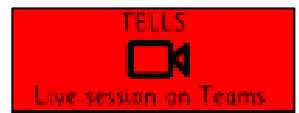


Timetable

This week's core text:

Please follow the links on the UKS2 website page for daily lesson inputs and learning resources.

**KS2 Teachers Live Learning Sessions (TELLS): 9:10am & 11:00am** Monday to Thursday

Teachers will lead learning time in the Microsoft KS2 Team during these sessions.

If you have any problems with technology or internet access please phone the school office on 01622-754666, and we will do our best to help you resolve these.

Monday		Tuesday		Wednesday		Thursday		Friday											
English <u>LI: To order events in a story chronologically</u> Knowledge & Skills - Recap how to identify key events in a story - Use bullet points when writing a list - To select main events (summarise) and add these to a time line, chronologically.		English <u>LI: To plan a narrative with a clear build up, conflict, resolution and conclusion</u> Knowledge & Skills - To select main events (summarise) and add these to a time line, chronologically. - To use authorial intent to plan a piece of writing for an audience.		English <u>LI: We are authors – day 1 of adventure writing to write in themed paragraphs</u> Knowledge & Skills - Understand what paragraphs are and how to use them - Understand the structure of an adventure narrative - Use the above skills to produce their own writing		English <u>LI: We are editors – day 2 of adventure writing narrative - to edit our work to ensure we have used paragraphs correctly.</u> Knowledge & Skills - Understand what paragraphs are and how to use them - Understand the structure of an adventure narrative - Use the above skills to produce their own writing - To listen to a story being read back to you and hear for flow and rhythm (writing for an audience)		English <u>LI: We are publishers – day 3 of adventure writing narrative – to check carefully for missing punctuation</u> Knowledge & Skills - To understand key punctuation vocabulary (question marks, exclamation marks, full stops, commas, capital letters, punctuation for parenthesis, speech marks. - To use our knowledge of main and subordinate clauses to know where these punctuation marks go.											
Intro: Start by watching the pre-recorded reading of Shackleton’s Journey until the end Input: The children will need their timeline from the first half of the book, ready to add too. Task: To listen carefully to the reading and identify main events. Start by just writing down as many key events as possible as you follow the reading and then filter these into the main events and place them on your timeline to complete a timeline for the entire book.		Resources to support learning: If you miss today’s LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://archbishop-courtenay-primary.secure-primariesite.net/english-51/		Intro: Reflect back on Shackleton’s Journey timeline created and finished yesterday. Input: Discuss how all good stories have a clear build up, conflict, resolution and conclusion. Identify these parts of the story within Shackleton’s Journey. How can we ‘work backwards’ when planning to have decided our ending before our beginning? How can we ensure that we write enough but not too much (include some little details to help the reader visualise but not too many!) Task: Create our story mountains for our adventure narratives.		Resources to support learning: If you miss today’s LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://archbishop-courtenay-primary.secure-primariesite.net/english-51/ Michael Rosen on why/how to plan a piece of writing: https://www.youtube.com/watch?v=Re0pCgUZu9w		Intro: Reflect on some good plans that were sent through in yesterday’s learning and model our own plan. Input: Discuss the vocabulary for today. How do we know when to begin a new paragraph? Why are they even important to use? Organise and sort themed sentences into paragraphs. Remind chn. Of ‘tip top’ acronym. Task: To write our own haikus with carefully chosen vocabulary and the right amount of syllables		Resources to support learning: If you miss today’s LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://archbishop-courtenay-primary.secure-primariesite.net/english-51/ ‘TIPTOP’ aid for paragraphs: https://www.youtube.com/watch?v=9hsPNjEMOJO		Intro: Listen to a select few adventure narratives so far on LIVE lesson. Input: How can we improve the flow/feel of a story? Are there any parts to our narratives so far that feel disjointed? Does the story skip or are there any details missing? Have we been faithful to our plans? Read your story to an adult and then have them read it back to you. Did it sound different? Task: Using the above questions as a ‘success criteria’, edit your work to create better flow, add in missing details and align it with your original plan (or update/change your		Resources to support learning: If you miss today’s LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://archbishop-courtenay-primary.secure-primariesite.net/english-51/ Michael Rosen on why/how to plan a piece of writing: https://www.youtube.com/watch?v=Re0pCgUZu9w Editing checklist: https://www.archbishopcourtenay.org.uk/110221-1/		Intro: Recap learning on main and subordinate clauses Input: Using our understanding on main and subordinate clauses, apply these to add punctuation to the correct place. When else do we use punctuation? Speech marks, question marks, exclamation marks and commas, dashes and brackets. Task: Look at the punctuation success criteria (see the right) and use this as a checklist when giving our writing a final check over before submitting.		Resources to support learning: If you miss today’s LIVE lesson at 11:00 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://archbishop-courtenay-primary.secure-primariesite.net/english-51/ Editing checklist: https://www.archbishopcourtenay.org.uk/120221-1/	

		Plan carefully how the story will flow, who the characters are, what difficulties they face and how they overcome them (or if they do?). Plan how your story will end so you can work backwards from there.				plan if you've had a better idea since then. Re-watch Michael Rosen's video on writing to remind yourself of why this step is so important.			
Spelling: Statutory Spellings		Spelling: Statutory Spellings		Spelling: Statutory Spellings		Spelling: Statutory Spellings		Spelling: Statutory Spellings	
Maths <u>LI: To assess understanding of place value Knowledge & Skills</u> Vocabulary for Place value: Digits, integers, rounding, numerals, place value, base 10, bar model, part-whole model, greater than, less than, equals Practical skills in taking and answering test-based questions: It asking me to do? What are the key words? What operation do I need to do to complete this? How can I show my workings? What method should I use?		Maths <u>LI: To assess understanding of addition and subtraction Knowledge & Skills</u> Vocabulary for addition and subtraction: Digits, integers, place value, base 10, bar model, part-whole model, greater than, less than, take-away, add, subtract, less, more, how much greater, what's the difference. Also highlighting missing number problems. Practical skills in taking and answering test-based questions: It asking me to do? What are the key words? What operation do I need to do to complete this? How can I show my workings? What method should I use?		Maths <u>LI: t To assess understanding of multiplication and division Knowledge & Skills</u> Vocabulary for division and multiplication: Digits, integers, place value, base 10, bar model, part-whole model, greater than, multiply, divide, groups of, share, product of. Also highlighting missing number problems. Practical skills in taking and answering test-based questions: It asking me to do? What are the key words? What operation do I need to do to complete this? How can I show my workings? What method should I use?		Maths <u>LI: To practical understand and show what a fraction is Knowledge & Skills</u> - To know the vocabulary used when working with fractions (numerator, denominator, divide by, bar model, parts, wholes, unit and non-unit). - To understand that the denominator = the item/number divided by and the numerator = the amount of parts/groups that have been divided (e.g. 1/3 is something divided by 3 and one part of it. If it were 2/3 then something would be divided by 3 and you'd have 2 parts of it. - To think of ways to practically show unit and non-unit fractions with items in our environments.		Maths <u>LI: to apply the four operations and reasoning skills to arithmetic and problem solving tasks Knowledge & Skills</u> - Use procedural skills of the four operations to solve arithmetic questions - Solve reasoning problems using key vocabulary for word problems	
Intro: Discuss the purpose of the assessments this week and share how these will take place and how you find it. Input: Go through the key vocabulary above, highlighting those that may cause children some difficulty. Discuss some of the pertinent questions for assessment taking above too. Task: Number and place value PIXL intent paper	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. See TEAMS assignment folder below to complete your year group assessment or head to today's maths page on UKS2 home learning on our website. https://teams.microsoft.com/?culture=en-gb&country=GB&lm=deeplink&lmsrc=homePageWeb&cmpid=WebSignIn#/school/classroom/General?threadId=19:7476e3ab476c4be3869ed31acab17b03@thread.tacv2&ctx=channel	Intro: Discuss the purpose of the assessments this week and share how these will take place and how you find it. Input: Go through the key vocabulary above, highlighting those that may cause children some difficulty. Discuss some of the pertinent questions for assessment taking above too. Task: Addition and subtraction PIXL intent paper	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. See TEAMS assignment folder below to complete your year group assessment or head to today's maths page on UKS2 home learning on our website. https://teams.microsoft.com/?culture=en-gb&country=GB&lm=deeplink&lmsrc=homePageWeb&cmpid=WebSignIn#/school/classroom/General?threadId=19:7476e3ab476c4be3869ed31acab17b03@thread.tacv2&ctx=channel	Intro: Discuss the purpose of the assessments this week and share how these will take place and how you find it. Input: Go through the key vocabulary above, highlighting those that may cause children some difficulty. Discuss some of the pertinent questions for assessment taking above too. Task: Multiplication and division PIXL intent paper	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. See TEAMS assignment folder below to complete your year group assessment or head to today's maths page on UKS2 home learning on our website. https://teams.microsoft.com/?culture=en-gb&country=GB&lm=deeplink&lmsrc=homePageWeb&cmpid=WebSignIn#/school/classroom/General?threadId=19:7476e3ab476c4be3869ed31acab17b03@thread.tacv2&ctx=channel	Intro: Begin by going through the vocabulary related to fractions (see above). Explain that we will begin a long and steady- but rewarding- journey through fractions, starting today. Input: Go through what fractions are and how they can be created using any objects. Highlight that fractions are just another way to divide. Model the task. Task: To show/model fractions around your environment using different objects (see bronze, silver or gold to choose your level of fraction difficulty).	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. https://www.archbishopcourtenay.org.uk/110221/	Task: Choose the level of difficulty you wish to attempt for our assignment/quiz this week. Once you've completed the arithmetic quiz, head over to the maths page for today to see details of a further challenge!	Resources to support learning: If you miss today's LIVE lesson at 9:10 please watch the recording by going to the UKS2 TEAMS channel and scrolling through the comments of the session to find the recorded video. Further videos for the bronze, silver, gold or recap and consolidation can be found here: https://www.archbishopcourtenay.org.uk/friday-0502/

	Website for PDF versions: https://archbishop-courtenay-primary.secure-primarysite.net/maths-54/		Website for PDF versions: https://archbishop-courtenay-primary.secure-primarysite.net/maths-54/		Website for PDF versions: https://archbishop-courtenay-primary.secure-primarysite.net/maths-54/				
Reading LI: To answer language in context questions Children in year 5 will be required to complete the PIXL Year 5 paper on language in context Children in year 6 will be required to complete the PIXL Year 6 paper on Language in context		Reading LI: To answer Retrieval questions Children in year 5 will be required to complete the PIXL Year 5 paper on retrieval Children in year 6 will be required to complete the PIXL Year 6 paper on retrieval		Reading LI: To answer Inference questions Children in year 5 will be required to complete the PIXL Year 5 paper on inference Children in year 6 will be required to complete the PIXL Year 6 paper on inference		Reading LI: To summarise a story Children will need to summarise the story Black Dog by Levi Pinfold		Reading LI: To summarise a story Children will need to summarise the book "Shackleton's Journey within a set number of words	
RE LI: To demonstrate my understanding of the big question for the term Knowledge and skills Know how my actions impact others Consider how change can influence the lives of others		PSHE and Internet Safety Day LI: <u>To know way to stay safe online</u> Knowledge & Skills Know how actions can affect ourselves and others		Geography LI: Explain how climate change affects climate zones and biomes across the world Knowledge & Skills Consider To consider the impact of climate change of the world To develop awareness of human damage to the world		Art LI: <u>To illustrate a story</u> Knowledge & Skills To apply sketching skills to drawing To develop use of tone, colour and perspective in drawing		PE LI: <u>To use a variety of skills to complete physical tasks</u> Knowledge & Skills To use skills related to fitness components To control body movements To demonstrate a resilient approach to sporting challenges	
Task Create a spide diagram that helps to explain what you have learnt from this term about being a Christian and how following God can bring Freedom and justice. Consider what Christians could do from today moving forward to help develop a world where freedom and justice are part of the norm.	Resources to support remote learning: Paper Pencil Resources sheets from the term	Task: Log in to Be Internet Legends (beinternetawesome.withgoogle.com) Play the be internet awesome game and create a tops tips poster for internet safety. 	Resources to support remote learning: Computer / tablet WI-FI connection Paper Pens and pencils	Task: 'What is climate change? Discuss what you think climate change is before reading the climate change blog. Can you identify important facts and information and consider the cause and effects of climate change? You should complete the Climate change question sheet . and consider 'What conclusions can we draw, on the evidence we have, about climate change?'	Resources to support remote learning: Climate change Blog text Climate change question sheet	Task: Using the examples provided to inspire you, you need to create a series of illustrations to support and accompany the story you are writing in English this week.	Resources to support remote learning: English story work from this week. Sample illustration styles Pencils Papers Pens Inks Paints Any mark making materials	Task: The House Olympics! Using different skill related components to complete challenges around the house. Miss Flisher will be a creating you video to help you along with this!	Resources to support remote learning: Objects from around the house