

Disley Primary School Remote Education Weekly Plan:

WB: 07.03.22

Maths	English	Reading	Topic
Weekly Focus: Year 5: Fractions Year 6: Measurement	Weekly Focus: The 1,000 Year Old Boy	Text/s: Five Children on the Western Front	Geography: Climate change Science: Living things and their habitats
Monday: Year 5: Subtract 2 mixed numbers https://vimeo.com/510610537 Year 6: Metric measures https://vimeo.com/504804646	Monday: LO: To describe using the five senses Look at the pictures of a Viking raid <ul style="list-style-type: none"> • What can you see? • What can you smell? • What can you hear? • What do you feel? • Can you taste anything? Make a list of what you have noticed through using your senses.	Monday: Guided reading activity	Monday: Science. L.O To identify parts of a plant and their purposes. Follow the link to watch the clip about the parts of a flower https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmm Look at the pdf which tells you about the different parts of the flower. Activity: Either use the template to label the parts of a flower or draw your own and label it. Write a sentence to describe each part of the flower.
Tuesday: Year 5: Multiply unit fractions by an integer https://vimeo.com/514249448 Year 6: Convert metric measures https://vimeo.com/504805400	Tuesday: LO: To demonstrate what it would be like during a Viking raid through drama Imagine that you are a reporter telling others about the Viking raid. Write a short dialogue between a reporter and a witness to describe what has happened.	Tuesday: Guided reading activity	Tuesday Geography: To understand how we can reduce our carbon footprints Work through the PowerPoint looking at how humans are aiming to become carbon neutral – think about what this means and how we aim to achieve this. Why would becoming carbon neutral help with climate change? Create a poster which will educate other pupils on how to reduce their carbon footprint in school or at home.
Wednesday: Year 5: Multiply non unit fractions by an integer https://vimeo.com/514249638 Year 6: Calculate with metric measures https://vimeo.com/504806436	Wednesday: LO: To use powerful verbs, a short sentence and powerful adverbs. Think back to the pictures of the Viking raids that we looked at. Imagine that you are sitting on top of a cliff, watching the events unfold. Use the ideas that you collected using your senses to write a short paragraph to describe what you can see from where you are sitting. Remember to include powerful verbs, a short sentence and powerful adverbs. There is a model below to help you. <i>Sitting on the cliff top, I huddled against mum as we watched the raiders destroying our village. Smoke drifted across the water as we heard the crackle and spit of flames, which licked at the base of the wooden fort. It was chaos. People ran, searching frantically for their families whilst the raiders marched determinedly towards them brandishing their weapons.</i>	Wednesday: Guided reading activity	Wednesday: Year 5 and Year 6: Follow the link to Joe Wicks' site and choose a PE workout to complete. https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
Thursday: Year 5: Multiply mixed numbers by integers https://vimeo.com/514249890	Thursday: LO: To use feelings and adverbs. Read the next extract of the story: <i>Those of us who had escaped from the village watched in horror as our friends and families waited</i>	Thursday: Independent reading	Thursday: Well-being Afternoon: We are aware that working from home is not the same as working at school and in the current climate it is important that we look after our mental well-being.

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<p>Year 6: Miles and kilometres https://vimeo.com/504806436</p>	<p>silently in fear. The ferryman had dropped us on the shore; he would not return to the village. It was too hazardous. The men, who had come in boats, marched arrogantly across the cliff top clutching and wielding their weapons, ready to pounce mercilessly on their prey.</p> <p>What writing features can you spot in this extract?</p> <p>Consider the two questions:</p> <ol style="list-style-type: none"> How you would feel if your village was being raided? How would you feel if you were a Viking raider? <p>Use your answers to these questions to construct a similar paragraph to the example above using the feelings (horror, fear) and adverbs (mercilessly) you have thought about.</p>		<p>Therefore, there will be no PM check-in this afternoon. Instead, we have listed a range of activities below that you can engage with that will give you some time away from the screen:</p> <ul style="list-style-type: none"> Pick an activity off the 50 things to do before you're 11 and ¼ sheet Go for a walk within your local area Play a board game with a member of your household Make a game to play Use different resources around the house to create a piece artwork or a DT project If you have a garden, enjoy some time playing games and exercising. <p>*These are just some ideas. Your grown-ups may decide to do something different.</p>
<p>Friday Year 5: Arithmetic Year 6: Arithmetic</p>	<p>Friday: LO: To use a subordinate clause, modals and repetition.</p> <p>Read the next extract of the story: As I buried my head in my mother's shawl, she told me to look at what the men were doing to our people. But I could not and as I stood to help her find shelter, I just felt dazed. I could still hear the screams. I could still hear the murder. I could still smell the acrid smoke.</p> <p>Have a go at writing your own paragraph to fit with this part of the story using a subordinate clause to start (example in bold). The writer has used repetition of the modal verb 'could' for effect. Can you use a modal verb with repetition in your paragraph?</p> <p>Some modal verb examples are listed below, which would and wouldn't work?</p> <p style="text-align: center;">could, should, must, shall, might</p>	<p>Friday: Comprehension V.E.Day</p>	<p>Friday: Art through Research Research the endangered species of the world. Choose 1 particular species and create a piece of artwork to represent it.</p>