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|  | **Reading/Grammar** | **English** | **Maths** | **Afternoon/topic** |
| Monday 1st March | To learn this week’s spellings and put them into own sentences (Words containing the letter string ‘ough’)  plough bough drought brought bought wrought thought ought borough thorough  queue recognise | **Henry’s Freedom Box**  To look at how the tune of the text affects the reader (use resources sheet on our class blog). | To know what percentage means and to write percentages as fractions and decimal numbers  Red book p35-36  Workbook p40-41 | **Topic Lesson: North and South America**  To learn about the Southern Islands p32-33.  **Oak Academy Lesson: South America**  Key Stage 2, Geography, Building Locational Knowledge: South America, Lesson 3: What is the geography of Chile?  [What is the geography of Chile? (thenational.academy)](https://classroom.thenational.academy/lessons/what-is-the-geography-of-chile-6rwp4d) |
| Tuesday 2nd March | To read and understand Candara’s Gift P22 | **Henry’s Freedom Box**  To write some emotive sentences describing Henry’s feelings. Try to include some modal verbs where you can. | To convert fractions into equivalent percentages and decimals  Red book p37  Workbook p42-43 | **Topic Lesson: North and South America**  To learn about World Zones p34-37.  Optional links for today’s work:  [Physical Geography - The Equator - Year 1 / P2 Geography - This Term's Topics - Home Learning with BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zvkytrd)  [Climate zones - KS2 Geography - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zr7hyrd)  **Oak Academy Lesson: South America**  Key Stage 2, Geography, Building Locational Knowledge: South America, Lesson 4: How are Chile and the UK similar and different?  [How are Chile and the UK similar and different? (thenational.academy)](https://classroom.thenational.academy/lessons/how-are-chile-and-the-uk-similar-and-different-cnj36r) |
| Wednesday 3rd March | To answer p22 Candara’s Gift | **Henry’s Freedom Box**  Diary entry planning frame – To plan your diary entry from Henry’s perspective (planning pro-forma can be found in the further downloads section of the class blog) | To answer the questions on pages 38-39 of the RED BOOK (fractions, decimals and percentages review). | **Religious Education Lesson:**  I can compare Hindu ways of welcoming a child with all religious/non-religious views previously studied.  Task - To write a paragraph comparing Hindu baby rites with my families traditions and other religions (Judaism and Christianity previously studied). |
| Thursday 4th March | To read and understand The Hound of the Baskervilles p24 | **Henry’s Freedom Box**  To write a diary entry from Henry’s perspective (from when Henry’s wife and children are sold) | To recognise and use roman numerals  Red book p7  Workbook p11 | **Music Lesson: Samba**  I can recognise how patterns fit together, including rests and maintain a part within a performance showing awareness of its contribution to the broader piece.  Watch - [Samba Lesson 2 - YouTube](https://www.youtube.com/watch?v=sfplWRk-xp4)  **Research Task -** Find and watch a video of a samba performance. What other features are included within a samba performance? |
| Friday 5th March | To answer p24 The Hound of the Baskervilles | **Henry’s Freedom Box**  To finish writing/edit and improve your diary entry from Henry’s perspective | Zoom mental arithmetic test 3 | **History Lesson: The Maya**  **History Lesson 6:**  **To** describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.  Choose at least one activity that interests you and complete it:   1. DT link: Make Mayan Hot Chocolate. 2. DT link: Make a Mayan Tortilla. 3. Create a poster explaining how the Mayan diet was different from ours. 4. Research how chocolate was used in the Mayan society.   Optional links for today’s lesson:  [Why was farming so important to the Mayas? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zd844qt)  [What was life like for the ancient Mayas? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4)  To complete the unit please look at this BBC bitesize page which explores why the Mayan civilisation may have ended.  [What happened to the Mayas? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3) |