Proposed Timetable for Chestnut class: 22.2.2021

	Day 1	Day 2	Day 3	Day 4	Day 5
English: **Oak Academy School Website** **Purple Mash** **www.spellzone.com**	**ENGLISH** To explore using the simple past, present and future tense In this lesson, we will look at the different tenses (past, present and future), then explore how verbs change when they are in the simple past if they are regular or irregular verbs. https://classroom.thenational.academy/lessons/to-explore-using-the-simple-past-present-and-future-tense-c5h32d	**ENGLISH** To explore the past, present and future progressive tense In this lesson, we will revise the three tenses: past, present, future. We will then break them down into past, present and future progressive tense. Lastly, we will recap knowledge of how regular and irregular verbs change in the past tense. https://classroom.thenational.academy/lessons/to-explore-the-past-present-and-future-progressive-tense-6djk2c	**ENGLISH** To revise the past, present and future progressive tense In this lesson, we will review the past, present and future progressive tense https://classroom.thenational.academy/lessons/to-revise-the-past-present-and-future-progressive-tense-6rukjd	**ENGLISH** To explore the function of apostrophes In this lesson, we will explore using apostrophes for both possession and contraction. Additionally, we will practise writing some sentences, linked to our Highwayman unit, using apostrophes. https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-ctk38r	**ENGLISH** To revise using apostrophes This lesson will build on our learning from Lesson 3 of the first outcome in this unit. We will explore how to use apostrophes for plural possession, investigate how and why we can use apostrophes for contraction and there will be plenty of games and sentence writing opportunities. https://classroom.thenational.academy/lessons/to-revise-using-apostrophes-68vk0c **Spelling rule lesson** **Prefixes and roots** Here is this weeks spellings please have a look at the clip to help you understand the rule. There is a worksheet to complete at the bottom of the page. You can print it or just do the answers on a sheet of paper. I will do the test in the afternoon of the spellings in the 2.00pm session
Maths: **BBC Bitesize** **White Rose School Website work** **Oak Academy**	**MATHS** **Fractions as percentages** Log into the live lesson or look through the PPT which shows you how to convert fractions into percentages **Lesson 1-**	**MATHS** **Fractions as percentages** Log into the live lesson or look through the PPT to show you different ways to show fractions and percentages **Lesson 2—**	**MATHS** **Fractions, decimal and percentages** Log into the live lesson or watch the clip below https://www.youtube.com/watch?v=0AITcfW7nFo and look through the PPT which shows you how to	**MATHS** **Fractions, decimal and percentages** Log into the live lesson or look through the PPT which shows you how to convert between fractions, decimals and percentages	**MATHS** Arithmetic skills Practise and rehearse all four operations, fractions etc.

Purple Mash Mathletics	Fractions as percentages	Understanding fractions as percentages	convert between fractions, decimals and percentages **Lesson 3-** Fraction, decimal and percentage match.	**Lesson 4-** Fraction, decimal and percentage equivalents.	20 minute test and marking session.
Reading: **Books from home** **Serial Mash**	***Cogheart reading session*** 2-2.30 live lesson Read together and answer the guided reading questions. Chapter 17-18 Vocab and inference	***Cogheart reading session*** 2-2.30 live lesson Read together and answer the guided reading questions. Chapter 17-18 Prediction and explanation	***Cogheart reading session*** 2-2.30 live lesson Read together and answer the guided reading questions. Chapter 17-18 Retrieve questions	***Cogheart reading session*** 2-2.30 live lesson .Read together and answer the guided reading questions. Chapter 17-18 Summarise questions	**Catch up** Next weeks' time table certificates Question time
Topic & Other Activities **School Website Resources & Videos**	Music **Timbre** To enhance a performance using sound sources at home This lesson begins with a two-part warm up, followed by exploring lots of ways to enhance a performance using sound sources from the home. (you may need to get ear plugs for your parents and find yourself some pots pans and a wooden spoon!) https://classroom.thenational.academy/lessons/to-enhance-a-performance-using-sound-sources-at-home-c4tk2r	PHSE **Dreams and Goals** What personal or learning strengths do you have? How does your strength make you feel? How might it help you achieve a dream or goal?) Get the children to sort the cards into strengths or weakness. Then on the shield sheet chose one of the weakness and say how you will make it a new goal to be better at it.	Music **Timbre** To understand the role of percussion in programmatic music This lesson will begin with a new warm up from Brazil, followed by exploring and learning to perform some of Leonard Bernstein's 'Mambo'! https://classroom.thenational.academy/lessons/to-understand-the-rcole-of-percussion-in-programmatic-music-c8r3ac (you may need to get ear plugs for your parents and find yourself some pots pans and a wooden spoon!)	PHSE **Dreams and Goals** Use the Totem Pole sheet each stage • Goal/How will I know I reached my goal? In this box, the children write their goal and how they will know they've achieved it. For example: Goal: To improve my handwriting. How will I know I've reached my goal? Gain a certificate for improved handwriting. • Then each of the steps make up the journey they might take to reach their goal if they broke it into steps. Example: Step 1: Buy a pen I like writing with. Step 2: Practise handwriting. Step 3: Offer to be the scribe in a group activity. Step 4: Gain a certificate for improved handwriting. • The wings of the totem pole can then be used to write the strengths/skills the children will need to motivate them, e.g. perseverance,	PHSE **Dreams and Goals** Think about where are the main difficulties in the world? How does this situation make you feel? What other issues can you think of that affects people in the world? Look at the powerpoint 1) What the picture is showing? 2) Where the picture might have been taken (e.g. country) 3) What might be the difficulty the child/people/person lives with in this situation? 4) What might help their situation? 5) How you feel about the situation? Use a piece of coloured triangular paper (which will later be joined together to make a string of flags/bunting). Invite the children to write or draw something that represents: 'My dream for the world'. Then complete the analysis grid.
PE Sport	**In school PE session**	Cosmic Kids Yoga	In school PE session	Go Noodle	PE with Joe Yay !!!

Physical Exercise	Join Chestnut class with Mrs Stow's live lesson	Lots of different yoga sessions linked to children's stories https://www.youtube.com/user/CosmicKidsYoga	Join Chestnut class with Mrs Stow's live lesson	Active videos to chart songs – take your pick and have a go at a few different videos. https://www.gonoodle.com or https://www.youtube.com/user/GoNoodleGame	He is back on 3 times a week now because of lock down three see how fit you can get. Give it a go

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Hello Chestnut Class!

Dear all,

Hope you are all well and surviving here is the plan for the week. We are looking at Grammar again fractions and percentages and our Goals and dreams in PHSE. Have a go at all the work and join in on the live lessons. We love to see all the work you have completed emailed to us.

Have a great week and stay safe!

Mrs Bick , Mrs Davies & Mrs Beasley.