ENGLISH Learn at Home packs: Year 5, Week 6

These notes are intended for teachers who are using these materials to continue to teach their class using any form of online file sharing. Often, sharing a personal video clip can be most helpful, as can online chats or messages.

The ‘timetable’ for this week’s teaching and learning is as follows

- **Day 1** – Children watch two sets of videos analysing Martin Luther King’s ‘I have a Dream’ speech. They read more speeches, answer questions and then practise reading one out loud.
- **Day 2** – Children read about Malala and read her speech to the UN. They answer questions and write a letter to her.
- **Day 3** – Children listen to a 1960s song. They annotate the lyrics for persuasive features. They write a different version of the song.
- **Day 4** – Provide some teacher input, using the PowerPoint presentation* on relative clauses. If children access this PowerPoint, they will hear the voice-over teaching. Children read the poem: Old Deuteronomy. They practise relative clauses and write sentences about an illustration.
- **Day 5** – Children read the poem: Old Deuteronomy and compare two performances. They imagine a fourth scene for the poem and write about it using relative clauses.

Summary of content

**Day 1** – Reading a very famous speech and discussing it. Identifying features.
**Day 2** – Reading another famous speech by Malala. Identifying features. Writing a letter to Malala.
**Day 3** – Reading lyrics from a protest song. Identifying features. Writing a new version of ‘Streets of London’.
**Day 4** – Reading the start of a poem from Cats by T.S. Eliot. Practising relative clauses.
**Day 5** – Reading more of the poem from Cats. Comparing performances. Practising relative clauses.

*PowerPoint presentations are provided. You can use your phone to film yourself going through these on a laptop. OR parents and children can access them at home, preferably in PowerPoint but also as images on a tablet. You can then talk these through. Or you may have a clever online way, perhaps through the school’s website, of sharing these presentations with children at home.