

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Science	LO to investigate non-contact forces	<p>Contact forces include air resistance and water resistance. Watch here for a recap:  <a href="https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm">https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm</a></p> <p>Work through this video on Oak National Academy and complete any activities.  <a href="https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6dikgd">https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6dikgd</a></p>	<p>Download the worksheet from the website (which you'll find after the video by clicking 'next') and complete the activities throughout the video.</p> <p>What have you learnt today? Can you relate your learning to a real-life scenario e.g. scuba diving, skiing, sky diving or driving a car.</p>	<p>Video links</p> <p>Worksheet</p> <p>Exercise book</p> <p>Pen/Pencil</p>	<p>Force</p> <p>Contact</p> <p>Non-contact</p> <p>Weight</p> <p>Mass</p> <p>Magnetic</p> <p>Gravity</p>
Design Technology	LO to design a recipe with nutrition and target audience in mind	<p><b>What we will explore in today's lesson....</b></p> <pre> graph TD     A[Investigative, evaluative and design tasks] --&gt; B[A healthy and varied diet]     B --&gt; C[Selecting from a range of ingredients]     C --&gt; D[How to design a soup]   </pre> <p>Today you will recap what makes a healthy diet and start to think about creating your own recipe.  <a href="https://classroom.thenational.academy/lessons/understanding-the-needs-of-a-healthy-varied-diet-c5k3ae?activity=video&amp;step=2&amp;view=1">https://classroom.thenational.academy/lessons/understanding-the-needs-of-a-healthy-varied-diet-c5k3ae?activity=video&amp;step=2&amp;view=1</a></p>	<p>Complete the quiz at the end of the video. What have you learnt about today?</p> <p>Now it's time to design your soup.</p> <p><b>In your book, answer these questions:</b>          What will you include?          Who is your soup for?          What do they want/need?          What preferences do they have?          What is the nutritional balance of your soup?          What key food groups will your soup provide?          Is your soup healthy?</p>	<p>Oak National Academy link</p> <p>Paper</p> <p>Pencil</p> <p>Pen</p> <p>Ruler</p>	<p>Healthy</p> <p>Varied</p> <p>Values</p> <p>Nutrition</p> <p>Providing</p> <p>Obtaining</p> <p>Necessary</p> <p>Preferences</p> <p>Want/need</p>

RE	LO to debate moral dilemmas	<p>This term we are discussing 'Salvation' and the idea that Jesus sacrificed his own life for Christians.</p> <p>Scroll down to see the purple and the red box: 'Bearing a burden' and 'Stepping in'.</p>	<p>It would be great if you could contact a friend, meet on Zoom or ask an adult to have these discussions with you.</p> <p>Once you've discussed each of the questions, draw a picture, film a video or write a poem/story/prayer to tell us what you've learnt. There is no right or wrong here: we are interested to see and hear your thoughts.</p>	<p>RE activity (below)</p> <p>Pencils</p> <p>Paper</p> <p>Writing book</p> <p>Someone to talk to</p>	<p>Salvation</p> <p>Burden</p> <p>Responsibility</p> <p>Actions</p> <p>Consequence</p>
P.E	LO to improve my fitness	Complete your circuit training and record results. Did you improve from last week? What do you think impacts on how well you do?	Choose an activity to complete from the Premier Sports Activity link on the school website.	<p>Circuit Table</p> <p>Premier sports activity link</p>	<p>Fitness</p> <p>Exercise</p> <p>Record</p> <p>Improvement</p>

**\* Thursday and Friday will be World Book Day themed learning. Please see separate plan. \***

## RE Activity

**A**

### Bearing a burden

Tom is carrying a rucksack. It is heavy and he cannot take it off. He feels as if he has been carrying it for ever. The straps dig into his shoulders and the heavy bag gets in the way as he goes through the day.

**Talk about:**

- How would Tom feel?
- What would it be like to carry such a burden?
- What would he like to happen?

**Act out:**

- Imagine you have this burden; what is it like to be weighed down?

One day, along comes Joshua. He offers to take the rucksack, if Tom would like.

**Talk about:**

- How does Tom feel about the idea of getting rid of the bag?
- What does Tom say?
- How does it feel to have the weight lifted off? How does Tom feel towards Joshua?
- What might he do in response?
- Which words might you use to describe what Joshua has done?

**B**

### Stepping in

Rachel is walking to school one cold winter morning, when there is a terrible accident. A car starts skidding on some ice, heading straight for her.

**Talk about:**

- In that instant, how does Rachel feel?
- What does she fear?
- What does she hope for?

Just then, Joshua, who was walking a few steps behind her, dives forward and pushes Rachel out of the path of the oncoming car. The car hits Joshua instead. An ambulance is called. Joshua is taken to hospital with serious injuries. A few days later, Rachel visits Joshua in hospital.

**Talk about:**

- Why would Joshua do such a thing?
- How might Rachel feel about what has happened?
- What could Rachel do to show her gratitude?