

Week beginning – Date: 31/01/2022

English

1 Sentence Types

Lesson Objective: I can use a mixture of sentence types.

Success Criteria:

Bronze: I can begin to revise some spelling rules as well as clauses and phrases. I will begin to understand the four types of simple sentences: statement, command, question, and exclamation.

Silver: I can understand spelling rules and the differences between clauses and phrases. I can understand the four types of simple sentences: statement, command, question, and exclamation.

Gold: I can understand spelling rules and the differences between clauses and phrases. I can understand the four types of simple sentences: statement, command, question, and exclamation. I can securely apply what I have learnt.

<https://classroom.thenational.academy/lessons/to-explore-the-four-types-of-sentence-statement-command-exclamation-and-question-c9jked>

2 Adverbs

Lesson Objective: I can use adverbs to provide the reader with extra details.

Success Criteria:

Bronze: I can use the film clips from Shakespeare's Animated Tales to describe a limited number of aspects of Macbeth's characterisation.

Silver: I can use the film clips from Shakespeare's Animated Tales to describe Macbeth's actions, facial features, and body language.

Gold: I can use the film clips from Shakespeare's Animated Tales to describe Macbeth's actions, facial features, and body language at different points in the play, highlighting how they change throughout the play.

https://classroom.thenational.academy/lessons/to-practise-using-precise-verbs-and-adverbs-for-characterisation-65jkge?from_query=adverbs

3 More Adverbs

Lesson Objective: I can provide sufficient detail to help the reader understand the places of a place of writing.

Success Criteria:

Bronze: I can begin to focus on and use verbs and adverbs.

Silver: I can confidently focus on and use verbs and adverbs in my descriptive writing.

Gold: I can confidently focus on and use verbs and adverbs in my descriptive writing. Also, I can explore how I can use verbs and adverbs to describe objects too.

https://classroom.thenational.academy/lessons/to-generate-verbs-and-adverbs-to-describe-a-setting-cctkjd?from_query=adverbs

4 Complex Sentences

Lesson Objective: I can use subordination to provide extended clarity to sentences.

Success Criteria:

Bronze: I can recognise that a complex sentence contains a main (independent) clause and at least one dependent clause. Also, I can recognise two types of dependent clause: subordinate clauses and relative clauses.

Silver: I can recognise that a complex sentence contains a main (independent) clause and at least one dependent clause. Also, I can recognise two types of dependent clause: subordinate clauses and relative clauses and use 'I SAW A WABUB' to remember some of the main subordinating conjunctions to use in subordinate clauses.

Gold: I can recognise that a complex sentence contains a main (independent) clause and at least one dependent clause. Also, I can recognise two types of dependent clause: subordinate clauses and relative clauses and use 'I SAW A WABUB' to remember some of the main subordinating conjunctions to use in subordinate clauses. Finally, I can use relative pronouns and adverbs to create relative clauses and write my own complex sentences.

https://classroom.thenational.academy/lessons/to-explore-complex-sentences-60t66c?from_query=subordinate

5 Tenses

Lesson Objective: I can use tenses.

Success Criteria:

Bronze: I can revise and understand the three tenses: past, present, future.

Silver: I can revise and understand the three tenses: past, present, future. I am able to break them down into past, present, and future progressive tense.

Gold: I can securely revise and understand the three tenses: past, present, future. I am able to break them down into past, present, and future progressive tense. Lastly, I can 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?from_query=tenses

Maths

1 Recognising Right Angles

Learning Objective: I can recognise angles as a property of shape and rotations of ninety as a right angle.

Success Criteria:

Bronze: I can build on my knowledge of angles by beginning to recognise right angles.

Silver: I can develop my knowledge of angles, focussing specifically on right angles while exploring these on their own.

Gold: I am secure in my knowledge of angles and focus specifically on right angles. I can explore these on their own, in shapes and in everyday objects too.

[To recognise right angles \(thenational.academy\)](#)

2 Obtuse and Acute Angles

Learning Objective: I can recognise and describe angles, specifically those greater than 90 degrees as obtuse.

Success Criteria:

Bronze: I can build on my angle knowledge by introducing the terms 'acute' and 'obtuse'.

Silver: I can develop my angle knowledge by understanding the terms 'acute' and 'obtuse' for those angles which are smaller (acute) and greater (obtuse) than right angles (90 degrees).

Gold: I am secure in my angle knowledge by understanding the terms 'acute' and 'obtuse' for those angles which are smaller (acute) and greater (obtuse) than right angles (90 degrees). I will look at these angles separately and within different shapes.

[To recognise obtuse and acute angles \(thenational.academy\)](https://thenational.academy)

3 Perpendicular Lines

Learning Objective: I can identify horizontal and vertical lines correctly.

Success Criteria:

Bronze: I can build on my angle knowledge by introducing the term 'perpendicular lines' and identifying them.

Silver: I can develop my angle knowledge by understanding the term 'perpendicular lines' and identifying them, individually and within 2D shapes. I can look at horizontal and vertical lines and how these relate to perpendicular pairs of lines.

Gold: I am secure in my angle knowledge by understanding the term 'perpendicular lines' and identifying them, individually and within 2D shapes as well as having a chance to find these ourselves. I can look in detail at horizontal and vertical lines and how these relate to perpendicular pairs of lines identifying where I would find these in the real world and begin draw them.

[To identify perpendicular lines \(thenational.academy\)](https://thenational.academy)

[To draw perpendicular lines \(thenational.academy\)](https://thenational.academy)

4 Parallel Lines

Learning Objective: I can identify parallel lines correctly.

Success Criteria:

Bronze: I can build on my line and angle knowledge by beginning to identify pairs of parallel lines.

Silver: I can develop my line and angle knowledge by understanding and identifying pairs of parallel lines, individually and within 2D shapes.

Gold: I am secure in my line and angle knowledge by understanding and identifying pairs of parallel lines, individually and within 2D shapes as well as looking in detail at their meaning.

[To identify and explain parallel lines \(thenational.academy\)](https://thenational.academy)

5 Revising Angles

Learning Objective: I can use recall to revise my knowledge of angles.

Success Criteria:

Bronze: I can revisit my knowledge of angles.

Silver: I can revisit my knowledge of angles and revise what is meant by right, acute, and obtuse angles.

Gold: I can revisit my knowledge of angles and revise what is meant by right, acute, and obtuse angles. I can identify these angles and draw them.

[To revise angles \(thenational.academy\)](https://thenational.academy)

Science

Lesson 1 - Healthy Diet

Learning Objective: To understand what makes a healthy diet.

Success Criteria:

Bronze: State seven nutrients.

Silver: To describe the role of nutrients in the body.

Gold: To explain what makes a healthy diet.

In this lesson, we will learn about what is important in a healthy diet. We will discuss the seven nutrients we need to know as well as their role in the body.

<https://classroom.thenational.academy/lessons/what-are-the-key-parts-of-a-healthy-diet-60wkgr?activity=video&step=1>

Answer the questions when prompted by the video and complete all worksheets:

- Write down the seven major nutrients
- Write down the definition of a balanced diet
- What is a diet?
- What is a balanced diet?
- What 7 nutrients do humans need to eat?
- What is the role of protein in the body?
- Why is some fat in the diet important?
- Name a mineral and its role in your diet

Lesson 2 - Different lifestyles

Learning Objective: To explain why people with different lifestyles need a different diet

Success Criteria:

Bronze: State how lifestyle and diet are connected.

Silver: Explain the cause of nutritional deficiencies.

Gold: To predict what types of diet are needed for different people.

In this lesson, we will learn about different lifestyles and characteristics and how these will affect the amount of energy that those people need. We will also learn about nutritional deficiencies as well as discuss whether there could be a solution to all our unbalanced diet problems.

<https://classroom.thenational.academy/lessons/why-do-people-with-different-lifestyles-need-different-diets-6nj66r>

Answer the questions when prompted by the video and complete all worksheets:

- 1. What is a nutritional deficiency?
- 2. Who can get a nutritional deficiency?
- 3. What causes scurvy?
- 4. What are the symptoms of scurvy?

PE

Lesson 1 – Handball

Learning Objective: I will be able to describe some of the rules to Handball.

Success Criteria:

Bronze: Identify basic rules to handball.

Silver: Describe a basic rule of handball.

Gold: Create a leaflet explaining the rules of handball.

Learning content: <https://www.youtube.com/watch?v=PcBwK9NTqNw>

For today's lesson, I would like you to create a leaflet explaining the rules of handball. The leaflet must include telling the reader: How a goal is scored; how many players are on a team; What equipment do you need? How many steps can they take? I would like to see some creativity with the layouts and drawings used on this leaflet – try and sell handball to the reader!

Lesson 2 – Fitness

Learning Objective: I will be able to describe effects of exercise on my body.

Success criteria:

Bronze: Identify what happens to my body when I exercise

Silver: Explain what happens to my body when I exercise

Gold: Describe what happens to my body when I exercise

Learning content:

Video one: <https://www.youtube.com/watch?v=wWGullAa000>

Video two: https://www.youtube.com/watch?v=Og_f0_QO_Ko

For today's lesson we are looking at the effect that exercise has on our body. When we exercise, our bodies change due to many reasons. I want you to watch video one and write down the different things that happen to your body when you exercise. I then want you to watch video two, and take part in the fitness circuit. Can you see these effects in action on you through training?

Lesson 3 – Handball

Learning Objective: I will be able to identify the benefits of taking part in exercise.

Success Criteria:

Bronze: Identify benefits of exercise on the body

Silver: Explain the benefits of exercise on the body

Gold: Describe the benefits of exercise on the body

Learning content:

https://www.youtube.com/watch?v=hmFQqjMF_f0

[Why - England Handball Association](#)

For today's lesson, I would like you to look at what the benefits of playing handball would be to someone (physically and mentally). For this, I want you to create a poster telling someone: What handball is? What the benefits are to exercising; what exercise can do for you physically and mentally; where could you play it?

PSHCE

1 Reduce, reuse, and recycle

Learning Objective: I can identify ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment (e.g., reducing, reusing, and recycling).

Success Criteria:

Bronze: I can begin to understand about reducing, reusing, and recycling.

Silver: I have a secure understanding of reducing, reusing, and recycling while beginning to explore how a landfill operates. I can plan my own product from recycling household items.

Gold: I have a secure understanding of reducing, reusing, and recycling while also, understanding how a landfill operates. I can create my own product from recycling household items.

<https://classroom.thenational.academy/lessons/reduce-reuse-recycle-crt38c>

2 Be better and do more

Learning Objective: I can identify ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment (e.g., reducing, reusing, and recycling)

Success Criteria:

Bronze: I can begin to understand about climate change and what causes it.

Silver: I can securely understand climate change, the causes, and effects.

Gold: I can securely understand climate change, the causes, and effects. I will explore greenhouse gases and conduct an experiment to see these effects that have been explored.

<https://classroom.thenational.academy/lessons/be-better-and-do-more-6dgkcr>

3 Community Care

Learning Objective: I understand about the diverse groups that make up my community and what living in a community means.

Success Criteria:

Bronze: I can begin to understand what a community and the different types.

Silver: I can securely understand what a community and explore the different types of communities (place, interest, action, and practice).

Gold: I can securely understand what a community and explore the different types of communities (place, interest, action, and practice) and consider the benefits of being a part of a community.

<https://classroom.thenational.academy/lessons/community-care-cctp8c>

Topic / Humanities**1 Earth's water**

Learning Objective: I can understand where Earth's water comes from.

Success Criteria:

Bronze: I can begin to understand about the water on planet Earth.

Silver: I can securely understand about the water on planet Earth and where it is stored.

Gold: I can securely understand about the water on planet Earth and where it is stored. I can begin to understand about the Water Cycle.

<https://classroom.thenational.academy/lessons/where-is-earths-water-69jkcc>

2 Weather

Learning Objective: I can understand what makes up the weather.

Success Criteria:

Bronze: I can begin to understand about weather and climate.

Silver: I can securely understand about weather and climate and their differences.

Gold: I can securely understand about weather and climate and their differences. Also, I can explore the six components that make up the weather.

<https://classroom.thenational.academy/lessons/what-makes-up-the-weather-70tk4c>

Computing

Learning objective: To understand vector drawings.

Success criteria:

Bronze: I can explain what vector drawing is.

Silver: I can explain how drawing tools can be used to produce different outcomes.

Gold: I can explain the difference between vector drawing and paper-based drawings.

In this lesson, we will be introduced to vector drawings and learn that they are made up of simple shapes and lines. We will then use the main drawing tools within a software package. Lastly, we will discuss how vector drawings differ from paper-based drawings.

<https://classroom.thenational.academy/lessons/the-drawing-tools-crr34r?activity=video&step=1>

Creative Arts

1 Textiles

Learning Objective: I can understand what textiles are.

Success Criteria:

Bronze: I can begin to understand what textiles are and various places you might find them around the house. I can record my ideas and what I have learnt.

Silver: I can securely understand what textiles are and focus on the different ways they can be used around homes and how they are constructed. I can record my ideas and what I have learnt.

Gold: I can securely understand what textiles are and focus on the different ways they can be used around homes and how they are constructed. Also, I can examine how textiles are embellished and decorated. I can record my ideas and what I have learnt.

<https://classroom.thenational.academy/lessons/what-are-textiles-c5k34e>

2 Sewing and embroidery

Learning Objective: I can understand what sewing and embroidery are.

Success Criteria:

Bronze: I can begin to understand what sewing and embroidery are and start to explore pattern linked to these. I can record what I find.

Silver: I can securely understand what sewing and embroidery are and explore how they are used to create patterns. I can record what I find.

Gold: I can securely understand what sewing and embroidery are and explore how they are used to create patterns. I will explore how to sew a running stitch. I can record what I find.

<https://classroom.thenational.academy/lessons/what-are-sewing-and-embroidery-c8t66t>

French

The names of pets

Learning Objective: I can understand the French names of pets.

Success Criteria:

Bronze: I can begin to understand the French names for six pets.

Silver: I can securely understand and begin to use the French names of six pets, concentrating on how to say the pets I have in French.

Gold: I can securely understand and begin to use the French names of six pets, concentrating on how to say the pets I have in French. I can explore the difference between masculine and feminine nouns.

<https://classroom.thenational.academy/lessons/saying-the-name-of-six-pets-68u3gd>

Religious Education

1 Who were the Ten Gurus?

Learning Objective: I can explore the Ten Gurus but explain why Sikhs do not make or worship statues of the Ten Gurus.

Success Criteria:

Bronze: I can begin to understand what a Guru is and start specifically exploring the Ten Gurus.

Silver: I have a secure understanding of what a Guru is and specifically explore at Guru Angad, Guru Arjan and Guru Hargobind from the Ten Gurus.

Gold: I have a secure understanding of what a Guru is and specifically explore at Guru Angad, Guru Arjan and Guru Hargobind from the Ten Gurus. I can explain why these Gurus might be important and more of a focus.

<https://classroom.thenational.academy/lessons/who-were-the-ten-gurus-c9j36c>