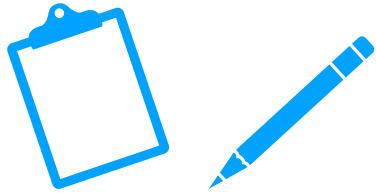


Monday 18th January 2021



ONLINE LESSON

For this lesson you will need:



Be ready to discuss how connectives can be used to link ideas in writing. Search your own text and look for evidence of connectives being used for different purposes. Pencil, paper and ruler to record ideas, as we express strong points of view. We will also attempt a 'Zygolex' puzzle and read class story.



Sound switched "ON"



Your brain, as well as your 'Dhoon High 5' and 'Values'.



Follow up challenges/ suggested learning can be found below:

Monday 18th January - Follow up challenges/ suggested learning:

- **Literacy** : Study the powerpoint, 'Using Connectives Correctly' and attempt/discuss the activities shown.
- Following the demonstration in our live lesson, work on the 'Strong Points of View' activity. Adapt the language in these sentences, including using connectives to link and emphasise.
- To provide supporting detail and strengthen your argument, you could also:
- Add extra clauses (subordinate clauses)
- Compose additional sentences (open with a connective?), which could actually come before or after. (Varying sentence structure/ word order will be a focus for us this term.)
- **If you prefer, create your own sentences discussing your own experiences and the issues you and your families care about. I would really like to read some of these.**

Science : Our focus will be on **Forces this week.**

- Continue to study/work to memorise the '**Forces**' knowledge organiser, which can be found on the website in the Class 3 resources section.
 - **Science Concept Cartoons** - Complete your analysis of the concept cartoons based on the information in your '**Forces**' knowledge organiser. Think about what each child is saying and whether you agree or disagree. It is important to give reasons and evidence them, using information found in the knowledge organiser.
- To be discussed as part of Tuesday's live lesson.**

Science : Time for another investigation:

- Design and carry out an experiment to test either:

Does the mass of an object affect the speed at which it rolls?

Does the mass of an object affect the distance it will travel?

- Based on experience, what do you think should happen? This is your 'hypothesis'.
- How will you make the test as fair as possible? What is your 'variable'. (You may find this challenging. For example if using balls, they may have different surface materials.)
- What will you measure/record to allow you to test your hypothesis?
- Should you repeat measurements and find the average (mean)?

I'd really like to see your findings, whether written/typed, labelled diagrams, results tables, photographs, video clips... Over to you.