

## Disley Primary School Remote Education Weekly Plan:

WB: 11.10.21

<u>Maths</u>	<u>English</u>	<u>Reading</u>	<u>Topic/Science</u>
<p><b>Weekly Focus:</b>  <b>Year 5: Addition and subtraction</b>  <b>Year 6: Division</b></p>	<p><b>Weekly Focus:</b></p>	<p><b>Text/s:</b>            Found on class page-</p>	<p><b>Topic Unit:</b> Industrial Revolution  <b>Science Unit:</b> Earth and Space</p>
<p>Monday:  <b>Year 5:</b> Round to estimate and approximate  <a href="https://vimeo.com/461352146">https://vimeo.com/461352146</a></p> <p><b>Year 6:</b> Division Using factors  <a href="https://vimeo.com/461398665">https://vimeo.com/461398665</a></p>	<p>Monday:            Use the booklet <b>'The Game'</b> and work your way through the activities. This booklet is designed to last two weeks so please feel free to work through it at your own pace</p>	<p>Monday: Guided reading session 1</p>	<p>Monday: Science            Follow the link below:  <a href="https://classroom.thenational.academy/lessons/what-do-astronomers-do-cn3ac">https://classroom.thenational.academy/lessons/what-do-astronomers-do-cn3ac</a>            What do astronomers do?</p>
<p>Tuesday:  <b>Year 5:</b> Inverse operations (addition and subtraction)  <a href="https://vimeo.com/461352921">https://vimeo.com/461352921</a></p> <p><b>Year 6:</b> Long division (1)  <a href="https://vimeo.com/461800078">https://vimeo.com/461800078</a></p>	<p>Tuesday:            Continue to work through the activities in your English booklet. This booklet is designed to last two weeks so please feel free to work through it at your own pace</p>	<p>Tuesday:            Independent reading</p>	<p>Tuesday: Computing</p> <p>Continue some research about the planets in the solar system – choose a planet that you have not yet found any information on. Present your information on a PowerPoint.</p>
<p>Wednesday:  <b>Year 5:</b> Multi-step addition and subtraction problems  <a href="https://vimeo.com/461416883">https://vimeo.com/461416883</a></p> <p><b>Year 6:</b> Long division (2)  <a href="https://vimeo.com/463003643">https://vimeo.com/463003643</a></p>	<p>Wednesday:            Continue to work through the activities in your English booklet. This booklet is designed to last two weeks so please feel free to</p>	<p>Wednesday:            Guided reading session 2</p>	<p>Wednesday: History</p> <p><b>Industrial Revolution</b>            Look at the Lancashire cotton industry PowerPoint. Think about where did all of this cotton come from and who farmed it.            Watch videos about Stagville Plantation:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=S4Q2rK6iz54&amp;t=3s">https://www.youtube.com/watch?v=S4Q2rK6iz54&amp;t=3s</a></li> <li>• <a href="https://www.youtube.com/watch?v=jn4M_S4QP0E">https://www.youtube.com/watch?v=jn4M_S4QP0E</a></li> </ul>

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	work through it at your own pace		Then draw a bird's eye view map which shows a plantation. Label the important buildings and key job roles.
<p>Thursday: <b>Year 5:</b> Interpret charts <a href="https://vimeo.com/462717846">https://vimeo.com/462717846</a></p> <p><b>Year 6:</b> Long division (3) <a href="https://vimeo.com/463003911">https://vimeo.com/463003911</a></p>	<p>Thursday: Continue to work through the activities in your English booklet. This booklet is designed to last two weeks so please feel free to work through it at your own pace</p>	<p>Thursday: Reading comprehension – Black History Month</p>	<p>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. 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"> <li>• Pick an activity off the 50 things to do before you're 11 and ¼ sheet</li> <li>• Go for a walk within your local area</li> <li>• Play a board game with a member of your household</li> <li>• Make a game to play</li> <li>• Use different resources around the house to create a piece artwork or a DT project</li> <li>• If you have a garden, enjoy some time playing games and exercising.</li> </ul> <p>*These are just some ideas. Your grown-ups may decide to do something different.</p>
<p>Friday: <b>Year 5:</b> Arithmetic</p> <p><b>Year 6:</b> Arithmetic</p>	<p>Friday: Continue to work through the activities in your English booklet. This booklet is designed to last two weeks so please feel free to work through it at your own pace.</p>	<p>Friday: Guided reading session 3</p>	<p>Friday: <b>PSHE:</b> Think about what the word 'refugee' means to you and then read the definition below.</p> <p><b>Refugees are people escaping from conflict or persecution. They cannot live in their own country and have no other choice but to flee and seek safety. Conflict means violence and war, while persecution is when someone is abused or mistreated because of because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that country, safe from harm. There are international laws to protect refugees preventing them</b></p>

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			<p>from being sent back to their country if it puts them at risk. Countries are legally bound to give refugees protection.</p> <p>Refugees are different than migrants in that migrants are people moving to another country for other reasons beyond conflict and persecution, such as for a new job.</p> <p>Life can be very difficult for refugees as they have to deal with trauma, separation from their families, cultural and language differences and poverty.</p> <p>Many people consider themselves refugees whether or not they have been officially recognised by the government of the country in which they are seeking asylum. What is an asylum seeker? An asylum seeker is someone who seeks asylum (safety) in a foreign country and has applied to the government in the hope that they will be given refugee status. Those who do not get refugee status may become stateless. Many times, their country will not accept them back in and they are not allowed to stay where they are.</p> <p>Think about what children need to be able to learn. Make a list of six things that are necessary for children to learn and reflect on how a refugee could be supported with their learning in their new country.</p>
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