary paragraph about an element of the text.



LO: I am learning to discuss writing similar to that which I am planning to write in order to understand its structure.

To box up the story with support.



To box up the story independently.



To box up the story independently.



LO: I am learning to multiply 2-digits by 1-digit (no exchange).

To use pictorial representations independently.



To use the column method with support.



To use the column method independently.

Reread the text 'Abandoned' ([resources document page 6-7](#)). Create a comic strip for the text. Children should write either bullet points or full sentences under each picture.

Read the text - [The Elves and the Shoemaker \(resources document page 1-2 or use this audio link - https://soundcloud.com/talkforwriting/elves/s-ySTFOVAVMmH\)](#). Using the box up template, split the story into introduction, build up, problem, resolution and ending ([resources document page 15](#)).

Related/helpful Links:

Link to WRM video: <https://vimeo.com/486513593>

Watch the live lesson/video and then complete the worksheet ([resources document page 16-17](#)).

RE: 45 mins

Art: 45 mins



LO: I am learning to explain Christian viewpoints of Jesus' miracles.

To retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.

To explain one Christian viewpoint about one of Jesus' healing miracles.

To explain two different ways Christians might interpret one of Jesus' healing miracles.



Draw with Rob! Use the following link to draw a 'Steam Train'.

<https://www.youtube.com/watch?v=Cd6ztILveYk>

Remember to take your time!



To follow the instructions with some support.



To follow the instructions independently.

To add extra details.

Read the story of the Paralyse Man ([resources document page 18](#)). Answer the following questions

1. How did Jesus make the blind man better?
2. What do Christians believe about Jesus?
3. What do Christians think about Jesus?
4. What do Christians think about Jesus healing the paralysed man?
5. Was it possible that Jesus did make people better even though he wasn't a Doctor?

Pointers/Top Tips

Related/helpful Links:

