







	Learning objective	Main teaching	Activity	Resources	Vocabulary
History / Geography	LO: to use topical vocabulary to describe an event	<p>Open the Powerpoint called 'Battle of Britain Powerpoint' on the website.</p> <p>Work through, answering any questions as you go.</p> <p>You might like to do some extra research about the Battle of Britain and the aircraft used in WW2, either by the allies or the axis.</p>	<p>Now you will be:</p> <p><i>designing your own WW2 aeroplane!</i></p>  <p>Find the worksheet called 'Plane Planning Sheet' which might be saved with the English resources.</p> <p>You will need to look at the English plan to see what to do next...</p> 	<p>Powerpoint</p> <p>Plane planning sheet</p> <p>Pencils</p> <p>Paper</p> <p>Vocabulary bank</p>	<p>WWII</p> <p>Manoeuvre</p> <p>Span</p> <p>Weight</p> <p>Propellers</p> <p>Cockpit</p> <p>Firing capability</p> <p>Accuracy</p>

Science	<p>LO: to identify and explain the effects of water resistance on objects</p>	<p>Last week we looked at what forces are. Now, we are going to investigate 3 contact forces. We have already looked at friction. Friction is a force between two surfaces that are sliding, or trying to slide, across each other.</p> <p>Water resistance is a force that affects how difficult it is for water to move over, past or through an object.</p> <p>Sometimes it is useful for an object to have low water resistance. This means that it is easy for water to move around an object, or for an object to move through water. An example of this is when a canoeist puts the end of the oar into the water.</p> <p>Sometimes it is useful for an object to have high water resistance. This means that it is difficult for water to move around an object, or for an object to move through water. An example of this is when a canoeist pulls back on the oar to propel their canoe.</p> <p>In your books, answer whether the below pictures show high water resistance or low water resistance.</p> <div><div><p>Swimmer diving into water</p><div><div>High water resistance <input type="checkbox"/></div><div>Low water resistance <input type="checkbox"/></div></div></div><div><p>Swimmer belly-flopping into water</p><div><div>High water resistance <input type="checkbox"/></div><div>Low water resistance <input type="checkbox"/></div></div></div></div>	<p>Run a bath or get a bucket of water. Feel what it is like when you move objects through the water. Which objects are more streamlined (very little resistance)?</p> <p>Create a table to show your findings. Example below. Write an explanation as to why your objects have low/high water resistance.</p> <table><tr><th>Object</th><th>High water resistance</th><th>Low water resistance</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Additional activity:</p> <p>1) Create your own sea creature. Explain what makes it able to move through water quickly. You may want to present this in a poster.</p>	Object	High water resistance	Low water resistance										<p>Bath/bucket</p> <p>Water</p> <p>Different shaped objects</p> <p>Paper</p> <p>Pencil</p>	<p>Friction</p> <p>Force</p> <p>Push</p> <p>Pull</p> <p>Resistance</p> <p>Streamline</p>
Object	High water resistance	Low water resistance															

Art / Design Technology	<p>To blend colours and create contrast in my work</p>	<p>This week, you are going to create your own Blitz skyline. You know how to make a skyline foreground and a sunset background!</p> <p>First, you will need to create your background. Don't forget to use those warm colours and blend them together by layering the colours.</p> <p>Next, you will need to create your foreground - the skyline. You can do this using black paper (contact school if you require black paper). What iconic buildings do you know that were in London during the Blitz that you could include in your skylines (Big Ben, St Paul's Cathedral, London Bridge).</p> <p>Challenge: You might add light beams from the skyline, or light beams from planes in your skyline. How could you do that?</p> <div></div>	<p>Crayons/pastels</p> <p>Black paper/pen</p>	<p>Foreground Background Skyline Blitz</p>
PE	<p>LO: to increase my heart rate through aerobic exercise</p>	<p>Premier Sports have put together a timetable for PE lessons, including: a mindfulness/wellbeing session in the morning, a fitness session at lunch time and then a skill acquisition challenge at the end of the day</p> <p>The timetable document is on the website.</p>		
PSHE	Weekly zoom			

RE	<p>LO To connect how Christians understand a gospel text with the way that they live.</p>	<p>Today we are learning about the 'Foundations for Living'</p> <p>We have read the wise man/foolish man story from Matthew 7 : 24-27 and we learnt last week about the Sermon on the Mount.</p> <p>Before someone builds a house, they need to lay 'Foundations'. These are underneath the bricks and the floor.</p> <p>Now I'm not a builder but I've done some research and this is what it says about 'Foundations' when building a house:</p> <p>Building foundations is the crucial starting point when it comes to building a house. Your foundations will safely distribute the weight of your new home.</p> 	<p>Today we're not talking about building houses but building humans: what should we build our lives on?</p> <p>E.g. I think that kindness is a foundation that we should build our lives on.</p> <p>You can also think about things like reading. I think that reading is a foundation on which to build my life as it helps me to relax but also learn about the world around me, understand others' perspectives and see how people live.</p> <p>Scroll down to find today's activity. You can draw the venn diagram in your book and then decide whether the words in boxes are foundations for anyone, Christian living, both or neither.</p> <p>Optional challenge: write some sentences to explain your choices and talk about some in further detail.</p>	<p>Foundations for living worksheet (below)</p> <p>Paper</p> <p>Pencils</p> <p>Coloured pencils</p>	<p>Building Foundations</p> <p>Gospel</p> <p>Christian</p> <p>Perspective</p> <p>Parable</p>
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<p>French</p>	<p>LO to give an opinion, speaking in full sentences</p>	<p>Look at the Powerpoint 'French - Sports'.</p> <p>Work through and practise saying the names of the sports in French.</p> <p>You could try to create a game or a memory activity to help you to remember these.</p> <p>You could also write how to pronounce the words so that you remember for the next lesson.</p>	<p>Now you've learnt the names of the sports, look at the next Powerpoint: 'French - Opinions'.</p> <p>This is all about food and colours but you can use the sentences to talk about sports.</p> <p>You will need to add the verb 'to play' (Jouer) in your sentence so it will look like this:</p> <p>J'aime le chocolat. (I love chocolate)</p> <p>Will become...</p> <p>J'aime jouer au foot. (I love playing football)</p> <p>Now you can say what you don't like playing/doing too!</p>	<p>Sports Powerpoint</p> <p>Opinions Powerpoint</p> <p>Paper</p> <p>Pen</p>	<p>J'aime..</p> <p>J'adore..</p> <p>Je deteste..</p> <p>Je n'aime pas...</p>
<p>Music</p>	<p>Monday 2-3pm Weekly zoom with Mrs Andrews</p>				

RE Foundations for Living activity

The parable of the two builders (Matthew 7:24-27) teaches that Christians should build their lives on the words of Jesus.

Take the suggestions in the boxes below and add your own, to show the kinds of things that guide people in deciding how to live. Write them in a Venn diagram according to whether you think they are helpful in building foundations for anyone, or foundations for Christians. You may think some are not at all helpful, and should go in the bin!

