

**Nessfield Primary School - Year 5 Summer 1 – Week 1**

**Lead Teacher - Sue Baxter**

**Choices World War 1**

**History/Literacy and Topic**

W/B	Learning Objective/ Key Skills	Teaching Points/Success Criteria	Activity	SEN	Plenary
<b><u>Ongoing Objectives for the week</u></b> <b><u>Additional info and resources plus key questions in info booklet</u></b> <b><u>See also literacy sessions on poetry</u></b>					
<b>Topic 1</b>	Literacy and Topic To be able to analyse a text/picture To be able to predict using evidence To be able to tell a story orally.	Look at the picture “The Conchie” from the Peace Museum Think about the picture What do you think it is about? Write 3 ideas in sentences in your book. Talk about the picture in 3s and compare your ideas Note similarities and differences. What do they notice in the picture which helps tell a story? Report back visual clues for a story Tell the story in talking partners – speaking and listening.	Role play In your 3 take on one of the character roles What sort of characters are they? Develop a conversation between the characters What would they be saying to each other? How would they speak to each other? Role play the conversation Freeze frames Speech.	JL and TB with focus groups Focus on speaking clearly and in sentences and developing higher level vocab through the role play.	Groups to act out their role play Groups to watch and cf their role play with the acted out groups and comment in their books on sims and diffs.
<b><u>Not Achieved:</u></b>			<b><u>Exceeded:</u></b>		

<b>Weds Lit 2 hour session</b>	To develop empathy for another person To be able to write an account in the first person.	Diane coming in Overview of the war Tell them about the story – the real story behind the picture. 40 minutes-ish – in the hall. Look again at The Conchie – now what story do you think it tells?	Write a personal account from one of the people – what is happening? What are you feeling? What is your point of view?	JL and TB with focus groups Focus on speaking clearly and in sentences and developing higher level vocab.	CF with a partner who is a different character How do your perspectives differ?
<u>Not Achieved:</u>			<u>Exceeded:</u>		
<b>Topic 3</b>	To be able to work in the style of a specific artist.	Once pupils know the story ask them what might have happened an hour later Individually make quick notes about their ideas Share these on tables Now -identify the style of the painting - ltd colour range/uniforms etc. People close together and detailed faces/expressions My idea would be that he is in prison and the 2 soldiers are locking the door/walking away.	Pupils to draw another scene from the story – in the similar style of the artist Use pencil crayons in correct matching shades.	JL TB SB to focus on listening to individual readers and working on AR whilst supporting art work.	Explain to a partner what is happening / has happened in their scene.

		<p>What about you? Demo a quick sketch with colour/style.</p>			
<p><b>Topic Lesson 4</b></p>	<p>To develop assertiveness skills To develop self - confidence without being selfish To develop thinking skills To develop ways of seeing and interpreting a work of art.</p>	<p>Look at the modern sculpture of Prisoner of Conscience, by Malcolm Brocklesby (nephew of Bert Brocklesby) Discuss the meaning and how it shows the feelings of the Conchie. One stood up / one with a hand coming out / one with a hand coming from the the box.</p>	<p>Pupils to re-enact the Prisoner of Conscience as a freeze frame Talk about the meaning of the three poses Can pupils relate to what the sculpture is feeling? When do they feel that they can speak out? When are they restricted? When do they have no voice? Ask pupils when they feel like they have no voice (in a box).</p>	<p>Class split into 3 TB JL SB to work on the activity with the 3 different groups.</p>	<p>How can we overcome the times when we have no voice? Assertiveness – tone of voice?  Develop techniques of how to be heard. (SLN website).</p>
<p><u>Not achieved:</u></p>			<p><u>Achieved:</u></p>		

<p><b>Topic lesson 5</b></p>	<p>To understand why and how people make choices To be able to use a diary style of writing.</p>	<p>The Brocklesby story The choices that the brothers made. Link back to The Conchie Look at the choices that the brothers made and why. Who influences your choices? Who influences your identity? Refer to work on link schools.</p>	<p>Pupils to think of questions to ask characters from the story Hot seating Written task Diary entry from one of the characters. NB: include the feelings and what would be included in a diary A 'Conchie' had to write a justification of why they wanted to be a conscientious objector. Do the same.</p> <p style="text-align: center;"><b>WRITING ELEMENT TO BE CONFIRMED</b></p>	<p>Split class into 3 equal groups JL with one "brother" TB another "brother" SB "another" to lead each hot seating group and to ask questions (must give reasons for answers).</p>	<p>Why do we make a specific choice? Why did the brothers do this?</p>
<p>Not achieved:</p>		<p>Achieved:</p>			

<p><b>Topic 6</b></p>	<p>To develop assertiveness skills          To develop self-confidence without being selfish          To develop thinking skills          To develop ways of seeing and interpreting a work of art.</p>	<p>Richmond 16 – locked some objectors up and they scratched messages on the wall          How do we communicate today?          Brainstorm all the ideas of how we communicate – Postcards from hols/emails etc          Then prioritise the ideas favourite speed reliability          Other ways to prioritise          Look at St Mary’s – how did we communicate with them?          How could we next communicate with them?          Different communications with different people – how does it differ? Why do we have diff ways          Do adults /children communicate differently?          Why is there a difference?</p>	<p>Non - verbal communications.          White feathers been given to Conchies – the power of a symbol – bullying / peer pressure          Give the pupils who chose to be Conchies a white feather and those who fought a medal. Look at the differences and the meanings. How do pupils feel?          Story The Feather Girls from the book          Ask pupils about what kinds of non – verbal communications can be negative or what symbols can be negative: e.g. footballer getting a ban for actions, Star of David to show which people were Jews.          Allow pupils to think of examples          Blog on the choices website student blog          Leave ideas about any work that we have done so far.</p>	<p>Adults to work across the class with a range of diff children          Focus on developing thinking skills with open questioning.</p>	<p>Look at positive symbols now – e.g. poppies, daffodil, 5 rings – Olympics, Nessfield owl          As a table identify as many positive symbols as you can.</p> <p><b><u>Homework-to do with an adult</u></b>  <b><u>App “guess the Emoji ii”</u></b></p>
<p><u>Not Achieved:</u></p>		<p><u>Exceeded:</u></p>			
<p><b>Topic lesson 7</b></p>	<p>To be able to communicate ideas effectively          To understand ways in which we communicate now and in the past          To empathise with people who were/are</p>	<p>How did people communicate in the past?          Discuss various ways and make notes as class          Discuss Richmond 16 and the background to their story          How difficult would it be for the Richmond 16 to communicate with families at an emotional everyday level?</p>	<p>Their messages are on CD          Why did they write on walls?          How do their messages make you feel?          What would you have written if you were them?</p>	<p>JL TB with focus groups          Help them to word messages carefully for plenary.</p>	<p>What would you write today if you had to leave an imp message on a wall about something you believe in?</p>

	victims.	How could they communicate their beliefs to a wider audience?			
<u>Not Achieved:</u>			<u>Exceeded:</u>		