


	Learning objective	Main teaching	Activity	Resources	Vocabulary
Science	LO to present my findings based on research in an attractive way	<p>Find out about Sir Isaac Newton.</p> <ul style="list-style-type: none"> ★ Who was he? ★ When was he alive? ★ What did he do during his life? ★ What was his job? ★ Where did he live? ★ What was he famous for? ★ When was he knighted (becoming a 'sir') and by whom? ★ When did he die? ★ Who was in his family? ★ What was the reasons which led to him making his incredible discovery? <p>Here are some websites to help with your research:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks2-discovering-the-work-of-Sir-Isaac-Newton/zr4mf4j</p> <p>https://kids.britannica.com/kids/article/Isaac-Newton/353532</p> <p>https://learnenglishkids.britishcouncil.org/short-stories/isaac-newton</p>	<p>Present your findings in any way you wish.</p> <p>You could:</p> <ul style="list-style-type: none"> → Design a poster → Make a leaflet → Write a story → Write a biography → Make a video → Film a news report <p>How have Sir Isaac Newton's discoveries changed the world we live in today? What has it helped us to understand?</p>	<p>Video links</p> <p>Website links</p> <p>Paper</p> <p>Pencils</p> <p>Colours</p>	<p>Isaac Newton</p> <p>Gravity</p> <p>Force</p> <p>Famous</p> <p>Scientist</p> <p>Mathematician</p> <p>Light</p> <p>Telescope</p>

History / Geography	LO to explain the location of allied and axis powers on a map	<p>How did WW2 start? https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h</p> <p>Next, watch this to find out about the Geography of WW2: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-geography-of-world-war-two/zv99rj6</p>	<p>Allies Great Britain, United States, Soviet Union, France, Australia, New Zealand, India, South Africa, Canada, China</p> <p>Axis Which countries joined Germany in the Axis Powers?</p> <p>Draw an outline map of the world or print one from your computer.</p>  <p>Choose two colours and colour the Axis and Allied Powers on your map.</p> <p>What do you notice? Which colour is there more of?</p> <p>Challenge: Did any countries swap sides during the war?</p>	2 x BBC clips Paper Pencils Coloured pencils Internet for research	Allies Axis Unemployment Mein Kampf - book written by Hitler Extremism Nazi Party Dictator Jews
Art / Design Technology	LO to create an eye-catching design	<p>Watch this video about logos. Make notes about the 5 things which make a good logo as you are watching. https://www.youtube.com/watch?v=u76UYT9s8PI</p>	<p>If you were a world-famous plane designer (which you are!), what would be the logo on the side of your plane? Remember you built a plane last week. Think about what your plane is built to do, how it manoeuvres, it's weapons and when it is used. Also consider yourself as the designer. You might like to add a twist which represents YOU!</p>	Logo YouTube video Paper Your plane Pencils	Design Logo Eye-catching Simple Effective

RE/PSHE	To understand why how and why Jesus asks his followers to pray	<p>Remind yourself about the lesson we had about ‘the Sermon on the Mount’.</p> <p>Jesus also taught his followers about prayer – how does Jesus ask his followers to pray? What does he ask them/not ask them to do?</p> <p>Read the prayer in the Sermon on the Mount (Matthew 6:9-13).</p> <p>“This, then, is how you should pray:</p> <p>““Our Father in heaven, hallowed be your name, your kingdom come, your will be done, on earth as it is in heaven. Give us today our daily bread. And forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from the evil one.</p> <p>Jesus taught that there are four common components of prayer: praise, confession, asking, thanksgiving</p> <p>Can You find them in this prayer? Why do Christians think prayer is a good thing to do?</p>	<p>Now your job is to write a prayer that Christians might use for school, Swaffham Prior, Britain or the world.</p> <p>You should aim to include the four components of prayer:</p> <p>praise, confession, asking, thanksgiving</p> <p>If you’re not sure what these mean, here’s a definition:</p> <p>Praise: express warm approval or admiration of.</p> <p>Confession: admitting doing something wrong</p> <p>Asking: asking God to help with something</p> <p>Thanksgiving: thank God for good things</p> <p>While you’re writing, or if you would like some inspiration for writing your prayer, I like this song:</p> <p>https://www.youtube.com/watch?v=wGKTZnmjMVY</p>	<p>Matthew 6:9-13</p> <p>Sermon on the Mount work</p> <p>Paper</p> <p>Pen/Pencil</p>	<p>Sermon</p> <p>Prayer</p> <p>Components</p> <p>Praise</p> <p>Confession</p> <p>Asking</p> <p>Thanksgiving</p> <p>God</p> <p>Temptation</p> <p>Kingdom</p> <p>Heaven</p>
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PE	LO to understand the difference between dynamic and static stretching	<p>Tell an adult you are starting this lesson!</p> <p>Marcus Rashford teaches PE (10 min video) https://www.bbc.co.uk/iplayer/episode/m000jycy/celebrity-supply-teacher-series-1-3-marcus-rashford-pe?xtor=CS8-1000-[Discovery_Cards]-[Multi_Site]-[SL07]-[PS_IPLAYER~N~~P_CelebritySupplyTeacher </p>	<p>Gareth Thomas Dynamic & Static Stretches (make sure an adult knows you are doing this!) You might need to go outside for this lesson: https://www.bbc.co.uk/iplayer/episode/m000pqzp/celebrity-supply-teacher-series-2-7-gareth-thomas-pe </p>	<p>video links</p> <p>A variety of balls</p>	<p>dynamic stretches</p> <p>static stretches</p> <p>warm up</p>
French	LO to use correct definite articles (le, la, les)	<p>Last week you learnt about the verbs avoir and etre and you also learnt about feminine and masculine nouns.</p> <p>Today you will be learning how to use the definite articles (le, la and les). You will be learning to describe the features of a face.</p>	<p>Watch the video and complete the activities you are asked to do.</p> <p>https://classroom.thenational.academy/lessons/naming-parts-of-the-head-and-face-61hk2e</p> <p>Afterwards, you can do the quiz to see how much you've remembered.</p>	<p>Video link</p> <p>Paper</p> <p>Pencil</p>	<p>Definite articles</p> <p>Le, la, les</p> <p>Verbs</p> <p>Adjectives</p>