



MONDAY

Maths		English		Guided Reading
MyLO: To use long division.		MyLO: To practise my editing techniques.		Scholastics Handwriting Installer – Y56 should be on all class computers.
1	Whole week PPT Watch Mr Parperis Explain Long Division. Use Tuesday's step by steps to help him to create new one Then use a RNG generator to create numbers to practise our long Division. https://numbergenerator.org/randomnumbergenerator#?numbers=2&low=1&high=100&unique=true&csv=&oddeven=&oddqty=0&sorted=false&addfilters=	1	Explain to the children that they are going to be practising their editing skills.	Show the animations in – LETTERS & NUMBERS lower case letters. Remember these are not joined – we are practising pen/pencil control and aiming for consistent size and shapes.. Practise writing the 'up backwards and round' letters in handwriting books x 3 Look at the left/right handed alphabet sheet and children to write out each letter of the alphabet in handwriting books. Practise end low diagonal joins – show the animations for joining letter a in 'missing words' and children then PRACTISE writing the joined words aim and air in their handwriting booklet – show the joined words on screen.
2	See Group 1	2	In classroom with Teacher - Show, watch videos, discuss, and try out activity 1 on this BBC Bitesize website: Editing and redrafting - English - Learning with BBC Bitesize - BBC Bitesize 1. There not in they're house because their over they're, in the park. 2. The golden sands felt warm and soothing beneath my worn out and weary feet. Their where beads of condensation dripping from my cold refreshing glass off water. 3. You're car is blocking are drive. Our you going to move it soon? I think your being most inconsiderate! ANSWERS 1. They're not in their house because they're over there, in the park. 2. The golden sands felt warm and soothing beneath my worn out and weary feet. There were beads of condensation dripping from my cold refreshing glass of water. 3. Your car is blocking our drive. Are you going to move it soon? I think you're being most inconsiderate!	
3	TA Group then taken to pod after video. create and write step by steps and look examples and practise together 432÷14 561÷54 1889÷62 1783÷13	3	In pod with TA - Children look at a print of Week 7 Boy-at-Back-of-Class-Chapter 9 ppt Slide 1 (answers on 2) they are going to be the Teacher and spot any mistakes in the text! Annotate and discuss the mistakes they spot. Which were the trickiest mistakes to spot?	
Main Activity		Main Activity		
1	TA In pod with group Monday Long Division Worksheet .	1	Editing skills task 1 with TA support.	
2	In class working in group. With adult	2	Editing skills task 2 Answers	

3	Start on the same as group 2 move to the back and work independently after trying first 2 and feeling confident.	3	Editing Skills task 3	
Plenary		Plenary		
Mark work & discuss any misconceptions.		Spot the difference! Slide 3 Week 7 Boy-at-Back-of-Class-Chapter 9		

TUESDAY				
Maths		English		Guided Reading
MyLO: To apply my knowledge of division to word problems.		MyLO: To implement my editing techniques.		GR Y56 C2 Aut1 W7 Slide 2 introduces the Book: The Suitcase Kid
1	Whole Week PPT As a class recap how, we need to approach with word problems Get children to RUCSAC on their whiteboards As a class practise the example on the board. Do we need long or short division? How many calculations will we need to perform to find our answer. Make special mention of how we need to show our workings.	1	Explain to the children that they will be using the editing skills they learned yesterday to edit the refugee story they wrote last week.	Slide 3 Recaps what has happened so far. Children share (pairs) dictionaries and look up the words on slide 4 . Children might have to look up the ROOT word (before the <u>suffix</u> is added). Fill in three of the words in the GR GR Dictionary Challenge sheet. Discuss the meanings as a whole class.
2	TA Take group to the pod example slides printed out onto A3 Ask same questions pointed out above and work through questions together as a group.	2	Show Week 7 Boy-at-Back-of-Class-Chapter 9 ppt Slide 1 (answers on 2) and tell the group that they are going to be the Teacher and spot any mistakes in the text! Children come to the front and point out any mistakes. Discuss as a group.	
3	See Group 1	3	In pod with TA . Hand out Revising-and-editing-your-writing and discuss the different sections.	
Main Activity		Main Activity		
1	Division Word Problems Sheet 1 Division Word Problems Sheet 2 Word problems to be shrunk down to fit within book. Children Stick first question and then answer. After question six move onto next challenge. Second sheet cut out whole text for each problem and answer with calculation to be written underneath in exercise books. Working in class with the teacher for first 1-2 questions to get them started.	1	Start to edit their own refugee story with the Teachers support. Use editing checklist .	
2	Working independently in class (Extra Adult) live mark	2	Start to edit their own refugee story with the TA support. Use editing checklist .	

3	TA- Challenging children to move on quickly. Expectation is that they finish at least 3 questions on sheet 2.	3	Children use the Revising-and-editing-your-writing checklist to edit their own refugee story (purple pen in books) story with the TP peer support. Tick each section as they check and edit.	
Plenary		Plenary		
Mark work & discuss any misconceptions.		Try out Week 7 Boy-at-Back-of-Class-Chapter 9 slides 4-9		

WEDNESDAY				
Maths		English		Guided Reading
Times table practise activity:	Children work with their partner and test using their flashcards			GR Y56 C2 Aut1 W7 slide 5
MyLO: To read 12 and 24 hour clocks and convert between them.		MyLO: Write the final version of a refugee story.		Read The Suitcase Kid p97-117 PQRS THE SUITCASE KID Read Online Free Without Download - PDF, ePub, Fb2 eBooks by Jacqueline Wilson (readanybook.com)
1	Whole Week PPT Recap wat we know about clocks already and discuss the difference between 12 and 24 hours. Use the Physical clocks to show the 24-hour time. Why do people get confused by where the hour hand needs to go? TA – Takes group to the pod to practise making 24 hour time on physical clocks	1	In Pod with TA children to read through one paragraph/section of their refugee story to the group. As a group, they will find a tick and a target for each child – suggesting one thing that is great e.g. the use of a conjunction, or a well-chosen word, or correct use of capital letters; and also something to improve their piece of writing. Each child will edit their work in purple pen using the groups suggestion and green highlight the ‘tick’ comment.	Explain anything that the class doesn’t understand to add context. Ask children to put their hands up when they hear one of the words they researched earlier in the week. NOTE: You can print a copy per pair for children to follow or just show on the IWB.
2	Call children up to show what the time written on the board in 24 hours will look like on a 12-hour clock.	2	Work with Teacher, children to select one sentence or phrase they are particularly proud of in their refugee story (green highlight in book) and share with the group – discuss what type of feature it is e.g. expanded noun phrase, adverb, fronted adverbial, simile etc If any child has not used any of these writing techniques, they can do a final ‘polishing edit’ and add one to their draft before writing up their final story.	
3	See Group	3	In pairs , children will find a tick and a target for each other’s refugee story – suggesting one thing that is great e.g. the use of a fronted adverbial, or a well-chosen expanded noun phrase, and also something to improve their piece of writing. Each child will edit their work in purple pen using the suggestions and green highlight the ‘tick’ comment.	
Main Activity		Main Activity		
1	Time Conversion Worksheet 1 Time Conversion Worksheet 2 Time Conversion Worksheet 3 All sheet to be shrunk to A5 so that they are able to be stuck neatly into their books. Group 1 in pod with TA	1	Write up final version of their refugee story in extended writing books. NEATEST handwriting and presentation (may not be joined). Teacher support may be needed.	

2	In class supported by teacher	2	Write up the final version of their refugee story in extended writing books. Final 'polishing' edits/improvements can be made. NEATEST handwriting and presentation (preferably joined handwriting). TA support may be needed.	
3	Independent working (Extra Adult to live mark)	3		
Plenary		Plenary		
Mark work & discuss any misconceptions.		Try our slides 10-15		

THURSDAY				
Maths		English		Guided Reading
Timestable test sheet: See Mr Parperis				GR Y56 C2 Aut1 W7 slide 6
MyLO: To calculate intervals of time.		MyLO: Precious possessions.		Write a summary of chapters P-Q-R-S in less than 100 words! (on lined paper)
1	Whole Week PPT Mr Parperis Explains Video Create step-by-step and copy that and the key facts into the book. 60 minutes in an hour 24 hours in a day.	1 2	Week 7 Boy-at-Back-of-Class-Chapter 9 ppt Slide 10 Read Chapter 9 – <i>The Big Fight</i> p.90 – 99. Discuss what happened and why?	
2	See Group 1			
3	After Video group to then work with the TA and create a A2 posters on how to use tis method to calculate time. This is to be then added to the working wall	3	With TA in pod, children take turns reading a section of Chapter 9 – <i>The Big Fight</i> p.90 – 99. Discuss why they think Ahmet was so upset that Brendan-the bully stole his pomegranate. <i>Ideas: it reminded him of home (Syria) and he was homesick and also in shock because he had to leave in upsetting circumstances, he had to leave most of his possessions behind so the pomegranate was a precious as he didn't own much, the pomegranate was a gift of friendship.</i>	
Main Activity				
1	Thursday Worksheet 1 Working in class with teacher	1	Look at the picture of pomegranates on a colour print (A3) of slide 11 and read the pomegranate descriptions. As a group, find the adjectives in the text and annotate the sheet e.g. hard, shiny, peach pink and gold. Ask if they can find any similes e.g. as smooth and shiny and as polished glass. Give the children a printed images of a dragon fruit and a pineapple (slides 13 & 14). They need to make a word bank and then write some descriptive sentences about the fruits.	

2	TA in Pod Thursday Worksheet 2	2	Read through the pomegranate descriptions with the descriptive sections from the book. Highlight and try to explain which descriptive parts you like, and why you like them. Ext: Describe a pineapple (show slide 14 on the IWB) in the same style as the author.	
3	Thursday Worksheet 3 Thursday Worksheet 3 EXT Working in class with some input from teacher if needed.	3	With TA in pod. Children look at the pomegranate descriptions on slide 5 and use them as a 'model' to write their own 'exotic fruit' descriptions. Select from a print-out of slide 13, 14 or 15 - dragon fruit, pineapple or red rambutan.	
Plenary		Plenary		
Mark work & discuss any misconceptions.		Play the noun adjective game – start with a NOUN e.g. The Sun and first child to use an adjective linked to/that describes the noun e.g. hot, next child says a noun linked to that adjective e.g. fire etc		

FRIDAY			
Maths		English	Guided Reading
MyLO: I can answer word problems based around time.		MyLO: Investigate Grammar and Spelling rules.	
1 Shorter lesson due to whole school collective worship. 2 3 In Pod Remind class about our key time facts and hand out questions. Recap RUCSAC before starting work independently. Time Word Problems Time Word Problems Extension		Session 1 Y5 in pod with Teacher / Y6 in classroom with TA Y5=Read, discuss and answer HeadStart G&P Year 5 Book 1 (b&w) v5 Chapter 6 (Red Qs) coordinating conjunctions & MARK together. Y6=Watch Oak Academy Lesson: To practise and apply knowledge of suffixes: -er and -est comparative and superlative, including test Teacher Hub Oak National Academy (thenational.academy) Children write notes and try out the mini-activities (books/or/whiteboards).	
Main Activity		Head Start – grammar & punctuation	
1 In classroom with TA Testing Fractions 2 3 Pre-Assessment Year 5 Answers Pre-Assessment Year 6 Answers		Session 2 Y6 in pod with Teacher / Y5 in classroom with TA Y6=Read, discuss and answer HeadStart G&P Year 6 Book 1 (b&w) v5 Chapter 6 (Red Qs) I can rewrite sentences using verbs as sentence openers & MARK together. Y5=Watch Oak Academy Lesson: To investigate homophones Teacher Hub Oak National Academy (thenational.academy) Children write notes and try out the mini-activities (books/or/whiteboards).	
		Children answer questions based on this section of the book, which they've been investigating over the past few days.	
		WRITE ANSWERS IN FULL SENTENCES.	
		Discuss and mark the answers on slide 8	

Plenary	NOTES	
Mark work & discuss any misconceptions.	Practise spelling words.	

CURRICULUM LESSONS

RE

Day:

MyLO: To think about all the ways Christians worship God.

To be stuck in the floor book before lesson: [Ways Christians worship God – Week 7](#)

- 1) Explain that this week we are going to be thinking about all the ways Christians worship God – remembering all that we have been learning about this term.
- 2) Ask children to list as many ways as possible that ‘Christians Worship God’ – and note their answers in the floor book. This could include, artists to express God’s creativity in their art, or farmers to care for the planet, or architects who create places of worship, or therapists to care for humans who are suffering from depression...
- 3) Show videos: [Religious Studies KS2: Meet a young Christian boy - BBC Teach](#) and [Religious Studies KS2: Christian Worship - BBC Teach](#) for more ideas.

Tasks:

To bring together all they have learnt this term and show their knowledge and learning - children will create leaflets on all the different ways that Christians worship God. Add a selection to the floor book.

SCIENCE

Day:

MyLO: To understand how humans have influenced evolution.

Children to look at the [Science WK1 Evolution and Inheritance Key Vocabulary Sheet](#) discuss then fill in the second part of the sheet.

Look at the Aims and Success Criteria on slide 2 of the [Science – Week 7 PPT](#).

Play true or false using slide 3.

Recap the terms on slide 4 and 5.

Before slide 6, start task 1.

After the task is complete, move onto slide 6 and work through to slide 11.

Tasks:

1 – Complete the 1-star [Science – Advantages and Disadvantages](#) sheet.

2 – Discuss the difference between selective breeding and cross breeding (slides 8-9). Use the [Science – Selective and Cross Breeding Cards](#) to match the offspring with the parent species (work in groups to do this on [A3 paper](#) and then shrink to fit in books. Answers are on slide 11.

3 – Look at slides 12-13, discuss the children’s thoughts about this type of science and write a paragraph to explain their thoughts on whether or not we should be doing this.

HUMANITIES (History & Geography)		Day:
MyLO: To investigate the life and legacy of Nelson Mandela.		
Hide the slides from Topic – WK7 PPT around the room.		
Tasks:		
1 – Children go around the room taking notes from the hidden PPT slides. 2 – Print (A3) and cut the Topic – Mandela Timeline, as a class ask the children to come and put the pieces on the board in chronological order. Take a photo and stick in books. 3 – Using the information the children have gathered, write a short fact file about Nelson Mandela and why he was so influential with his work.		
PSHE		Day:
MyLO: To introduce Yasmine and Tom and to learn about periods.		
Part 1: To be stuck in the floor book before lesson: Introducing Yasmine and Tom Sheet Thinking about Tom sheet Thinking about Yasmine sheet .		
Use the Introducing Yasmine and Tom lesson plan to teach this lesson. You will also need to use the interactive videos on the Yasmine and Tom website . These will help you to fill in the Thinking about Tom and Thinking about Yasmine Sheets Make sure to set class ground Rules.		
Part 2: To be stuck in the floor book before lesson: Periods Sheet .		
Teacher – Period help sheet is available for this part of the lesson. Use the Periods lesson plan to teach this lesson. You will also need to use the interactive videos on the Yasmine and Tom website .		
CREATIVE ARTS (Art, D&T and Music)		Day:
MyLO: To create our lift the flap books.		
For this lesson children will need: 1 sheet of A4 card for their book cover. 3 sheets of A4 white paper and spare card to make their flap.		
1) Hand out all the children's plans from previous weeks. Explain that they are going to carry on from last week and use their plan to create their flap books. 2) First each child must choose a piece of A4 card and fold this in half to make an A5 booklet this will become their front and back cover. 3) Next, take two pieces of A4 white paper and fold these in half to create the pages of their books. Teacher staples together (using a long-arm stapler).		
Tasks:		
1= Now that they have the basis of their books they can begin to create their font and back covers. Using a piece of A4 white paper they must fold it in half to A5 size then cut it in half (if they would like to cut it smaller so that there is a card border then this is okay). They must then draw and write their front covers on the pieces of A4 paper, colour these in and then stick them on the front and back of the card. 2= Using their page-by-page plans begin to draw and write out their books. Draw out and colour in the pages of every book before beginning to create the flaps as this would make the pages to bumpy. 3= Now create the different flaps of their books and stick these onto the correct pages. 4= Their books can now be shared with the rest of the class. Take a picture of their books and stick these in Art books with a peer tick and target from a class member.		
COMPUTING		Day:
MyLO: To re- assess typing speed and set targets for myself.		
- Children use their log on for their allocated laptops and go to https://www.typing.com/en-gb/student/tests - All students begin with a 1-minute test to practice. Explain now that they know what it will be like, we will have a 5-minute test to determine their speed. - Record results and highlight and praise noticeable improvements		

Tasks:	
Children carry out a WPT (2 pages for Y5 and Y6) - Record results and highlight and praise noticeable improvements. Children practice typing for remainder of the lesson.	
MFL - FRENCH	Day:
MyLO: Summary of learning.	
Tell the children that they are going to show off the French skills and vocabulary that they have learned this term.	
Tasks:	
In books, the children will create a 'comic' with characters having a conversation in French.	
Increasing difficulty: Challenge the children to create a character that asks and responds to at least 2 questions.	