

WEDNESDAY
20/5/2020

JOE WICKS 9:00 - 9:30

- Log onto Joe Wicks on YouTube
- Remember to have a glass of water after you finish



BOOK TALK

origins

Here are some example responses from the previous session.

Pause the film when the robot stands on the leaf.

- 1) What do you think the robot is thinking? **I think he was thinking that he wants to go back to the forest.**
- 2) Why do you think the robot does not work in the factory anymore? **Maybe because it was a tough job and not a nice place to work.**
- 3) Do you think the factory is a pleasant place to be? **No because it was dark and loud.**
- 4) Would you rather be in the forest or the factory? Why? **Forest, because it is much calmer and more beautiful than the factory.**

Pause when the robot looks down the tracks to the pink sky.

- 5) How does the director make the forest seem like more of an attractive place at this point? **The Sun, over by the forest, is looking beautiful, especially in comparison to the dark, dingy factory.**
- 6) What do you think the robot is thinking? **The factory is where I started and belong, but not where I want to be.**

Watch the film until the end.

- 7) Why do you think the robot chooses to go to the forest instead of inside the factory? **Because he was happier there than in the factory.**
- 8) Why do you think the film is called 'origins.' **Origin means, where something comes from. He went back to where he came from but realised that he was happier with how he had moved on.**

SUMMARISING

We are going to continue to use 'Origins' and here is the link:

<https://www.literacyshed.com/origins.html#> Start by watching the whole film through again.

Today, I'd like you to summarise the film clip by selecting and breaking it down into no more than **6** key plot points.

If you were explaining this story to somebody else, as briefly as possible, which bits would be essential to their understanding of the story.

You may wish to use the following slide to record your plot points, thinking about whether each one is positive/negative intent.



BREAKTIME 10:00 - 10:30

https://www.youtube.com/watch?v=ltZDzIEeP_4&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=4&t=0s

- Have a good break
- Enjoy your **HEALTHY** snack

Can you do the
challenge I've set for
you?

Battleships

Home Physical Education

How to play:

- With a partner, each player places three targets (battleships) in front of them.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed.
- Players are not allowed to stop the object from hitting a battleship.
- The winner is the first player to hit all of their partner's battleships



Can you play
fairly and keep
the score?

Can you keep
trying even if
you miss the
target?

Top Tips

Throwing Underarm

Step forwards with one foot,
releasing the ball from low
to high using your opposite
hand

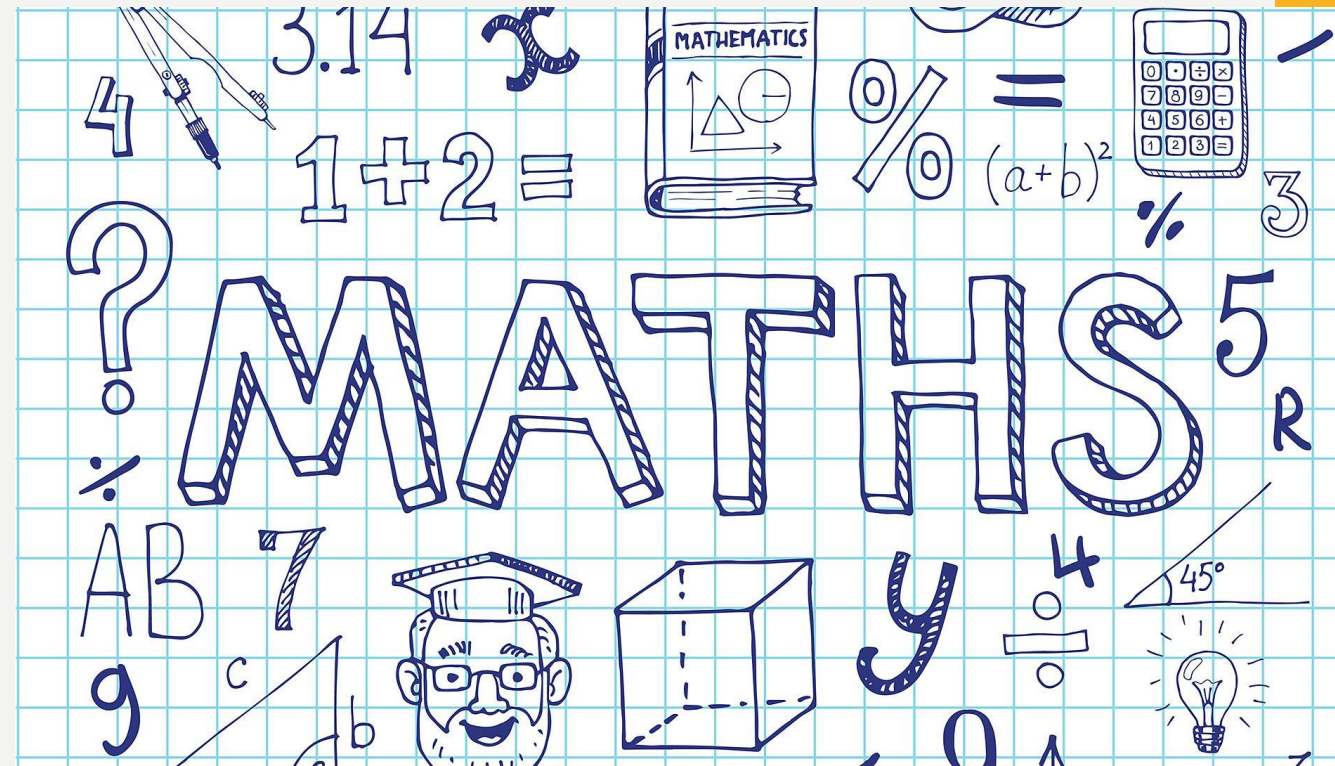
Let's Reflect

What did you learn after
each throw to adapt for the
next?

How did you keep focused?

MATHS 10:30 - 11:15

- SEE THE SEPARATE PPT FOR MATHS.
- REMEMBER TO CLICK ON THE CORRECT YEAR GROUP.



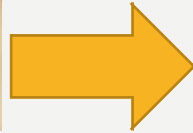
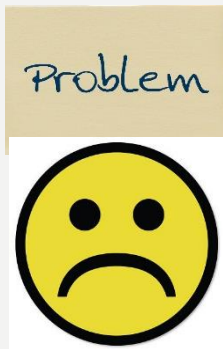
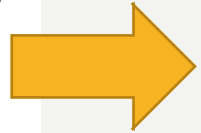
ENGLISH 11:15 - 12:00



- Today, we are going to write the 5th and 6th stanza of our poem.
- In this stanza, we will focus on colours at night and the impact of the colour collector.
- TASK 1: Think about all the nouns you might see at night time – moon/stars/owls etc...
- TASK 2: Now list all the colours associated with these nouns.

white	champagne	palepink	paleblue
pear	apricot	cerise	azure
lime	orange	ruby	cerulean
yellowgreen	copper	crimson	steelblue
beige	salmon	rosepink	aqua
khaki	redorange	magenta	turquoise
olive	rust	redviolet	seagreen
umber	sienna	plum	aquamarine
ivory	seashell	violet	emerald
lemon	peach	fuchsia	jade
yellow	coral	purple	palegreen
gold	indianred	eggplant	applegreen
cream	pink	lavender	green
amber	red	amethyst	forestgreen
goldenrod	carmine	blueviolet	celadon
ocher	maroon	indigo	sage
bisque	mistyrose	babyblue	slate
tan	oldrose	skyblue	mauve
bronze	rosybrown	blue	taupe
sepia	rosewood	ultramarine	silver
brown			grey

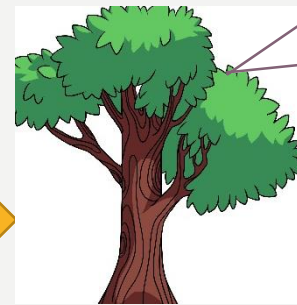
SHAPE OF THE POEM



Morning

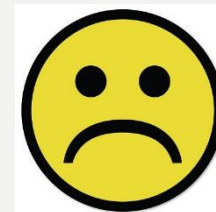


Inside



Outside

We are here!



Impact



Night

STANZA 5: NIGHT TIME

Night time colours! Here are some ideas but what others can you think of?



REMEMBER TO SPEND TIME
THINKING OF YOUR OWN
IDEAS TOO!

Colour

What colours might we see at night?
Think about positive colours that are
being taken away

Brown of the night owl

Black of the shadows

Gold of the moon

Rhyme

Once you have an idea, then see
which words could possibly
rhyme with the last word.

Owl –
towel/prowl/scowl/growl/foul

Shadows –
blows/nose/chose/knows/doze/
froze/goes

Moon –
tune/soon/loom/doom/zoom/
loom

MODEL: STANZA 5



The brown of the night owl

The gold of the moon

The black of the shadows

Stolen all too soon

Today is another chance for
you to be more creative
with your colour ideas – just
make sure line 2 and 4
rhyme.

Task: Write your
own fifth stanza
with 4 lines and
the same
rhyming
structure.

MODEL – STANZA 6



A stranger called this morning
He didn't leave his name
Left us with a grey palette
Life will never be the same

Keep the first line

Definitely change this line
though.

You might want to stick a
little closer to the model for
this stanza.

Remember lines 2 and 4
need to rhyme

LUNCHTIME 12:00 – 1:00

- Enjoy your healthy lunch
- Try your best to get some fresh air.

Can you do the
challenge I've set for
you?

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Home Physical Education

Can you play fairly and keep the score?

How to play:

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Can you keep trying even if you miss the target?

Top Tips


Throwing Underarm

Step forwards with one foot, releasing the ball from low to high using your opposite hand

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?



WORD OF THE DAY 1:00 - 1:15

STEP 1. RECAP: Begin by recapping one or two words that you are still not secure on. Practise these every day in this recap section until you know them inside out! My group – think how long we recapped ‘believe’ and ‘exercise’ until we cracked these...

STEP 2. WEEKLY RECALL: Recap previous day's word

STEP 3: LEARN NEW WORD

Day	Miss Holland	Mrs Munton	Miss Neagle	Mr Icke
Monday	invasion	would/wouldn't	group	individual
Tuesday	confusion	could/couldn't	continue	awkward
Wednesday	decision	should/shouldn't	learn	muscle
Thursday	collision	any/many	fruit	government
Friday	television	climb	favourite	parliament

STEP 4: APPLY NEW WORD TO A SENTENCE

TOPIC: GEOGRAPHY

- Today we are going to visit Australia in the Geography classroom!
- https://www.youtube.com/watch?v=_Y2nTla6KxY
- Use the link above and complete the activities.



TT ROCKSTARS 2:15 - 2:45

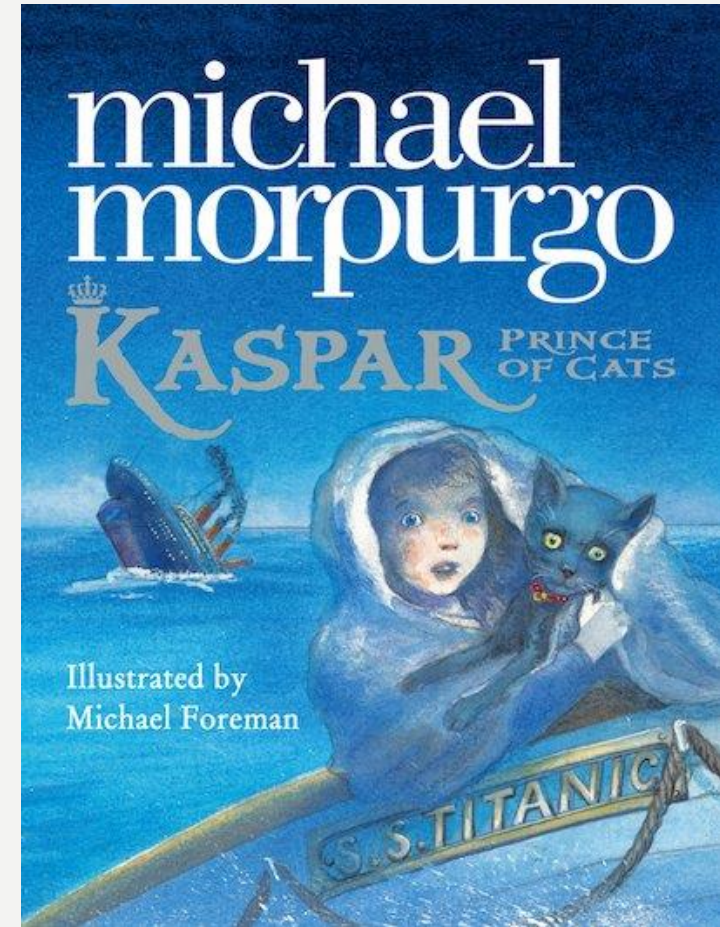
- Can you have a go on garage and Arena to sharpen up your 4x table
- We are continuing to work back through our tables. Please make sure you do this, as I had noticed that 3s and 4s were a bit wobbly before we broke up from school.



INDEPENDENT READING 2:45 - 3:00

My recommended read this week is...

The setting of this story is the Titanic!



3:00

KENSUKE'S KINGDOM!



Predict: What do you think will happen next and what makes you think that?

