

Year 5 - Week beginning 21st September 2020

(SODA = Start of day activity)

	08.50 – 09.10	09.10 – 09.30	09.30 – 09.45	09.45 – 10.45	11.00 – 12.15	13.00 – 14.00	14.00 – 15.10
Monday	<u>SODA</u> Reading books	<u>Class</u> <u>Assembly</u>	<u>Read,</u> <u>Write, inc</u> Looking at the –ible ending, eg edible	<u>Maths</u> Comparing and ordering numbers to 100,000	<u>Literacy</u> <i>Why was Jackie Robinson so special?</i> He was remembered not only as an amazing baseball player but as a pioneer who paved the way for the end of segregation of African American people in mainstream sports. Many Americans celebrate April 15 th as Jackie Robinson day to commemorate and honour the day he made his debut in Major League Baseball. TASK: Write an explanation/persuasion piece about Jackie Robinson Day.	<u>Topic-</u> <u>Geography</u> Looking at the European landmass, identify a country and research its geographic features.	<u>Mindfulness/Wellbeing</u>

Tuesday	<u>SODA</u> Comprehension activity	<u>Class</u> <u>Assembly</u>	<u>Read ,</u> <u>Write, inc</u> Finding the graphemes in words	<u>Music</u> Violin lesson	<u>Literacy</u> <i>Did Jackie Robinson change the world of sport?</i> Ask pupils to discuss with a partner and then debate the question together. Pupils will probably conclude that he did a lot to change the world of sport but more still needs to be done. Introduce to <i>Kick It Out</i> , an organisation who work to end discrimination in football. Visit their website and share the 'About Us' page under the 'Who Are We' tab on their website. Write down some key vocabulary that they use to describe the organisation from the website <i>e.g. equality, inclusion, community, discrimination, fight, campaign, racist,</i>	<u>Computing</u> What is a Youtuber? Recap e safety – responsible use of internet etc.  Scan QR code and complete title page of their own blog, save to Seesaw.	<u>Computing</u> What is a Youtuber?
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					<p><i>attitudes</i>. You may need to discuss the meaning of some of this vocabulary with pupils.</p> <p><i>Who do you think the page is aimed at? Why do you think that?</i></p> <p>Explain to pupils that <i>Kick It Out</i> are adding a new 'About Us' page for young people to the website as their current page is not very easy to understand.</p> <p>Task: Ask pupils to think about what information they would include and work together to come up with three sub-headings they might use for their page.</p>		
Wednesday	<u>SODA</u> Reading books	<u>Class Assembly</u>	<u>Read , Write, inc</u> Looking at prefixes on	<u>Maths</u> Rounding numbers	<u>Literacy</u> Recap what pupils learnt about Kick It Out	<u>PPA</u> PE	<u>PPA</u> Music with Mr Whiteman

			-ible words	within 100,000	<p>in the previous session.</p> <p><i>How does this link to our learning about Jackie Robinson?</i></p> <p>Starting with the word 'organisation', ask pupils to think about how they would describe <i>Kick It Out</i> and develop some noun phrases on whiteboards. Remind pupils that they can add prepositional phrases as well as adjectives. <i>e.g.</i></p> <p><i>anti-racism organisation, charitable organisation in England, English organisation, charitable organisation for equality in football</i></p> <p>Discuss determiners pupils might use in their noun phrases too, <i>e.g. an organisation, the organisation, this</i></p>		
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					<p><i>organisation</i>, and add these in the noun phrases pupils have developed.</p> <p>Model an introduction for the 'About Us' page that pupils planned in the previous session. Focus on inclusion of the <i>Mastery keys</i>. e.g. <i>Who we are</i></p> <p><i>Kick It Out are a charitable organisation in England that works with the FA to tackle racism and discrimination in football. In response to calls to tackle racism from players and fans, we started as a small charity in 1993 but soon became a much larger organisation. For over 30 years, we have been raising awareness of the problems and supporting victims of racism.</i></p>		
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Thursday	<u>SODA</u> Comprehension activity	<u>Class Assembly</u>	<u>Read , Write, inc</u> Dictation exercise	<u>Maths</u> Roman numerals to 10,000	<u>Literacy</u> Reread the double page ' <i>Have I told you how important it is to honor other's sacrifices?</i> ' (you may wish to address the spelling of the word honour as it is the American spelling in this book). <i>Who are veterans?</i> <i>What is 'Civil Rights' why is there a memorial for it? Why do you think Maya Lin thought that public spaces should be filled with art? What did she mean by that?</i> To aid discussion about the Civil Rights movement, if pupils are not familiar with it, watch the animation 'Civil Rights Act of 1964' video by <i>Kids Academy</i> , stopping at 3:37.	<u>Science</u> Introduction to our new topic. Properties and changes of materials. What is a solid/liquid/gas? What are the properties of each?	<u>RE</u> The Bible has been translated into many languages by the Bible Society. http://www.greatsite.com/timeline-english-bible-history/ Create a timeline of the production and translation of the Bible.
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				<p>Reread the double page <i>'Have I told you that you don't give up?'</i> and from <i>'Young, Gifted and Black'</i> read the biographies of Rosa Parks (page 45) and Martin Luther King Jr. (page 30).</p> <p><i>Why were these two people so important in the Civil Rights movement? Why are they still so inspirational today?</i></p> <p>Show the images of the Civil Rights Memorial in Montgomery, Alabama (the location of the bus boycott) and explore how it is linked to the Civil Rights movement.</p> <p>Discuss how they would feel if they were living in Montgomery in 1955 when Rosa Parks was arrested for refusing to give up her seat on the bus. <i>Would you boycott the bus</i></p>		
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					<p><i>company?</i></p> <p>Discuss ideas for a persuasive letter to the Montgomery Bus Company to make them change their mind about the segregation on buses: direct appeal to the reader, statements of fact, emotive language, reasons for your viewpoint.</p>		
Friday	<p><u>SODA</u></p> <p>Reading books, change for weekend if needed</p>	<p><u>Golden work</u></p> <p><u>Assembly</u></p>	<p><u>Read, Write, inc</u></p> <p>Choose the right word</p>	<p><u>Maths</u></p> <p>End of unit check</p>	<p><u>Literacy</u></p> <p>Read the biographies of Barack and Michelle Obama on page 9 of 'Young, Gifted and Black'.</p> <p><i>How do you think it felt to black people living in America to have the first African American president and first lady leading their country?</i></p> <p><i>Do you think they are good role-models?</i></p> <p><i>Has there ever been a black prime minister in the UK? Why do you</i></p>	<p><u>Art</u></p> <p>Looking at art within design of packaging, logos etc</p>	<p><u>Golden Mile</u></p>

					<p><i>think that might be?</i> (Ask pupils to think back to the conversations in previous sessions about the lack of famous scientists and explorers from BAME backgrounds.)</p> <p>Reread the whole book <i>'Of Thee I Sing'</i>. <i>Why did Barack Obama feel it was important to tell his daughters that they are creative, smart, brave, healers, singers, strong, kind, explorers, inspiring?</i> Focus on the final page of <i>'Of Thee I Sing'</i>. <i>Why did he feel this was an important message for all Americans (and all children around the world)?</i> <i>What are the similarities and differences between this book and 'Young, Gifted and Black'?</i></p> <p><i>Have your views about</i></p>		
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					<p><i>his book changed since we first read it?</i></p> <p>Discuss with pupils how what they have learnt has affected how they view the book and how it has made their ideas change or develop. What would they change about the book and who would they like to see in it and why?</p>		
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