

Brow House: J's Curriculum Year Planner 2020 - EAL

Tutors:

Mr. Valentin Ebwe Mbulle, EAL Specialist (French)

Ms. Odiri Ighamre (Creative Writer in Residence)

Deputy Headteacher: Dr. Ornette D Clennon

Subject	Scheme of Work/Topics/ Focus Questions	Activities/Intervention s	Learning Outcomes (4 max) End of year LOs: https://www.dropbox.com/s/qt17qcfzjvgs331/English%20and%20Maths%20learning%20Objectives%20yr%206.docx?dl=0	Resources (upload to resources folder) English: Alan Peat sentence grid: https://www.dropbox.com/s/ynxas8bkpd0mbm1/alan%20peat%20sentence%20grid.pdf?dl=0 Sentence poster for revision: https://www.dropbox.com/home/Shared%20Twilight%20Folder%20for%20Staff%202019%20-%202020/Lesson%20Plans/English%20Resources?preview=sent	Weekly Report of Progress (strong areas/areas in need of improvement)
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Creative Writing with Odiri (KORI Youth Charity) 17.8.20 - 21.9.20: Summer Programme 2020					
Creative Writing	Week 1, 17.8.20: Analysing Media			<p>Video by Beyonce: Black is King. https://www.youtube.com/watch?v=agCgvFTJeRs</p> <p>Sentence beginnings:</p> <ul style="list-style-type: none"> • This morning I felt... • Shopping is... • Do you know... • What happened... • Looking at the... • Reply to those.... 	<p>Monday</p> <p>I had not worked with J for some time so the first part of the session involved touching base. We explored what she had been up to during her holidays.</p> <p>We then spoke about social issues and I asked her which issues she felt were especially affecting young people currently. She answered clearly and confidently: Covid 19, drinking, drugs, cigarettes and the influence of peers with negative ideas. She stated: 'We do not know who we are yet, we are young so we have to be careful of bad influences. I like to take my life seriously because I have dreams, I want to start university and gain a diploma, have a house and gain an apprenticeship. 'She spoke of a young person she had known in Greece that now had two children and felt she was a queen.</p> <p>Afterwards we looked at a visual together and she was able to describe the picture in detail. She used the visual to make up a</p>

					<p>story of what it might be depicting successfully.</p> <p>We went on to watch Beyonce's new video 'Black is King' She was able to use the chat to write her observations of the video. She felt it was a positive depiction of Africans and enjoyed the dancing in the video. Because I know that this video is controversial, I have asked her to research other opinions for homework.</p> <p>Afterwards I gave her a series of sentence beginnings to complete which she completed with ease demonstrating the advance of her English-speaking ability.</p> <p>The session ended with her sharing what advice she would give a 13-year-old: 'A bad reputation will affect you later in life as people may research your background, so stay away from friends that give you bad advice.'</p>
	Week 2, 24.8.20				<p>Our second session began with J being more alert and ready for learning.</p> <p>The first task focussed on word associations, which she supplied aptly:</p>

					<p>Fear: Afraid/ Sad/ Shaking/ Crying/ Worried/ Success: Prosperity / Money /Job / Dream /Achievement Enjoyment: Energy /Happiness / Restaurant / Shopping / Parties</p> <p>We were able to discuss the difference between having money and having wealth shown in the quality of people around you, peace of mind, a home and work you enjoyed.</p> <p>J then read her chosen chapter from her book: 'Rebel Girls.' She read well and was inspired by the story, feeling that the woman in the story had not given up and had followed her dreams.</p> <p>She had written a summary of the story which was a little too long, so I have now limited her to writing only five lines for other summaries of stories from this book as they are all only a page long.</p> <p>Her other homework was on Beyonce's video: 'Black is King.' I had asked her to research online opinions of the video.</p>
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				<p><u>Poetry Prompt</u></p> <p><u>First time on a plane</u></p> <ul style="list-style-type: none"> •What did it feel like? •What did it taste like? •What did it sound like? •What did it smell like? •What did it look like? <p><u>10 ways to have a better conversation</u> Celeste Headlee</p> <p>https://www.youtube.com/watch?v=RlvskiVDwI4</p>	<p>She had failed to do this so we completed it together and discussed the views she found that were mainly complimentary. I explained that when researching one looks for a range of views, concluding with one's own thoughts on the views and one's own opinion.</p> <p>We then used a poetry building exercise to look at her first experience on a plane. She was able to use her senses to re-imagine the experience and get a sense of a possible poem. She will attempt one on this same subject for the next session.</p> <p>We then watched a video on communication skills that focussed on the art of listening. J seemed to enjoy the video and the points made resonated with her and she was able to repeat some of these points. I have asked her to re-watch the video and will ask her to re-call the 10 points for next week.</p> <p>J is showing increasing confidence in language through her conversation, ease with</p>
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					checking up definitions and diversity of descriptive language.
	Week 3, 31.8.20				<p>I was well prepared for this session, asking about an item of her homework that I had failed to send!</p> <p>We looked over her homework from 'Rebel Girls.' She had written up a good summary of the story on the blackboard. She was able to share the screen so that we edited the piece together. It was evident that her written language needs constant practice.</p> <p>We also re-visited Gibb's Reflective Practice Model to explore her experience of Sunday. She was able to use it effectively and I reminded her that she could apply this to her days of College as it would help her to clearly identify any actions that she needed to take.</p> <p>Jemima joined the session and they launched into a very comfortable conversation, in English, Portuguese, French and Spanish. They had both written 6 questions each to ask and each</p>

				<p>answer led to J reflecting about her time in the Congo or Greece.</p> <p>J stated that she would like to become a social worker. This is the first time she has clearly identified a career that she is interested in. It seems to have also been identified because of a conversation with her Father. The reasons for the choice that she gave were: Her ability to speak different languages would help her with children from different countries. Working with people that had had her experience was also a reason she said was important.</p> <p>She noted that she will have to pass her G.C.S. E's to succeed. She is also keen to work in Africa in the future, building a house there and helping others to advance.</p> <p>Jemima urged her to watch some more Black History recommending a series on iPlayer called 'Black British History and another on YouTube called 'Black in Latin America.'</p> <p>J speaks of her time in school in the Congo fondly, stating that whilst the schools were not as</p>
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Black and British – A Forgotten History

<https://www.bbc.co.uk/iplayer/episodes/b082x0h6/black-and-british-a-forgotten-history>

Black in Latin America

<https://www.youtube.com/watch?v=ukISf8CJ5GQ>

					<p>organised as Greece, everyone around her was like her and she was not discriminated against.</p> <p>J and Jemima spoke for a long time about representation and the challenge of becoming famous. They both thought it would be horrible to have your actions and your looks constantly judged by others.</p> <p>They also spoke about J attending college soon, J said she was looking forward to studying maths and English and meeting new friends most of all. She laughingly stated that she was: 'Tired of my solitary life.' She also said she was nervous about coming exams. They both agreed that they would check in mid-term to see how her College journey was going.</p>
	Week 4, 7.9.20				<p>J now has a job in a local café. She seemed excited about the job and learning new skills. She is also cooking for herself and had found the previous week very hectic. We spoke about her taking control of her week by reviewing what could change.</p> <p>The intention for the session was to increase her confidence</p>

					<p>in her oral fluency. We started with word association which she handled easily. One of the words she had to think of associations for was 'family.' she stated that 'when you have a big family you have to learn to accept certain situations.' She inferred that this statement may be about her Dad.</p> <p>I then gave her some sentence beginnings for her to complete. It is obvious that J also has a flare for drama!</p> <p>She then looked closely at a visual and was able to confidently describe what she saw. I asked her to do this firstly in Portuguese so that she could access her descriptive fluidity. Afterwards, I was able to read her the artists description and she felt her descriptions paired well with what the artist had written.</p> <p>J then read the summary she had written from her book 'Rebel Girls,' on the Sailor, Jessica Watson. Her summary was a little long and I asked her to shorten it and write it on the whiteboard.</p>
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					<p>I also asked her about the other autobiographical stories she had read in the book and she was able to recall the stories of Jane Austin the writer and Jull Tarter the Astromoner.</p> <p>She then read the beginning of a new story by Chimamanda Adichie, she recognised the author immediately from a previous short story. She read a page and a half well and was able to both sum up and discuss the reading.</p> <p>I really feel that J will be able to follow and flourish in college, her English is stronger every week. Working in a Café will also support her learning.</p> <p>See confidential notes 7.9.20 for more details .</p>
	Week 5, 14.9.20				<p>J was very energetic today despite the fact that she had worked all of Sunday at her new workplace. She was obviously enthusiastic about the work and shared stories about her colleagues and the jobs she completed through the day. Because she has access to free meals and is</p>

				<p>"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."</p> <p>-John Quincy Adams</p> <p>Leaders instill in their people a hope for success and a belief in themselves. Positive leaders empower people to accomplish their goals."</p> <p>-Unknown</p> <p>A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better."</p> <p>-Jim Rohn"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."</p> <p>-John Quincy Adams</p> <p>Leaders instill in their people a hope for success and a belief in themselves. Positive</p>	<p>cooking for herself, I later spoke to her about the long-term benefits of having a balanced diet, exercising and resting sufficiently.</p> <p>The focus of this session was to get J to think about self-leadership. We looked at some definitions of leadership.</p> <p>We also discussed qualities that might be necessary for leadership such as integrity and compassion.</p> <p>J's Grandmother was the most important leader that she had witnessed.</p> <p>I then spent some time discussing the field of work that J has recently shown interest in, Social Work. We looked at the GCSE level and A level subjects. suggested to prepare for a degree.</p> <p>I then introduced J to a new story by Chimamanda Adichie and she launched into reading it so confidently. There is clear development in her reading skills.</p> <p>She read her summary of a story from her 'Rebel Girls</p>
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				<p>leaders empower people to accomplish their goals."</p> <p>-Unknown</p> <p>A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better."</p> <p>-Jim Rohn</p> <p>That Thing Around Your Neck</p> <p>By Chimamanda Adichie</p>	<p>Book, which she had written on the whiteboard.</p> <p>We also discussed college which she was starting the next day. I asked her a series of questions that she might be asked like: How did you get to England? How come you are a refugee? Where are your parents?</p> <p>J answered all of the questions confidently and shared that she was used to avoiding questions that were too personal.</p> <p>She had bought a few clothes, prepared her bag and worked out the route and times.</p> <p>She said her mind frame of mind would be: 'Creative, excited and relaxed.' She said she felt relaxed about exams.</p>
	Week 6, 21.9.20				<p>This session was very different as J had now had her first experience of College and was very excited.</p> <p>J had been tested for ESOL level 3 and moved immediately to GCSE English and Maths. She was very proud.</p> <p>J had made two friends that were also refugees. Her English was stronger than theirs and she was keen to support their learning.</p>

				<p><u>Millionz- Lagga</u> https://www.youtube.com/watch?v=5kLt711HESg</p>	<p>Overall J was really happy about College and enjoyed the positivity and playfulness in their teaching approach.</p> <p>She read her summary of a story from her 'Rebel Girls Book, which she had written on the whiteboard.</p> <p>We returned to looking at stereotypes using a recent video by artist 'Millionz' called Lagga. We compared this video to one we had already watched on stereotypes and contrasted this with another young artist that had filmed a video in the Gambia. J felt that the Millionz video was unnecessarily negative and would make people think negatively about Africans. She felt the last video shared the beauty of the Gambia and would make people see the country positively. She agreed that the artists had to be more responsible.</p> <p>I fed back to J that she had the following qualities:</p> <ul style="list-style-type: none"> • Determined • Generous hearted • Hilarious • Creative
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					<ul style="list-style-type: none"> •Ambitious •Realistic •Reflective <p>It has been wonderful working with her, she has achieved so much.</p>
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Block 1 (Term 4) Commissioned by Cumbria County Council

Maths	Week 1, 24 – 28 Feb: Baseline Assessment	<p>Tuesday: Initial (Baseline) Block 1 Assessment (cgp)</p> <p>Games in maths</p> <ul style="list-style-type: none"> • negative numbers • squares numbers • cube numbers (bite size) <p>Thursday: writing amounts of money</p>	<p>Thursday Maths vocab: https://www.dropbox.com/s/lqlhpwoeq0wkzi3/27.2.20%20Maths%20vocab.jpg?dl=0</p> <p>Thursday: Homework – money sheet</p> <p>Solving problems by using sentences like: cost less than, cost more than, explaining what budget means, also doing some exercises</p>	<p>Tuesday: Using https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests KS2 Maths bitesize https://www.bbc.co.uk/bitesize/subjects/z826n3</p> <p>Thursday: Maths text book2b (maths no problem)</p>	<p>Tuesday see assessment: https://www.dropbox.com/s/fmr5n4irzr6wh51/24.2.20%20KS2%20Maths%20and%20English%20Assessment.docx?dl=0</p> <p>(OC: Thursday homework session – J found an unexpected £17 on her card. It might be a refund. She is checking and going to the bank. Advised her to inform M)</p> <p>Weekly Summary This week during the maths sessions we did negative numbers, cubed numbers. At this level she's ok. Also, we are working on money problems (change, pence, pounds, notes and budget. We used some key words that may be useful during her life. At this point, she has a problem with pence during the addition and the subtraction exercises. We are doing more exercises to improve it.</p> <p>(OC: J wants extra homework over the weekend. Valentin will set her this extra homework on</p>
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		<p>Friday: Comparing Amounts of Money</p>	<p>from the resources linked</p>	<p>Friday: Maths text book 2b (maths no problem)</p> <p>https://www.bbc.co.uk/bitesize/topics/z8yv4wx/articles/zs3b2nb,</p> <p>https://www.bbc.co.uk/bitesize/topics/z8yv4wx/articles/zghgdm</p>	<p>google classroom https://classroom.google.com/c/MzlxODAwMDE4OTBa for the weekends)</p>
	<p>Week 2, 2 – 6 March: Solving Word Problems</p>	<p>Monday: Solving words problems (fewer, longer than, more than)</p>	<p><u>Teaching Strategy</u> In this week's sessions, we will place an emphasis on words like: more than, weight, shorter route, longer route, identification of different shapes, sides, and make sure that she will be able to draw a figure using different shapes, and also</p>	<p>Monday: Maths text book B2</p>	<p>Monday J had problems with "longer than" and "shorter than" I gave her exercises Maths text book B2 p. 40. The problem is the actual English vocabulary. I kept explaining the vocab in French. She was then able to do the exercises effectively.</p>

		<p>Tuesday: Identifying sides on the triangles, squares, rectangles</p> <p>Wednesday: Identifying vertices</p> <p>Thursday: Identifying lines of symmetry</p> <p>Friday: Interim Assessment (assessment for learning)</p>	<p>identify and draw a line of symmetry</p>	<p>KS2 Maths bitesize https://www.bbc.co.uk/bitesize/subjects/z826n3 And Maths text book B2 p.80</p>	<p>Tuesday J had problems with the vocab “rectangles”, “squares” and “shapes”. Gave her exercises from Maths text book B2 p. 44 I showed her “triangle” and show her the 3 angles in the shape and she understood.</p> <p>I showed her how to calculate the areas of circle, triangle and square. She was able to this.</p> <p>Wednesday J was fine with identifying vertices. Showed her “vertex” and “vertices”</p> <p>Thursday We drew shapes and looked for their symmetries using Maths text book B2 p. 52. We also folded paper to demonstrate the line of symmetry</p> <p>Friday Cancelled, see next Wednesday</p> <p><u>Weekly Summary</u> By doing more English language vocab, J finds working out the meaning of the questions much easier. We are trying to use the same vocabulary in the English sessions.</p>
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					We will do the assessment next week since we didn't do it on Friday. We will determine future areas of focus from the results
	Week 3, 9 – 13 March: Negative Numbers and Fractions COVID-19 Preparation	Monday: Cancelled Tuesday: INSET Wednesday: Interim Assessment (assessment for learning)		Wednesday: KS2 Maths bitesize https://www.bbc.co.uk/bitesize/subjects/z826n3 And Maths text book B2 p.80 greetings	Monday: Cancelled Tuesday: INSET Wednesday: J had problems with negative numbers. The first time we introduced negative numbers, she understood but in the assessment she got the questions wrong. I am not sure that she studies effectively by herself at home. <u>Teaching Strategy</u> I will plan homework in more detail and give detailed instructions to colleagues at Brooks for them to supervise the homework. (OC: Spoke to J about her GCSE options and suggested that she consider French and Portuguese, as she asked how she could get a certificate in them and they are her mother and second languages. Looked at Manchester City and Loreto College neither of them offer these GCSEs. Perhaps MEaP could offer these subjects as part of Afterschool, where she could sit exams with us (if we registered as an exam centre). J

		<p>Thursday: INSET <u>OC: COVID-19 preparation</u></p> <p>Friday: Fractions</p>		<p>Thursday: <u>OC: COVID-19 preparation</u></p> <p>Friday: We used bbc bitesize and games https://www.bbc.co.uk/bitesize/subjects/z826n39</p>	<p>considers her languages as a gift/talent - would be good to pursue.</p> <p>Also told her that Maths and English were the most important GCSE's for her to get good marks in.</p> <p>J said that she was a bit distracted over an issue (undisclosed) and this was affecting her concentration in class over the past two days. I advised her to speak to M about it so that she can come to class with a clear mind to focus.</p> <p>I also gave J an overview of our strategy for getting her to KS3 level. I also advised J to ask to attend 10mins of the classes at Brooks to get an idea of where she is aiming.</p> <p>I also asked J to take her homework from us to Brooks for supervision and assistance in between our sessions at Brow House).</p> <p>Thursday: INSET <u>OC: COVID-19 preparation</u></p> <p>Friday: J understood everything when she used bitesize</p> <p><u>Weekly summary</u> See week 3 English</p>
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	<p>Week 4, 16 – 20</p> <p>March: Fractions</p>	<p>Monday: Fractions</p> <p>Wednesday: Fractions – addition and subtraction</p> <p>Friday: Fractions – mini assessment (assessment for learning)</p>		<p>Monday: J seemed to have forgotten what she had learnt from. I had recap Friday’s lesson. Today, when we tried exercises without using bitesize, J struggled. I used a round biscuit to illustrate half, quarter, third. We worked on subtraction and addition.</p> <p>Wednesday: Maths text book B2</p> <p>Friday: Maths text book B2</p>	<p>Monday: J seemed to have forgotten what she had learnt from. I had recap Friday’s lesson. Today, when we tried exercises without using bitesize, J struggled. I used a round biscuit to illustrate half, quarter, third. We worked on subtraction and addition.</p> <p>Wednesday: We used worksheets and I had to show J how to do the calculations</p> <p>Friday: We did not have the time to do the assessment.</p> <p><u>Weekly summary</u> J understands the idea of fractions but she is having difficulty using them to do calculations. I will continue to work with her on fractions, next week.</p>
	<p>Week 5, 23 – 27</p> <p>March:</p> <p>Fractions, Telling the Time and Percentages</p>	<p>Monday: Fractions, percentages – division and multiplications</p> <p>Wednesday: telling and writing time. Finding durations of time</p>		<p>Monday:</p> <p>Wednesday: Maths text book B2</p> <p>Will use Maths text book B2 for drills</p>	<p>Monday: J worked on $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{2}$. J is 80% capable of doing the calculations with these fractions. J had problems with $\frac{1}{4}$ but good with $\frac{1}{2}$. I used a biscuit to illustrate the quarters. My target for her is 100% before moving on</p> <p>Wednesday: J had difficulties with this. I will have to repeat this until she fully understands it. After her first mini assessment</p>

	Distance Learning Provision (COVID-19 Lock down)	Friday: telling and writing time. Finding durations of time		Friday: Maths text book B2	<p>on this she got 25%. I will need to drill this competency in every lesson until she understands it. I am not sure that homework for this is a good idea at the moment because she will not be able to understand it by herself, right now. So will continue with this tomorrow. My target competency for J is 80%.</p> <p><u>Teaching Strategy</u> This is a fundamental competency that she needs to master before progressing any further.</p> <p>Friday: J was ok with the reading of times but for the calculation of times she was not too good at the start but after some exercises she started to get more questions right and from those exercises she got 75% on the first test and 70% on the second one.</p> <p><u>Weekly summary</u> She is improving and she is not far from my target of 80%.</p>
	Week 6, 30 – 3 Apr: Summative Assessment	Monday: Fractions and percentages	<u>Assessment preparation</u> We will specifically test fractions, telling time, percentages and Maths vocabulary to see how J is	Monday:	Monday: We did fractions and percentages. J was good at the fractions but not good at the percentages. She had difficulties mostly with the problem solving. I think the problem is the

			improving, alongside the main summative assessment. We will also have to repeat these tests next term to see if she really has understood the concepts and to see if her targets have been achieved.		<p>understanding and the language comprehension. Next lesson we will have to go back it and try to solve the problem by using a vocabulary that she will be able to understand.</p> <p>Another problem we have with J is that when I explain the lesson to her she would tell me that she understands but when it is time to do the exercise she is not ok, which is why we have to do lot of exercises to promote comprehension. From now on, when she gets the wrong answers during an exercise she will have to explain where and why she got it wrong.</p> <p>Wednesday: We did both fractions and percentages but we concentrated on percentages. J got 95% in her test on percentages. At the beginning had problems with understanding language but when she understood what she had to do, she was able to complete the exercises well.</p> <p>Friday: Assessment See assessment https://www.dropbox.com/s/ygra0nh5jz9muw1/3.4.20%20KS2%20Maths%20and%20English%20Assessment.docx?dl=0</p>
		<p>Wednesday: Fractions and percentages</p> <p>Friday: Summative Block 1 Assessment (assessment of learning)</p>	<p>Friday: Mini tests on specific competencies Fractions: https://classroom.goo</p>	<p>Wednesday: https://www.bbc.co.uk/bitesize/topics/znigtfr/articles/zcfyw6f https://www.bbc.co.uk/bitesize/topics/znigtfr/articles/zsgwg6f</p>	

			gle.com/c/NjU0NjU4MTk5MzZa/p/NjY1Njg2MzY2MDBa/details Telling time: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NjY1Njg2MzY0NDVa/details Maths vocabulary: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NjY1Njg2MzY0NDVa/details		Weekly summary J did not get less than 70% for her exercises, she was distracted on Monday. On Wednesday was a very large improvement. She seemed to be more focussed. I gave her motivational talk that said that she needed to be more focussed to reach the level needed to get into college. I advised her that she needed to do more independent learning. This seemed to work. See English for more details.
	Easter break 8.4.20	Reviewing an Exhibition at the Manchester Museum https://classroom.google.com/c/NjU0NjU4MTk5MzZa/a/NzQyODkwNzg4NDZa/details <u>Mini assignments</u> Monday: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NjY1Njg2MzY2MDBa/details	Applying SPAG and Reading Comprehension in a creative context		Wednesday: See English
	Easter break 15.4.20	Reviewing a Film on Netflix https://classroom.google.com/c/NjU0NjU4MTk5MzZa/a/NzQyODk4NjUzMjBa/details <u>Mini assignments</u> Tuesday: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/a/NzQyODk4NjUzMjBa/details	Applying SPAG and Telling time in a creative context		Wednesday: See English

		jU0NjU4MTk5MzZa/p/NjY1Njg2MzY2MDBa/details Friday: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NjY1Njg2MzY0NDVa/details			
English	Week 1, 24 – 28 Feb: Baseline Assessment	Tuesday: Initial (Baseline) Block 1 Assessment (cgp) Assessment (cgp) English grammar "punctuation" <ul style="list-style-type: none"> How to use apostrophe in contractions How to use suffix "ous" (bite size) Thursday: Reading comprehension: TEXT: Charlie Small, page 4 Friday: Reading Comprehension: TEXT Guide dogs page 6	Thursday: Homework - Read Guide dogs text for tomorrow Friday: Reading and Comprehension of the text, answering the booklet questions, vocabulary and translation of some keys word.	Tuesday: Using https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests KS2 English bitesize https://www.bbc.co.uk/bitesize/subjects/zv48q6f Thursday: http://www.satspapersguide.co.uk/wp-content/uploads/2017/12/2015-Reading-Booklet.pdf (KS2 SATs) Friday: http://www.satspapersguide.co.uk/wp-content/uploads/2017/12/2015-Reading-Booklet.pdf (KS2 SATs)	Tuesday: see assessment: https://www.dropbox.com/s/fmr5n4irzr6wh51/24.2.20%20KS2%20Maths%20and%20English%20Assessment.docx?dl=0 Weekly Summary During this week, we worked on English grammar (punctuation, apostrophe in contractions and how to use the suffix “ous”) and at this level she is doing alright. We worked on reading comprehension with two texts. During the reading, I suggested to her to always have a note book to write down words she didn’t understand so that at the end of the reading we can talk about and find the meaning. She was able to answer some questions in the booklet but I had to translate some questions for her so that she could understand, and from there, she

					could answer properly. At this point, I gave her another text to read as homework with questions, as we have to intensify her reading comprehension and vocabulary
	Week 2, 2 – 6 March: SPAG	<p>Monday: Reading comprehension. California's Unlikely Warriors pages 8–9</p> <p>Prepositions (At, in, on, by, for) vocabulary</p> <p>Tuesday: (nouns, types of nouns, adjectives, synonyms and antonyms, homophones</p>	<p><u>Teaching strategy</u> We will focus on reading and comprehension of text to make her improve her reading skills that can help her even in Maths, also used the text to improve her grammar and vocabulary.</p>	<p>Monday: http://www.satspaper.sgguide.co.uk/wp-content/uploads/2017/12/2015-Reading-Booklet.pdf (KS2 SATs)</p> <p>Here is Monday's vocab list - Prepositions https://www.dropbox.com/s/stukeht2umua7ug/2.3.20%20Eng%20vocab.jpg?dl=0</p> <p>Tuesday: Here is Tuesday's vocab list https://www.dropbox.com/s/ti4ypgdrtu75xd/3.3.20%20Eng%20vocab.jpg?dl=0</p>	<p>Monday We were supposed to go through the homework set over the weekend but she didn't bring it to the session. We did a reading comprehension, asking her to note the words that she found difficult. I then explained the words then I asked her to make sentences using these new words. Her ideas were good but she wasn't able to use prepositions etc accurately enough to form complete sentences. We then focused on prepositions within the text we used. J did well with these prepositions but the sentences were shorter.</p> <p>Tuesday J did well because I explained everything in French.</p>

		<p>Wednesday: vocabulary; adverbs, determiner, conjunctions,</p> <p>Thursday: Antonyms, synonyms, homonyms</p> <p>Friday: Interim (Formative) Assessment (assessment for learning)</p>		<p>Wednesday https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-5148.php https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-1160.php</p> <p>Friday: http://www.satspapersguide.co.uk/wp-content/uploads/2017/12/2013-Reading-Answer-Booklet.pdf</p>	<p>Wednesday We also did adjectives ending in “ing” (e.g. boring, interesting). We also did the comparative and superlative. Using the French/English website, she did well for the test.</p> <p>Thursday J was good with antonyms but had problems with synonyms. I advised her to use a dictionary.</p> <p>Friday Cancelled, see Wednesday</p> <p>Weekly summary J came late more than twice and she even forgot her homework at home. What I am doing now is given her lot of reading to do and also reminding her every Friday I have to assess what we did during the week to ensure that she will have read her lessons.</p> <p>What I realised is that J does not concentrate hard enough. So, if at home she can be monitored well it would be</p>
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					good, especially when learning vocabulary.
	Week 3, 9 – 13 March: Reading Comprehension and Subordinating Conjunctions	Monday: Cancelled Tuesday: INSET Wednesday: Interim (Formative) Assessment (assessment for learning)	Monday: Wednesday: <u>Assessment</u> http://www.satspaper.sg/guide.co.uk/wp-content/uploads/2017/12/2013-Reading-Answer-Booklet.pdf	Monday: Wednesday: Session report from Brooks session 3.3.20 (Tuesday): https://www.dropbox.com/s/07hhwqiazmngqbvy/03.03.2020.docx?dl=0 The questions, J answered https://www.dropbox.com/s/cl/fi/ar2ptqj3ae842c2mmugc6/3.3.20-Test-Result-to-obtain-your-result-and-level.docx?dl=0&web_open_id=web_open_id-af569f73a15a5c68 Here is the test https://www.englishtag.com/tests/level_test.asp	Monday: Cancelled Wednesday: <u>Feedback on English assessment</u> J has problems with longer assessments due to the amount of reading required but also her concentration levels need to be improved. J scored 75% for the shorter text, second test. J scored 37.5% for the longer text, first test. Anything over 3 paragraphs she struggles with. J also has problems understanding the instructions: “Underline” and “Circle” the answer. Some of the questions she got the right answers but she put a cross instead of circling the correct answer. This is important because she needs to demonstrate that she understands the instructions. When J encountered words she didn’t know, I got her to write them down and look them up in a dictionary. I wanted to see if she was able to look up words. The problem we are finding is that some academic French words are not very easily translated into English and google translate is not always accurate. A good quality

		<p>Friday: Subordinating Conjunctions</p>		<p>Friday: Romulus and Remus text</p> <p>We used a test from anglaisfacile to assess her understanding of subordinating conjunctions: https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-3107.php</p>	<p>dictionary at home is important because she will be able to consult it when I am not there and it will be more accurate than google translate.</p> <p><u>Teaching strategy</u> I need to focus more on vocabulary. I need to get J to bring an English to French dictionary to accelerate her academic vocabulary learning.</p> <p>I will need to build in at the start of every lesson, a short revision activity recapping the last lesson.</p> <p>Friday: J came late to the lesson. Did some exercises with the text to identify subordinating conjunctions – she could underline. She got 90% for the test. J understands when she taught but she tends to forget when she comes into class. Homework is very important. J said that she would do the homework with staff at Brooks. Will review her progress after I see her homework.</p> <p><u>Weekly summary</u> J is getting there slowly. I think that she needs to concentrate more at home.</p>
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		Friday: Interim Assessment: Reading Comprehension (assessment for learning)		oogle.com/c/NjU0NjU4MTk5MzZa/m/NTU0Mjg1MDY0MzFa/details	<p>Friday: 3 exercises. Results: 1st - 85%. 2nd exercise 65%, 3rd exercise 70%</p> <p>She did well because the texts short. I have given her longer texts in class and J has found them difficult. I will continue with shorter sentences because I want her to be adept with shorter sentences first before moving. My target for J is 95% and above in future assessments before I can move her to longer texts.</p> <p><u>Weekly summary</u> J can is able to read at around 80% capacity. J is asking the meaning of a lot of words. I have told her that meanings change depending on the context. I can only give her these definitions depending on the context. I have asked her to bring a dictionary. When we do the reading, J already writes down the words that she is unfamiliar with. So, we already compile a vocabulary list in our sessions. The next step is for J to bring and use a dictionary.</p>
	Week 5, 23 – 27 March: SPAG	Monday: formation of nouns using suffixes such as “-ness”, “-er”		Monday: https://www.anglaisfacile.com/exercices/exercice-	Monday: J had problems with these exercises. I feel that J is not doing enough at home. J works hard in lessons but I am

	<p>Distance Learning Provision (COVID-19 Lock down)</p>	<p>Wednesday: Use of capital letters, full stops, questions marks to demarcate sentences. Commas to separates items in a list and apostrophes to mark where letters are missing in a spelling</p>	<p>Wednesday: <u>Teaching Strategy</u> This (punctuation) is a fundamental competency that she needs to master before progressing any further.</p> <p><u>Easter Break</u> When someone is learning new competencies from scratch it is not good for them to take long breaks such as a 17-day Easter Break because when they return, I will have to start from nearly the beginning with them.</p>	<p>anglais-2/exercice-anglais-56585.php</p> <p>Wednesday: https://www.anglaiser.com/exercices/exercice-anglais-3250.php https://www.anglaiser.com/exercices/exercice-anglais-83627.php</p> <p>I will use the above and the resource to drill this competency:</p> <p>www.bbc.co.uk/learningenglish https://www.bbc.co.uk/bitesize/guides/zcghcwx/test</p>	<p>not sure that this carried through at home.</p> <p><u>Teaching Strategy</u> I will set future homework using the assignment function on google classroom because I can monitor her more closely out of session.</p> <p>J was still tired in class.</p> <p>Wednesday: I gave a text to J, although she understands the idea, she finds it hard to put the punctuation marks in the right place. I gave her some tips. For example – looking for capital letters to give a clue for the use of the full stop. Comma, colons and semi colons were difficult for her. My target for her is at least 80%. So will drill and test until target is reached.</p> <p>We need her on her laptop pretty soon so that she can more easily share her work with me in the lesson.</p> <p><u>Assessment Preparations</u> I will re-test the weaker areas identified in the initial assessment to see her improvement in those specific areas. I will keep a record of the specific competencies being</p>
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		Friday: Punctuation	Friday:	Friday: https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-3250.php	<p>tested until we can test all of them together. But we can't do that right now.</p> <p>Friday: J got 69% on the punctuation exercise.</p> <p><u>Weekly summary</u> J is struggling with the punctuation, mostly how to use it. In order to help her, we have to make her continue with the reading and from there she can copy and implement punctuation-usage from the texts. During the next reading comprehension, she will have to identify the punctuation used and how it is used.</p>
	Week 6, 30 – 3 Apr: Summative Assessment	Monday: Spelling words using tious, cious, ough	Monday: <u>Teaching Strategy</u> I have started to ask J to reflect on her answers in order to think about why she might have got them wrong. I want to encourage J's independent learning skills. I will continue this approach over the Easter break in our skeletal sessions. (Assessment as learning)	Monday: https://www.bbc.co.uk/bitesize/topics/znjqtfr	<p>Monday: In the first test J got 55% and it was with the ough sounds. In the next lesson, Ornette will assist during the next lesson for sounding out the different sounds of the ough words. For the tious and cious words, J got 75% but she can do better if she concentrates more.</p> <p><u>Assessment Preparations</u> During the formative assessment we will test her on punctuation, interrogative forms, reading comprehension and writing of sentences using a block of words that we will provide.</p>

		<p>Wednesday: Spelling</p> <p>Friday: Summative Block 1 assessment (assessment of learning)</p>	<p>Wednesday:</p> <p>Friday: Mini tests on specific competencies</p> <p>Punctuation: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQ0Mjk0MzU0OTJa/details</p> <p>Reading: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQ0MzE3NDkwMDBa/details</p> <p>Interrogative forms: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQ0NDYzNDQ2Mzha/details</p>	<p>Wednesday: https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zyv4qhvhv</p> <p>https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zyq7v9q</p> <p>https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3jpk2</p> <p>Friday: Using https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests</p>	<p>Wednesday: J got 70% for the ough exercise. For the second exercise she got 90% for cious/tious spelling.</p> <p>Friday: Assessment See assessment https://www.dropbox.com/s/ygra0nh5jz9muw1/3.4.20%20KS2%20Maths%20and%20English%20Assessment.docx?dl=0</p> <p>Weekly summary J lacked confidence at the start of the week but by midweek, she was more focussed. I think that J was distracted on Monday because she waiting for her laptop. J received her laptop on Tuesday.</p> <p>J is beginning to reflect on her learning process, she is now beginning to become aware of the process of recognising when answers are right and wrong and why.</p>
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			Vocab test - Writing sentences with words provided: Thought, touch, creature, measure, treasure, adventure, envision, confusion, mysterious.		
	Easter break 8.4.20	Reviewing an Exhibition at the Manchester Museum https://classroom.google.com/c/NjU0NjU4MTk5MzZa/a/NzQyODkwNzg4NDZa/details Mini tests Monday: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/a/NzUyNzczNzczNjla/details Tuesday: http://a4esl.org/a/v.html http://iteslj.org/v/ei/clothes2.htm	Applying SPAG and Reading Comprehension in a creative context.		Wednesday: We explained the assignments to J in greater detail. J said that she would do the film assignment first as she thought that it was easier than the museum one.
	Easter break 15.4.20	Reviewing a Film on Netflix https://classroom.google.com/c/NjU0NjU4MTk5MzZa/a/NzQyODk4NjUzMjBa/details Mini tests Tuesday: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQ0NDYzNDQ2Mzha/details Friday: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/NzQ0MzE5NjQzODla/details	Applying SPAG and Telling time in a creative context		Wednesday: We introduced her to “course work” and independent learning. We taught her about plagiarism and that she mustn’t do that in future. We also discussed the differences between academic/formal language and informal language spoken between friends. After doing the vocabulary exercises, I realised that she had problems with animal names. In

					<p>another exercise the words were mixed up and she had to spell them correctly. J had problems with this.</p> <p><u>Teaching Strategy</u> Getting her to write down her thoughts like she would if she were speaking, so that once we get her thoughts on paper, we can get her to edit her text into academic written English. This will be important for her independent learning and getting use to the idea of doing course work, which she will need to do at KS3 and 4. We will also use course work to introduce her to other subjects such as history, geography and science. We will use online museum resources to help us.</p> <p>We will also continue with vocabulary. We might even try to do dictation exercises. These exercises will help her write correctly (we know that J doesn't like writing). To prepare, I will give her the text in advance, then I will dictate the text in the lesson.</p>
Block 2 (Term 5)	Scheme of Work/Topics/	Activities/Intervention s	Learning Outcomes (4 max)	Resources (upload to resources folder)	Weekly Report of Progress

Cumbria County Council	Focus Questions		End of year LOs: https://www.dropbox.com/s/qt17qcfzjvgs331/English%20and%20Maths%20learning%20Objectives%20yr%206.docx?dl=0	English: Alan Peat sentence grid: https://www.dropbox.com/s/ynxas8bkpd0mbm1/alan%20peat%20sentence%20grid.pdf?dl=0 Sentence poster for revision: https://www.dropbox.com/home/Shared%20Twilight%20Folder%20for%20Staff%202019%20-%202020/Lesson%20Plans/English%20Resources?preview=sentence-types-posters.pdf	(strong areas/areas in need of improvement) Assessment: Strategy https://www.dropbox.com/s/8qceakmctyjs5bs/KS2%20Assessment%20Strategy%20and%20Marking.docx?dl=0
Maths	Week 1, 20 – 24.4.20: Factors, Multiples, Primes and Long multiplication	Monday: Factors, multiples and primes	Monday: <u>Integrating Block 1 learning with Block 2</u> I will be using fractions to help with teaching factors. I will also tell J how these are related so that she can see the relationship between them for herself. In future lessons, I will show her how the different concepts/topics link together, in order to avoid creating a fragmented	Monday https://www.bbc.co.uk/bitesize/topics/zfq7hyc/resources/1	Monday: J got 100% for factors and multiples. I think she picked it up quickly because the BBC website examples were very clear. The BBC exercises were also quite easy. I will try to select harder exercises tomorrow to stretch her understanding. I teach Maths in English (as opposed to in French) to reinforce Maths vocabulary. For instance, J used “most than” but I got her to reflect on the correct comparative and she chose “more than” as the correct one.

		<p>Wednesday: Factors, multiples and primes</p> <p>Friday: Long multiplication</p>	<p>knowledge bank for her. I will plan this term's curriculum around a concept clusters that relate to each other and lend themselves to this type of conceptual learning.</p> <p>Wednesday:</p> <p>Friday:</p>	<p>Wednesday: https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/OTI3NDYwNjQ3NTNa/detail (Great website) https://classroom.google.com/c/NjU0NjU4MTk5MzZa/p/Nzg2MjQ4NTk3NjJa/detail s</p> <p>Friday:https://www.mathematiquesfaciles.com/multiplication-technique-de-l-operation-nombres-entiers_2_29596.htm</p>	<p>Wednesday: J got 80% factors, multiples and prime numbers for the 1st test. For the 2nd test she also got 80%. J still had vocabulary difficulties for instance “common” in the phrase “common multiples”. I had to explain that in French to convey the meaning of the “same”.</p> <p><u>Independent Learning</u> J told me that after Monday's class, she did some revision in preparation for Wednesday. J also said that she re-visits the links on google classroom and tries the exercises again. I can see that there is a vast improvement since she started to do independent learning. She is hitting our targets of 80% in these topics.</p> <p>Friday: J was not feeling well and arrived in class an hour late. J got 50% for test. After this activity I gave her examples of long multiplication with the answer. I then asked her to tell me how</p>
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				https://www.bbc.co.uk/bitesize/guides/z3kmpbk/revision/4	<p>the answers were worked. After this, J did well and was more attentive after that.</p> <p>Weekly summary J's progress was steady this week, although she found long multiplication difficult. My target for J is 80% for long multiplication (I will do more long multiplications with decimals next week). My target for factors, primes and multiples is 100%, as J find these very easy to understand. I think that J really concentrated on these topics, as well as finding the video very helpful. We need to keep her energies high over the term for both her engagement and attainment levels.</p>
	<p>Week 2, 27.4 - 1.5.20: Long division, Algebra, Calculations of Areas</p>	<p>Monday: Long division</p>	<p>Monday:</p>	<p>Monday:https://www.mathematiquesfaciles.com/divison-des-nombres-entiers-5-diviseur-a-2-3-chiffres_2_34386.htm</p> <p>Teaching Strategy I am working with J on understanding the process rather than just focussing on the answers and I am also testing her understanding of the process. I think that</p>	<p>Monday: J really found this challenging. I modelled the answers with J. We were working on 3-digit long division. After modelling the answers with her, I got her to do the questions again without the modelling, so that she could work them out for herself. She got 60%. My target for J is 80%. I will repeat this tomorrow. Tomorrow, I will ask her to explain her processes of calculations. I asked her to consolidate her learning of multiplication (multiplication</p>

		<p>Wednesday: Algebra</p>	<p>Wednesday: <u>Teaching Strategy</u> I am constantly getting J to make sure that she understands the question/instructions. If she doesn't understand certain words, I will encourage her look them up in the dictionary. She is building up her vocabulary in an organic way. I sometimes assist her in French to make the process a little easier.</p>	<p>this is also about J consciously building on past competencies and applying them to the new skills that she is learning. I think that once J understands the processes, the correct answers will follow on naturally. This will promote mastery of the subject.</p> <p>Wednesday:https://www.bbc.co.uk/bitesize/topics/zghp34j/articles/z2p6tyc</p>	<p>table) and subtraction because without these elements, long division can't be done. This is about her building on previous competences in order to learn newer more complex ones. Our main objective at this time is to get her to do as much as she can, independently. Tomorrow, I will give her 15 mins get her to explain what she understands of long division.</p> <p><u>Teaching Strategy</u> We will reverse roles where I will become the student for 15 minutes and she will be the teacher. (Assessment as learning)</p> <p>Wednesday: When J was explaining long division to me, I had to ask her to explain it again because I didn't understand a part of her explanation. It was when she explained it again that she realised her mistake and made the necessary corrections in her process. J was excited to re-explain, once she realised her mistakes. The second task was done well. In the third exercise, she had problems with decimals. Apparently, J was arguing with her house mate about needing to continue after the decimal. J argued that this was wrong (i.e. needing to continue). However,</p>
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		<p>Friday: Introduction to calculation of areas (shapes)</p>	<p>Friday:</p>	<p>Friday:https://www.mathematiquesfaciles.com/perimetres-et-aires-calculs_2_41701.htm</p> <p>https://www.bbc.co.uk/bitesize/topics/zjbg87h</p>	<p>in class she found out that she needed to continue after the decimal and joked that she didn't know how she was going to tell her friend that she was wrong!</p> <p>In algebra we did the basics of finding x and y in the equations. J got 100% for algebra</p> <p><u>Independent Learning</u> I am pleased to observe that J is discussing her learning with others outside of lessons. I think this is a good indication of the development of her independent learning.</p> <p>Friday: J now understands the difference between the area and perimeter. J can calculate the areas and perimeters of squares and rectangles. J got 66% for both exercises (squares and rectangles). My target for her is 100%. In order to reach this target, J needs to learn the multiplication table to be able to do some of the calculations In her head (mental arithmetic is part of the year end LOs). I will send J the multiplication tables from 2 – 9 so that she can learn them.</p>
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					<p>I will give her long multiplication, long division and algebra over the weekend for homework.</p> <p>(OC: J said that she has an interview for Manchester College in September, pending COVID-19. We reminded her that her interview will also include an assessment of her skills and knowledge and that our lessons are about preparing her for that assessment. Next term, we will start to use the KSAT papers for all of our exercises with J, so that she can get used to that exam-question style.)</p> <p><u>Weekly summary</u></p> <p>J was more focused this week and overall, J achieved a 75% average for her marks. J could get higher marks if she knew the multiplication tables (she would have got 100% (especially using the calculator – I've been getting her to do the calculations mentally)). I got J to do the calculations mentally in order to test her knowledge of the multiplication tables. J now needs to learn them by heart in order to do the calculations, as she does understand the processes and concepts.</p>
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	<p>Week 3, 4 – 8.5.20: Calculation of area (triangles), How to calculate volumes, Problem solving</p>	<p>Monday: Calculation of area (triangles), introducing volume of triangles (2D and 3D)</p> <p>Wednesday: How to calculate volumes (3D)</p>	<p>Monday: <u>Teaching Strategy</u> I am preparing J for the mental arithmetic parts of the papers that she will need to do in her KSATs.</p>	<p>Monday:https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zsqxfcw</p> <p>Wednesday:https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/z3jrxfr</p>	<p>Monday: We reviewed the weekend's homework (long multiplication and long division and algebra). J got 100%</p> <p>J calculated both areas and volumes of triangles. The challenge was with the multiplication tables because she got the process right but not the calculation. This needs to be addressed properly before moving on. I will drill the multiplication tables at the start of each lesson to ensure that she learns them.</p> <p>Wednesday: At the beginning of the lesson, J did not do very well and seemed to have regressed from the last lesson. I gave her an early break and when she came back, she started to do much better. When I asked her what was wrong, she said that she didn't have any breakfast, which affected her concentration. I then advised her to prepare herself earlier in the morning as if she was going to school – meaning having breakfast before the start of the lesson.</p> <p>I also introduced her to the word "estimate, estimating" because she will encounter this word in</p>
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		<p>Friday: Problem solving</p>		<p>Friday:https://www.bbc.co.uk/bitesize/topics/z69k7ty</p> <p>her exercises. J understood this word well from the examples.</p> <p>Friday: We started by revising Wednesday's exercise (calculating volumes) J got 80%.</p> <p>We did problem solving using words and also looking at order to calculating processes. J got 100% for problem solving. The main challenge for J is language but I can see that her language skills (comprehension) are better than her maths comprehension at this time. This is encouraging because if she is ever going to learn the problem solving in maths, she will need a high level of English language comprehension.</p> <p>The order of operation was a big challenge because of her concentration. Although we did addition, subtraction, multiplication and division before. The problem J had was with the brackets and understanding that she needed to attend to the multiplication and division first before doing the addition and subtraction. Because J found this difficult, I gave her exercises for her to show me how to do them in the next lesson.</p>
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					<p><u>Weekly summary</u></p> <p>J needed to focus and prepare better for class, this week as she lacked concentration. This was a bit of down week for J in this regard for Maths.</p>
	<p>Week 4, 11 – 15.5.20: Interim Assessment (Formative)</p> <p>Number sequences, Partition numbers, Orders of operations, Decimals, Turning English into algebra</p>	<p>Monday: Number sequences, Partition numbers, Orders of operations</p>	<p>Monday:</p> <p><u>Teaching Strategy</u></p> <p>We need to find an activity that will enable J to practice ‘focusing’. This is important because J has challenges in this area. We will use the multiplication table as a focusing activity, where if J loses focus in part of the lesson, we will get her to recite part of the multiplication table or indeed any other area of the curriculum, followed by a short break, then resume. The thinking behind this is also about using another short, focused activity as a structured (cognitive) distraction from the main the activity, as a means of temporarily taking her mind off it for a</p>	<p>Monday:https://www.bbc.co.uk/bitesize/topics/z69k7ty/https://www.bbc.co.uk/bitesize/topics/z69k7ty/articles/z24ctv4</p>	<p>Monday: I got J to explain problem solving to me. I observed that she was a little unsure of herself and this made me think that she received assistance with her homework. So, I gave her 5 more questions in the lesson for her to do, just to make sure that she had understood the process fully. J got 80% for these exercises. Her mistakes came from not noticing the signs – she mistook plus for a minus. These mistakes came as a lapse of concentration. She still needs to be more alert so that she doesn’t make easy mistakes that she can avoid.</p> <p>We did number sequence and number partition and she understood these well and got 100% for both exercises.</p> <p><u>Equipment fault</u></p> <p>I think that J’s computer is not working properly. Every time she clicks on a link to a video, her</p>

		<p>Wednesday: Decimals</p>	<p>moment. Creating a short time for processing to sink in.</p> <p>We will try this approach and see what happens. (Also see Week 1 Integrating Block 1 with Block 2 learning: Maths)</p> <p>Wednesday: <u>Teaching Strategy</u> Our cognitive 'distraction' teaching strategy didn't work in this lesson, where J recited her 7 times table, as she still had challenges understanding the main activity upon resuming. However, we will persist, as this could be another structured way of integrating past learning into current learning. (We already do this in a more organic way that has been explained to J).</p> <p>We could try to "cognitive" distraction using music or</p>	<p>Wednesday:https://www.bbc.co.uk/bitesize/topics/z69k7ty/articles/z24ctv4</p>	<p>screen turns black. (Reported to M)</p> <p>Wednesday: We revised percentages and fractions, so that she would have a better understanding of decimals.</p> <p>I have noticed that when I ask if she understands the activity, she will always say that she understands. Then later on when I ask again, I realise that she doesn't really understand.</p> <p>I am trying to get J to understand that she can't rush the learning process because if she isn't ready for college then they won't admit her. So, I am urging her to ask questions when she doesn't understand because I can't progress to the next topic until I am sure she has understood the current learning.</p> <p>After our distraction of the multiplication table, I explained it again to her, then I asked her to explain decimals and she was</p>
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		<p>Friday: Turning English into algebra</p> <p>Mini assessment</p>	<p>anything that she likes/hobbies.</p> <p>Friday: <u>Teaching Strategy</u> We have noticed that J really struggles with the timed element for the Maths assessment. We have observed that topics that J handles well in lesson, are not handled well under the pressure of test conditions. To help to remedy this, we will use one 10-minute test at the start of every Maths lesson https://www.cgpbook.co.uk/resources/ks2-sats-online-10-minute-tests</p> <p>This will acclimatise J to working under pressure in Maths tests, as well as giving</p>	<p>Friday: https://www.mathsisfun.com/algebra/word-questions-solving.html</p> <p>Using https://www.cgpbook.co.uk/resources/ks2-sats-online-10-minute-tests</p>	<p>able to do that. I then gave her an exercise and she got 80% for it. The question she got wrong was one that she already knew and I didn't understand why she got that wrong in the first place. This was a lapse of concentration.</p> <p>Friday: Assessment results See https://www.dropbox.com/s/xmqe80rv89qmngz/15.5.20%20KS2%20Maths%20and%20English%20Assessment.docx?dl=0</p> <p>Weekly summary J had a good week. The notable area for improvement was J's ability to manage exam pressure. J has a challenge to face the proper exam. We will prepare her for that.</p>
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			us further diagnostic insight into her problem areas.		
	Week 5, 18 – 22.5.20: Diagrams, Part of a circle	Monday: mini test 1 : Diagrams	Monday:	Monday: https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests https://www.bbc.co.uk/bitesize/articles/zk4tnrd	Monday: J got 55% for her mini test. J found the diagram's hard but we hadn't covered it at that point. J also had problems with rounding up. We went through the answers, to use it as a teaching exercise. For example, we had to revise working out percentages because J still had a problem with that when she encountered it in the exam. So, J finally understood that she needed to multiply by the numerator and divide by the denominator (100) to find the percentage. The rest of the wrong answers, were due to miscalculations but she did understand the processes. For the diagrams, we had to learn the word "frequency". She didn't understand the word in English at first. I then asked her how many times she watched films on Netflix. She said 2 or 3 times. She already knew the word for "often". So, I asked her how she would describe how many times she watch her films. Then she answered in Portuguese , then I asked her to translate that into French and it was the same word! I will remind

		<p>Wednesday: mini test 2 : Diagrams</p> <p>Friday: mini test 3 : Part of a circle</p>	<p>Wednesday</p> <p>Friday: <u>Teaching Observation</u> I notice that when J reads the exam questions, she has a tendency to jump words. This is an area of poor concentration that she needs to work on.</p>	<p>Wednesday:https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests</p> <p>https://www.bbc.co.uk/bitesize/articles/zk4tnrd</p> <p>Friday:https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests</p> <p>https://www.bbc.co.uk/bitesize/topics/zvmsxbk/articles/z8c7qty</p>	<p>her of Week 4 English (Block 1) vocab around Quantity because we covered “how many” and this is the basis for understanding frequency. We also looked at how to interpret frequencies represented by bar charts. J found this easy.</p> <p>Wednesday: We started with the 10 min test and J got 25%. J had challenges with time management and also some of the questions that we hadn’t yet covered.</p> <p>We also did pie charts. We learned the word “proportional”. I asked to explain it meant. J had to first use Portuguese before finding how to express it in French. After she learned this, we did an exercise where she got 75%.</p> <p>Friday: We finished the chart. J got 100% then, the pictogram, J got 100% then part of the circle. We learned the vocabulary “radius”, “diameter” and “perimeter” of the circle.</p> <p>Weekly summary J did very well this week as she understood the concepts. J’s</p>
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					concentration is an issue we will have to work with. For example, even though J knows to convert kilograms to grams, in the test she will do the opposite. When I asked her why, she said that she was thinking about something else - poor concentration.
	Week 6, 25 – 29.5.20: Summative Assessment Simple and Compound Interest	Monday: Revisions	Monday: <u>Teaching Strategy</u> I will use the new tests we are using as reading exercises, to help J practice “close reading” of exam texts. We will also need to make sure that J practises answering the questions by hand in the booklet rather than always using the computer. I will print out more exam booklets for practice.	Monday: https://www.sats2019.uk/sats-quiz-mathematics/ https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests Wednesday: https://www.satspapersguide.co.uk/wp-content/uploads/2019/08/ks2-2019-mathematics-paper-1.pdf https://www.satspapersguide.co.uk/wp-content/uploads/2019/08/ks2-2019-mathematics-paper-2.pdf	Monday: J did the 10 min test. J got 6%. But she got 0% for a new test that we found. This implies that J got too used to the same test website that we were using. We will change the sources of out tests from now on. Wednesday: We did interest rates. J understood the concepts. I gave simple interest homework to do for Friday.
		Wednesday: Maths Summative Assessment, Simple and Compound Interest			

		<p>Friday: Compound Interest and budgeting, income</p>	<p>Friday:</p>	<p>https://www.satspapersguide.co.uk/wp-content/uploads/2019/08/ks2-2019-mathematics-paper-3.pdf</p> <p>https://www.bbc.co.uk/bitesize/articles/zhtxhbk</p> <p>Friday: Using https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/</p>	<p>Friday: For budgeting J got 100%. For income she got 70%. J got 75% for simple interest home work that was set on Wednesday. J is motivated to do this well because she is interested in business in her career. I also used negotiating mobile phone contracts as an example for her to understand the relevance to her.</p> <p><u>Weekly summary</u> J did well this week apart from the test. The test is still a challenge – she knows the answers but working them out under pressure is still a challenge for her.</p>
English	Week 1, 20 – 24.4.20: Modal verbs, Relative pronouns, Irregular plurals	<p>Monday: Modal verbs Relative pronouns</p>	<p>Monday: <u>Teaching Strategy</u> We need to get her to speak English as if speaking to her friends so that she can</p>	<p>Monday https://www.anglaifacile.com/exercices/exercice-anglais-2/exercice-anglais-5455.php</p>	<p>Monday: J got 71% for her modal verbs exercise. J understood them very well. But the simpler ones she got wrong, so I had to explain to her that she has to sometimes consider</p>

			<p>understand the concept and then it will be easier for us to correct her for the correct grammar and form.</p> <p><u>Course work</u> I will set course work for over the weekend, every two weeks. I will first find out what type of things she likes and then create the course work around her interests.</p>	<p>https://www.anglaisyf.com/exercices/exercice-anglais-2/exercice-anglais-119351.php</p>	<p>that she is with her friends speaking and from there she realised that it was easy. I got her to make sentences from the modal verbs that she had learned. This is also a way of developing J's English vocabulary.</p>
		<p>Wednesday: Relative pronouns</p>	<p>Wednesday:</p>	<p>Wednesday https://www.anglaisyf.com/exercices/exercice-anglais-2/exercice-anglais-5733.php</p> <p>https://www.anglaisyf.com/exercices/exercice-anglais-2/exercice-anglais-121440.php</p>	<p>Wednesday: J got 85% for the 1st test. She found the difference between “who” and “whose” a little challenging. I gave her a couple of examples from the exercises and she understood it well after that.</p>
		<p>Friday: Irregular plurals</p>	<p>Friday:</p>	<p>Friday https://www.anglaisyf.com/exercices/exercice-anglais-2/exercice-anglais-118475.php</p>	<p>Friday: J got 50% for irregular plurals. We ran out of time so that she wasn't able to complete all the tasks because we focused</p>

					<p>on maths and she was late for the lesson (it was a short lesson).</p> <p>Weekly summary J's progress was slowed down by a general lack of concentration, especially on Friday. I got J to imagine talking to her friends, using informal language. I found that she was able to work out what she got wrong once she had her text in front of her.</p>
	<p>Week 2, 27.4 - 1.5.20: Passive/Active voices, Subject-verb agreement, Direct/Reported statements</p>	<p>Monday: Passive and Active voices</p> <p>Wednesday: Subject-verb agreement (complex)</p>	<p>Monday:</p> <p>Wednesday: <u>Teaching Strategy</u> I am encouraging J to regularly use the dictionary in class to find out the meanings of words for herself.</p>	<p>Monday:https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-95636.php</p> <p>Wednesday:https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-55710.php</p>	<p>Monday: J got 60% for subject verb agreement. My target for this is 80%, as subject verb agreement is a fundamental skill in academic English language usage. I will give her 15 mins to explain what she understands of subject verb agreement. See Maths for teaching strategy.</p> <p>Wednesday: I asked her to explain to me, the subject/verb agreement. She struggled with this. I asked her to look back to previous exercises and she understood. So, I think that she understands the foundation but is not yet able to fully articulate. I will ask her to explain it to me again, until she has mastered it sufficiently to be able to teach me what she has learned. (assessment as learning)</p>

		<p>Friday: Direct statement and Reported statement</p>	<p>Friday:</p>	<p>Friday:https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-42585.php</p>	<p>We also did active/passive voice. J found irregular verbs difficult and I will need to repeat past tenses and past participles, particularly the irregular ones. J got 75% for the exercise.</p> <p>(OC: I introduced J to the creative writing sessions that are due to start next Thursday)</p> <p>Friday: J got 90% for these exercises – she understands the difference between the two. She is able to write both kinds of sentences.</p> <p><u>Weekly summary</u> J did very well this week. J is keen to use these points of grammar in her everyday language. I pointed out that she is already using them every day speech and gave her examples. She just didn't know the technical terms for the grammatical constructions that she already uses. I need to make sure that she learns the technical terms/words for the grammar that she is using. J's progress is very good.</p>
	<p>Week 3, 4 – 8.5.20: Direct and indirect speech, Reading</p>	<p>Monday: Direct and indirect speech</p>	<p>Monday: <u>Teaching Strategy</u> J has a natural flair for languages. It would be</p>	<p>Monday:https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-66744.php</p>	<p>Monday: We focused on vocabulary, synonyms and adverbs as part of the (in)direct speech sentences. J got 87.5% for the first exercises – vocab.</p>

	comprehension, Writing a letter, Creative Writing	Wednesday: Reading comprehension	good to see how well she speaks Greek and whether she would want to do that at GCSE alongside French and Portuguese. I am thinking that her languages could be a good base for her A level choices and perhaps her degree choices later on.	Wednesday: https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-9663.php	2nd - 83% - synonyms and 3rd exercise - adverbs 66%.
		Thursday: Creative Writing: Using Cultural Heritage as an educational starting point	Thursday: <u>Teaching Strategy:</u> Discussion Word Associations Getting the student to read out instructions / text Pictures aiding descriptive language Repetition of alternative words e.g - on time - punctual.	Thursday: Wangari Maathai: https://www.youtube.com/watch?time_continue=1&v=IGMW6YWjMxw&feature=emb_logo Gibbs Reflective Cycle: https://www.google.com/search?q=gibbs+reflective+cycle&safes=active&sxsrf=ALeKk01KVgyAswAMjHvAveEm2j5fdOLBqQ:1588850067806&tbm=sch&source=iu&ictx=1&fir=OwJKrz_3ZQQqXM%253A%252CCz4zM9n3X4-dM%252C_&vet=1&usg=AI4_kTtLp1OeyfoOCDdCy	Wednesday: J was introduced to informal letter writing - courtesy greetings and endings. J got 100% for the reading comprehension for the letter. The letter was asking for a reply and I set this reply as homework. Thursday: This was our first session. We began by exploring her full name: 'Josefhat Makaybo Embo' We laughed about the meaning of Makayabo – salt fish! She explained how the meaning used to annoy her but now she accepts her name fully. We looked at Gibbs Reflective Cycle (1988) (description, feelings, evaluations, conclusion, action) PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xwOnoyecj267g8q/J%20EP.docx?dl=0) We went on to discuss the countries she had lived in; Congo, Angola, Turkey, Greece

				<p>hTWHJ-XJXF4w&sa=X&ved=2ahUKEwi39ZHfz6HpAhXHNCaKHVC9C2MQ9QEwDHoECAUQMA#imgsrc=OwJKrz_3ZQQqXM:</p> <p>The authors used were:</p> <p>Ijeoma Umebinyuo from her book <i>Questions for Ada</i></p> <p>Wangari Maathai</p> <p>Lesson slides: https://drive.google.com/file/d/1pGVWzJ00Gj8ydIhtLSNaj9gXYLpBJApP/view?usp=sharing</p>	<p>and the UK. She felt most connected to the Congo.</p> <p>She was really confident during the word association exercise. (See white board) I recognised that she was naturally creative and I told her so. She owned her 'talent' by the end of the session.</p> <p>She worked confidently across the slides that asked her to be descriptive and read out the instructions for each slide.</p> <p>We explored the story of the 'Humming Bird' told by Wangari Maathai. I was able to re-tell the story and interpret the moral of the tale: 'We have to just do our best.'</p> <p>She went on to read out 'Ijeoma Umbeyino's poem – '<i>Survival</i>'. Interpreting the meaning straight away – reflecting on how some women carried many problems in their bones but just had to keep on smiling.'</p> <p>She was bright and positive throughout the session and had no questions about the tasks set for next Thursday.</p> <p>Friday:</p>
		Friday: Writing a letter			

				Friday: https://www.anglaises.com/pages/mie/1lettre_2.php	<p>We did an introduction to formal letter writing. I gave her an exercise to write an application for a receptionist job at a hotel. This was for homework for Monday.</p> <p><u>Weekly summary</u> J was very good this week and got high marks for her exercises.</p>
	Week 4, 11 – 15.5.20: Interim Assessment (Formative) Formal language, Hyphens and dashes, Creative writing: introduction to criticality	<p>Monday: Formal language</p> <p>Wednesday: Hyphens and dashes</p> <p>Thursday: Creative Writing: Introduction to criticality - Critical</p>	<p>Monday: <u>Teaching Observations</u> J needs more time for her learning to sink in to a deeper level of understanding. The time we have with J is making this difficult for her because we are trying to cram in the entire KS2 curriculum for Maths and English in time for September. See teaching strategy for Maths, week 4.</p> <p>Wednesday:</p> <p>Thursday: <u>Teaching Observations</u></p>	<p>Monday:https://www.bbc.co.uk/bitesize/articles/znq4kmn</p> <p>Wednesday:https://www.bbc.co.uk/bitesize/articles/zmnwjhv</p> <p>Thursday: https://youtu.be/xbaA6o8_WC0</p>	<p>Monday: We looked at the various forms of formal language. J's challenge is that that she can understand the concept in the lesson then in the next lesson seem to have forgotten. We also revisited formal letter writing and the formal salutations.</p> <p>Wednesday: J found these exercises relatively easy. J got 100% for one exercise testing both hyphens and dashes.</p> <p>Thursday:</p>

		<p>engagement of text and film (video)</p>	<p>J is very comfortable with finding word associations; it allows her to grapple and retrieve the 'English' word from her memory.</p> <p>Using challenging but engaging text seems a good way to accelerate her English development.</p> <p>Unpacking English video content was an effective way of trans-languaging. As she visibly reached for the understanding in French first.</p>	<p>Authors: Chimamanda Adichie, short story 'One Cell.</p> <p>Lesson slides: https://drive.google.com/file/d/1pGVWzJ00Gj8ydlhtLSNaj9gXYLpBJApP/view?usp=sharing</p>	<p>J was obviously tired but she still happily engaged with the session. She had enjoyed on-line shopping in the week, buying new clothes and sun glasses for her vlogging channel.</p> <p>She had completed her first task, gathering research on Wangari Maathai competently. I asked her to turn this research into a paragraph with a clear heading.</p> <p>She shared a visual memory from her first day at High School, in the Congo, confidently. Revealing that she was often tearful in those days. She spoke of the two friends she made on that day that she still speaks to through facebook.</p> <p>We read through the first part of the story by Chimamanda Adichie, 'One Cell.' She found the pronunciation of many words difficult and I asked her to write down words that were new to her. Despite this she was able to summarise the story so far, demonstrating a complete understanding of the text.</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xw</u></p>
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		Friday: Mini assessment	Friday:	<p>Friday: Using https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests https://www.educationquizzes.com/ks2/english/direct-speech/</p>	<p>Onoyecj267g8q/J%20EP.docx?dl=0)</p> <p>We watched the video 'Let's save Africa' together. She struggled to understand this video at first, so I took her back through it slowly and explained. She then grasped the meaning of the video and shared that she felt the video was portraying something that was indeed happening, that African children were being used to make dishonest films for fundraising.</p> <p>I set her homework to check the meanings of the words from the text and to read the text more in preparation for our next session.</p> <p>It was a positive session; I am learning about her attention span and the sort of material that engages her.</p> <p>Friday: Assessment results See: https://www.dropbox.com/s/xmqe80rv89qmngz/15.5.20%20KS2%20Maths%20and%20English%20Assessment.docx?dl=0</p> <p>In punctuation, J has a problem with using capital letters at the beginning of sentences. So, we will need to use her reading</p>
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					<p>activities to emphasise the use of punctuation. I will liaise with Odiri to make her aware of this in her lessons with J.</p> <p><u>Weekly summary</u> J had a good week but it was the exam pressure that she needs to learn to deal with. I think that if she is able to get 60% under that sort of pressure, she will be able to get a much higher mark once she learns to cope better with the exam pressure.</p>
	<p>Week 5, 18 – 22.5.20: Relative clauses, Present progressive form, Past progressive form</p>	<p>Monday: Relative clauses</p>	<p>Monday: <u>Teaching Strategy</u> I gave her an exam strategy for time management. That is – to attempt the questions she finds easiest first, to leave more time for the difficult questions. I will also give her 10-min tests in English to get her used to exam time management for this subject. This will start from next week.</p> <p><u>Exam Preparation</u> We will send J a link to the exam paper we want her to sit. We will then ask her to print the answer</p>	<p>Monday:https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt</p>	<p>Monday: J got 100% for the first exercise and the second exercise was 75%. Sometimes J would add an extra pronoun to the relative clause which would separate the clause when the relative pronoun is meant to join both sentences together.</p>

		<p>booklet out at home, then on the day, fill out exam paper (reading the exam paper online via her shared screen) under exam invigilation and then take pictures of her booklet and post them to google classroom for us to mark. Then we will mark and return in Google classroom. I will ask M if she has a printer, if she does, she could print it out for J and keep it safe.</p> <p>Wednesday: Present progressive form</p> <p>Wednesday: <u>Teaching Strategy</u> Our pedagogy in the main, consists of two parts. Teaching KS2 curriculum knowledge and skills and teaching how to handle KSAT testing. We believe that without the latter, the learner cannot demonstrate the former. So, exam preparation has become a key lesson component for us and will also inform us to as whether J is ready</p>	<p>Wednesday:https://www.anglaisfacile.com/exercices/exercice-anglais-2/exercice-anglais-51877.php</p>	<p>Wednesday: In our mini tests, we found that J really struggled time management, where she forgets things that we know she can do in class. See teaching strategy.</p> <p>J got 66% for this exercise, but I found that she was getting the easiest ones wrong. In the exercise, I gave her a timed-elements. I could see that she was panicking. See Monday's teaching strategy.</p>
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			<p>Asking a reflective question that enables working from free expression</p> <p>Using visual content to engage descriptive language</p> <p>Using video content to explore words and ideas.</p>		<p>crumble under pressure, I feel bad, not as strong.</p> <p>How do you deal with the pressure?</p> <p>‘I laugh at problems, I try to forget, I listen to music.’</p> <p>This conversation provided the opportunity to remind her of the reflective thinking we had discussed previously and its application for overcoming challenges.</p> <p>We then attended to the tasks set last week. She had written a paragraph on Wangari Maathai as requested but had not typed and uploaded the information. She had also not used the dictionary to check the words she had not understood in the story: ‘One Cell’ that we had read together last week. She had forgotten to do this task but she had practised the reading of the text which she read much better than her first efforts. Here is a recording of her reading https://us02web.zoom.us/rec/play/6MUqdbvq_DI3G9KV5QSDV6d4W9XsLKis23dlq6Bcyk3nBiVWZ1DzZLRGN-d5GyufumGkA8NNPHibPtk5?continueMode=true&xzm_rtaid=</p>
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		Friday: Past progressive form	<p>Friday: <u>PSHE Core Theme 2: Relationships (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p>At the beginning of this lesson, I had a conversation with J. We talked about the good fortune she has for her integration in UK, in terms of the people around her for her education. We discussed how she has</p>	<p>Friday:https://www.anglaisfacile.com/fre/news/0gpastprogressive.htm</p>	<p>BQQOIrfQAOurrH1g56zKA.1590663214195.8516988735f8adf85ca2340404b095c& x zm rhtaid=471</p> <p>We went on to do an exercise where a photograph was used to stimulate her descriptive language. She struggled somewhat with this exercise, looking for the appropriate English words but she did finish the exercise successfully.</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p>We went on to explore the word ‘Stereotype,’ using a video that looked at how young ‘African Men’ are depicted in Hollywood. It took a while for her to understand the word and ideas around it and we had to walk through the video together until she grasped it. Then she was able to apply it to her own experience.</p> <p>J was reminded to complete all the work set by next week.</p> <p>Friday: J got 100% for the exercise. J found this easy</p>
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			<p>to take that in to consideration and work hard to achieve what she planned. Also, I advised her to know how to choose her friends because bad friends can change her orientation, her behaviour, and her personality. She was very engaged during our conversation.</p> <p><u>PSHE Core Theme 1: Health and Wellbeing (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p>In relation to discussion her relationships with friends, we also touched on diet, exercise and fast food. Healthy lifestyle is very important for coping with stress. J said that she isn't eating as much fast food as she did when she first arrived in the UK and that she is eating more home</p>		<p>because when I explained it to her she got it immediately. This built on previous work with the past and present tenses, see Wednesday. J was more focused and seemed happier. I think that J needs to have learning reinforced at some because I am convinced that after our lessons J does not look back over our work.</p> <p><u>Weekly summary</u> J has anxiety around her concentration levels – we observe that she is still getting answers wrong by not reading the question carefully enough. J is missing vital information. We are attending to this – we are aware the linguistic process that J is negotiating (J is using both French and Portuguese to access her English).</p>
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			<p>cooked food that she herself prepares. J also said that she found a food shop that sold African and Caribbean foods. J mentioned preparing fufu. We discussed some of the nutritional benefits of Continental African food.</p>		
	<p>Week 6, 25 – 29.5.20: Subjunctive form, Word Associations, Close reading skills (reading for accuracy), Evidence - Similarity and Differences, Point of Comparison</p>	<p>Monday: revision</p> <p>Wednesday: the subjunctive form and evidence (quotation marks)</p>	<p>Monday: <u>Teaching Strategy</u> We are thinking about asking M about what she thinks will help J self-study.</p> <p>OC: I need to check in with her to encourage her to do self-study and to remind her to do Odirí's assignments.</p> <p>Wednesday:</p>	<p>Monday:https://www.cgpbooks.co.uk/resources/ks2-sats-online-10-minute-tests</p> <p>https://www.sats2019.uk/sats-quiz-english/</p> <p>Wednesday: https://www.anglaifacile.com/exercices/exercice-anglais-2/exercice-anglais-91954.php</p> <p>https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/</p>	<p>Monday: We went through the 10 min test. We also touched upon the subjunctive form. J got 40% for her test. We gave J another test that she hadn't done before and she scored 0%. I am not sure that J is doing enough self-study.</p> <p>Wednesday: We used two videos – one was a thriller and the other was a romcom. We were looking at collecting evidence about her opinions of the videos (similarities and differences). I explained the word “evidence”. J then collected the evidence for her opinions. We also covered quotation marks as part of her</p>

		<p>Thursday: Word associations, close reading skills (reading for accuracy)</p>	<p>Thursday: J's laptop's audio wasn't working I have informed M</p> <p><u>Teaching Strategy:</u> Power point for guiding J through the session.</p> <p>Text for reading development.</p>	<p>Thursday:</p>	<p>collecting of evidence. She got 80% for the test.</p> <p>Thursday: We started the session by visiting word associations orally. I did this to explore whether her fluency would increase when released from writing. She did very well.</p> <p>She then read the agreed part of the story, <i>One Cell</i>, that she had been asked to practice. The way she read the text showed that she had practised close reading. Her reading was recorded so she can listen to it and further improve.</p> <p>Set Tasks: J has seemed to struggle to complete the tasks that I have set and consequently they have piled up. I think the best way forward is to not set any more tasks until they are all complete. And to support her in working through them as part of the sessions. As I feel that this situation may be adding to her feeling of being pressured.</p> <p>I will still expect her to complete the tasks but it is important to spend time correcting them with her. When she presented her</p>
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		<p>Friday: Evidence - Similarity and Differences, Point of Comparison</p>	<p>Friday</p>	<p>Friday: https://www.bbc.co.uk/bitesize/articles/zkf6hbk</p> <p>Using https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/</p>	<p>writing on Wangari Mathaai today there were a lot of mistakes that presented opportunities for building on her learning and connecting this with work being done in English.</p> <p>I also did some work on apostrophes.</p> <p>Friday: We worked with two images to look at similarity and differences and gave her these as home work. Cultivating J's observation skills.</p> <p>Weekly summary J was very relaxed. This is key, J needs to have a relaxed state of mind in order to learn at her maximum. J's reading has improved. J is self-studying well. We need to see J's understanding of vocabulary in order to apply them to other sentences.</p>
<p>Block 3 (Term 6)</p> <p>Cumbria County Council</p>	<p>Scheme of Work/Topics/Focus Questions</p>	<p>Activities/Interventions</p>	<p>Learning Outcomes (4 max) End of year LOs: https://www.dropbox.com/s/at17acfcivgs331/English%20and%20Maths%20learning%20</p>	<p>Resources (upload to resources folder) English: Alan Peat sentence grid: https://www.dropbox.com/s/vnkan8bkkad0mbm1/alan%20asa</p>	<p>Weekly Report of Progress (strong areas/areas in need of improvement) Assessment: Strategy https://www.dropbox.com/s/8qceakmctvis5bs/KS2%20Assessment%20Strategy%20and%20Marking%20docx?dl=0</p>

			Objectives%20yr%206.docx?dl=0	%20sentence%20grid.pdf?dl=0 Sentence poster for revision: https://www.dropbox.com/home/Shared%20Twilight%20Folder%20for%20staff%202019%20-%202020/Lesson%20Plans/English%20resources%20revision%20sentences-types-posters.pdf	
Maths	Week 1, 1 – 5.6.20: Summative Assessment 2019 KSAT papers https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/	Monday: Wednesday: 2019 Exam papers - Maths reasoning Papers 1&2 and Arithmetic Friday: See English	Monday: Wednesday: Friday:	Monday: Wednesday: Friday:	Monday: Wednesday: Exam papers Friday: See English <u>Weekly summary</u> J was happy with her performances in her exams. She said that she panicked for the first paper but settled down for the other two.
	Week 2, 8 – 12.6.20	Monday: Wednesday: Summative Assessment exam question	Monday: Wednesday:	Monday: Wednesday:	Monday: We played educational Maths games, in this session (as the papers were not marked or finalised by the team, at this moment. Wednesday:

		<p>corrections:2019 Maths Papers 1-3</p> <p>Friday: See English</p>			<p>During this session, we went through all the maths papers from the 2019 KSAT exam to try to find why she got some easy exercises wrong. At the beginning of the corrections, she looked very sad and it was because of her marks. What we did it was to boost her confidence because that was her first proper exam and she did well, considering this. After some joking around and advice, she started smiling. At the end, she realised that 80% of the arithmetic was easy to get right, and she promised to go back through all the papers and do them again, and I told her that if there was a misunderstanding of any method, she should write it down and during our classes we would come back to it.</p> <p>Friday: See English</p> <p><u>Weekly summary</u></p> <p>J was initially down about her results. However, by the end of week J seemed to have regained her confidence. Giving her an attainable goal in arithmetic really helped her because she could see that an improvement in this area was easy to do and would enable her to pass the whole exam paper.</p>
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	Week 3, 15 – 19.6.20: Rounding Decimals	Monday: Wednesday: Friday: Rounding decimals	Monday: Wednesday: Friday:	Monday: Wednesday: Friday: https://www.bbc.co.uk/bitesize/articles/z6g8d6f	Monday: See English Wednesday: See English Friday: We had done decimals before but this time we did for money – practical rounding for example £4.99. J understood this well and was able. <u>Weekly summary</u> See English
	Week 4, 22 – 26.6.20: Multiplying and Dividing negative numbers, Arithmetic Percentages	Monday: Multiplying and Dividing negative numbers	Monday:	Monday: https://www.bbc.co.uk/bitesize/articles/z8b3trd	Monday: J chose to do Maths first, she said that she never thought that she would do this. J got 100% for multiplying negative numbers. J did multiplication and division and got 83% . I impressed upon her the importance of the multiplication table. J wanted me to repeat nature of negative because she said that didn't write it down, the first time. <u>Teaching Strategy</u> Multiplication is key foundational skill that J has to master because it appears in percentages and in the general, there is a lot of multiplication in the arithmetic papers. We will collect the foundational skills needed to be mastered necessary for advanced

		<p>Wednesday: Arithmetic; percentages</p> <p>Friday: See English</p>	<p>Wednesday:</p>	<p>Wednesday:https://www.bbc.co.uk/bitesize/articles/zkng9mn</p> <p>https://uk.ixl.com/math/year-9/solve-percent-equations</p>	<p>calculations that feature in the arithmetic paper.</p> <p>Wednesday: We revised percentages because we observed from her exam paper, we could see she has problems. We also did questions from the 2015 Maths exam paper, where there seemed to be a lot of percentage questions. We thought that if J could master percentages, she could gain easy marks overall. We also looked J's ability to read longer numbers (5 and 6 digits), as she seems to have a problem with them. We also did multiplication with numbers containing 0 at the end - teaching her a more efficient method.</p> <p>After this, J did a short 10 min-test on percentages and she got 63%</p> <p>Friday: See English.</p> <p><u>Weekly summary</u> J found this week a bit easier because we had touched upon them earlier in the term, as she had remembered from the last time.</p> <p><u>Teaching Strategy</u></p>
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					<p>I focused on percentages again after having seen the results for the mock paper and saw that there were many questions on percentages that J struggled with. So, I thought that it would be a good idea to tighten up J's confidence with percentages and her ability to read longer numbers, so that she could gain easier marks in future.</p> <p>I will focus on weaker areas in arithmetic every Wednesday for exam preparation.</p>
	<p>Week 5, 29.6 - 3.7.20: Calculation of Area of parallelograms</p>	<p>Monday: Calculation of Area of parallelograms</p> <p>Wednesday: Arithmetic</p>	<p>Monday:</p> <p>Wednesday:</p>	<p>Monday:https://www.bbc.co.uk/bitesize/articles/zjbr92p</p> <p>Wednesday:https://www.bbc.co.uk/bitesize/articles/z82tjsg https://www.bbc.co.uk/bitesize/articles/z4kwjvhv</p>	<p>Monday: J got 100% for calculating the area of parallelograms.</p> <p>Wednesday: We did multiplications by 10, 100 and 1000 of decimals. J got 80% for this exercise. We also revised percentages, then we used the 2014 arithmetic paper. We looked at the graph questions. I explained to her how the bar chart and the graph were representing the same data. Learning how to read data.</p> <p>We used the maths mastery approach where she explained the processes behind working out the answers from the paper. Role reversal. J panicked with</p>

					<p>that process because she finds it difficult to explain the process to some else. I encouraged her to write what she was thinking. When she did that, I could understand her process. J is sometimes thrown by how the questions are framed in the paper. For example, in long division the number to be divided is on the other side to how it is in the UK.</p> <p>We then discussed the assessment exam at Manchester College. I explained that she will probably get KS1-4 questions, if she gets 80% at a certain KS then she will beyond that KS. If she gets around 40% at a KS that will be her stage. I told her that there is continuum between the KS so she will recognise questions from KS2 in KS3/4.</p> <p>I told her start her revision. I told her that the next exam will tell us whether she is ready. We know that she ready but it is a matter of her concentration and confidence.</p> <p>We are trying to get J to take the pressure off herself when tackling exam questions and to remind herself that she knows how to do them.</p>
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		Friday: See English			<p><u>Exam Preparation</u> We need to think about how to prepare her for the exam at Manchester college when she will be in a totally different environment. We need to prepare her for that (what will be a shock to the system) – e.g. 3 or 4 people in the class doing the same exam.</p> <p>Friday: See English</p> <p><u>Weekly summary</u> J is getting more confident with Maths but I suspect it could be due to her familiarity with me and that the real exam setting could be off-putting. We can only reassure her, as we are already doing. We can also ensure that confidence building is covered by the mentoring sessions.</p>
	Week 6, 6 – 10.7.20:	Monday: Regular and Irregular Polygons	Monday: Regular and Irregular Polygons	<p>Monday: https://www.bbc.co.uk/bitesize/articles/zgmcf82</p> <p>Game: https://www.bbc.co.uk/games/embed/karate-cats-2?exitGameUrl=https%3A%2F%2Fbbc.co.uk</p>	<p>Monday: J got a 100% for this exercise. She guessed the nonogram, she correctly linked nono to neuf. J recognised the Greek derivations of the number of sides, penta, hexa, hepta, octo, nono, deca.</p> <p>We played an arithmetic game for revision. J lost concentration for one of the number</p>

		<p>Wednesday: Friday: Statistics</p>	<p>Wednesday: Friday:</p>	<p>k%2Fbitesize%2Farticles%2Fzf4sscw</p> <p>Wednesday: Friday:https://www.bbc.co.uk/bitesize/topics/zm49q6f/articles/z99jpbk</p>	<p>sequences. She knew the answer but made an error due to her lapse. She had to start again. J got one wrong for the 1st and 3 wrong for the 2nd and 3rd game was long division and long multiplication 88%. However, J needs to be prepared for longer numbers in the exam but needs to remember that it is the same process.</p> <p>Wednesday: Friday: See English</p> <p>Weekly summary J did well this week apart from her occasional lapses in concentration when she forgot to attend to the remainders in long multiplication and long division.</p>
	<p>Week 7, 13 – 17.7.20: Exam Revision – Percentages, Decimals, Fractions, Long, Short Multiplication, Negative Numbers, Reasoning</p>	<p>Monday: Maths Revision</p>	<p>Monday:</p>	<p>Monday: https://www.bbc.co.uk/bitesize/articles/zrkw2fr</p> <p>https://www.bbc.co.uk/bitesize/articles/znx2mfr</p> <p>https://www.bbc.co.uk/bitesize/articles/zvxnv82</p>	<p>Monday: We revised percentages because they came up in arithmetic and reasoning. J can no do this without hesitation. J got 100% J had a problem with multiplication. Showed her easiest ones, 2, 5, 10 – so that she can the work out the harder ones (e.g. $8 \times 3 = 8 \times 2 + 8$ using 2x table to help with the calculation).</p>

		<p>Wednesday: Maths and English Revision (Dictation)</p> <p>Friday: Mini Test and Timing</p>	<p>Wednesday:</p> <p>Friday:</p>	<p>https://www.bbc.co.uk/bitesize/articles/zjbk8xs</p> <p>Wednesday:https://www.bbc.co.uk/bitesize/articles/ztcsm39</p> <p>https://www.bbc.co.uk/bitesize/articles/zykwr2p</p> <p>Friday: see English</p>	<p>We did decimals and fractions. J got 95% for the test. Long and short multiplication. J got 90%</p> <p>We also covered negative numbers. After this, J said that she really understands the weather report.</p> <p>Wednesday: We a Maths challenge, Reasoning activities. 1st exercise she got 85%. The 2nd exercise, she got 71%. We had to focus on English words - key words "heavier than" - vocabulary.</p> <p>Friday:</p> <p><u>Weekly summary</u></p>
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	Week 8, 20 – 24.7.20: Exam week	Monday: 2018 KS2 English Wednesday: 2018 KS2 Maths Thursday: Friday: Results			Monday: 2018 KS2 English Wednesday: 2018 KS2 Maths Thursday: Friday: Results
English	Week 1, 1 – 5.6.20: Summative Assessment 2019 KSAT papers https://www.satspa.org.uk/ks2-year-6-sats/ks2-year-6-sats-papers/ Creative Writing - Exploring current issues around social Justice	Wednesday: See Maths Thursday: Creative Writing - Exploring current issues around social Justice	Wednesday: Thursday:	Wednesday: Thursday: Discussion around current issues especially, the death of George Floyd. Video in French with English subtitles: https://youtu.be/L9IPVfmVqMU By Lous and The Yakzua. Conversation with new person.	Wednesday: See Maths Thursday: J came on to the zoom session on time with a very positive attitude. <u>PSHE Core Theme 3: Living in the Wider World (see EP:</u> https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0) We were able to discuss the current events in America - the death of George Floyd. This led very naturally to a discussion about racism. J was very passionate about what she saw as the negative actions of people because of skin colour. She said she had a diversity of friendships and spoke about experiencing racism directly in Greece. <u>PSHE Core Theme 1: Health and Wellbeing (see EP:</u> https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)

					<p>We watched a video together by the Black French Artist 'Lous and The Yakzua'. The video looks at the experience of solitude and at the negative portrayal of black women. J completely understood the video, I feel more so because it was in French. She was able to summarise the key issues and share her opinion regarding solitude. She said she loved time alone. J also agreed that black women were often portrayed as ugly as the video stated. She said some people had told her that she was ugly but she did not listen to them.</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p>For the next half an hour we welcomed guest photographer, Adiam Yemane, to the session. Adiam had a delightful discussion with J, sharing some details about her refugee experience. J asked questions comfortably and was visibly enjoying the discussion.</p> <p>Adiam picked up the number of languages J spoke: Lingala,</p>
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		<p>Friday: 2019 Exam papers - English, SPaG, Reading, Spelling</p>		<p>French, Portuguese, Greek and English.</p> <p>J shared that she had suffered active and direct racism whilst in Greece when she went out alone. She said she was glad not to have gone through this in the UK.</p> <p>The conversation flowed easily, they discussed career choices and Adiam shared how finding what she wanted to do had taken experimenting with her interests into her early twenties.</p> <p>J was excited that Adiam proposed to shoot pictures of her and interview her further in next week's session. The conversation demonstrated J's need for interaction and why she is longing to attend college.</p> <p>During the conversation she also shared that the other foster child was Angolan and that they spoke Portuguese with each other and that her foster mother was Jamaican.</p> <p>In the next session we will continue to look through her completed tasks and Adiam will carry out the virtual shoot and interview with her.</p> <p>Friday: Exam papers</p>
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					<p><u>Weekly summary</u> J said that the reading comprehension was difficult because of the long texts that she had to read.</p>
	<p>Week 2, 8 – 12.6.20: Creative Writing and Exploring J’s Personal Narrative</p>	<p>Monday: See Maths Wednesday: See Maths Thursday: Creative Writing and Exploring J’s Personal Narrative</p>	<p>Monday: Wednesday: Thursday:</p>	<p>Monday: Wednesday: Thursday:</p>	<p>Monday: See Maths Wednesday: See Maths Thursday: In this session the main purpose was an interview conducted by ‘Adiam Yemane’ a professional photographer and refugee who J had met (with foster Mum consent) the previous week. In this session she was to have a virtual photography shoot. We spent a few moments at the beginning looking at the words and definitions that were set for her to explore the week before. She had only checked two of the words -pluck and nudge-which she now understands.</p> <p><u>Safeguarding</u> https://meapsite.wordpress.com/guidelines-for-supplementary-schools-teaching-remotely/ We then spent some time with Ornette preparing her for Adiam, making sure that she was appropriately dressed and that the background of her room was fine from a safeguarding point of view.</p>

					<p><u>PSHE Core Theme 2: Relationships (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p>The session with Adiam seemed to be a very positive experience for J. She shared her feelings regarding the educational support at MEaP, saying that she really liked the lessons and would like to continue to gain the support even when she was at college. She spoke about how difficult it was to find a teacher like ‘Valentin’ who was teaching maths that she actually enjoyed and understood.</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p>Adiam also asked J about her experience of being a newly arrived person. They discussed her life in The Congo and Greece, where J said that the authorities in Greece suggested the UK. J said that she felt safe over here in terms of her personal safety due to her race, as in Greece she said that she preferred to be</p>
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					<p>accompanied everywhere. J also talked about the racism that she had received in Greece. She said that she would now like the lockdown to end, so that she could really get to explore Manchester. Adiam reminded her that everywhere would be the same at the moment and J agreed.</p> <p>The session with Adiam ended with a great photoshoot in which J actively and confidently directed the photographs.</p> <p>Adiam spoke to her about her desire to create a vlog and asked her about possible content and how she would take photographs.</p> <p>The interview seemed to leave J happy and inspired.</p> <p><u>PSHE Core Theme 2: Relationships (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p><u>Mentoring</u> J said that she felt like a refugee in Greece but not in the UK, so Adiam didn't want to go any deeper into that topic. However, Adiam thought that J might</p>
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		<p>Friday: 2019 SPaG Paper corrections and revision</p>			<p>benefit from mentoring about getting her orientation around being a refugee. Adiam would also like to mentor her in photography to help with her vlogging ambitions. We have gained consent from M for this happen. A zoom meeting between M and Adiam (KORI) will be arranged for MEaP to arrange a formal handover to KORl from MEaP for this mentoring process.</p> <p>Friday: We went through the 2019 SPAG, we looked the wrong answers and asked her identify why she got them wrong. J realised that she was not reading enough, so she promised that she would do more reading.</p> <p><u>Weekly summary</u> J was very relaxed with meeting a new person and do a photoshoot. We think that this was invaluable for J to step out of the class room environment to showcase her social and personal traits. We thought that this type of learning was very effective.</p> <p>J really discovered how to approach the reading comprehension. J realised that</p>
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					she knew more than she thought she did initially.
	Week 3, 15 – 19.6.20: Reading Comprehension Revision, Creative Writing with another learner	Monday:	Monday: <u>Teaching Strategy</u> We decided that J needed to acquire two types of reading skills. 1. Fast reading and information retrieval according to the 8 areas of competency in the reading matrix (https://www.satspape.org.uk/wp-content/uploads/2019/08/ks2-2019-english-reading-mark-scheme.pdf). This process to be led by Valentin. 2. Slower more comprehensive reading where she learns new vocabulary, writing styles focussing on wider comprehension skills. J needs to read more – not just books but newspapers and signs/notices. This process to be led by Odir	Monday:	Monday: In the reading comprehension, we also looked at the specific strategies for answering the exam questions. <ol style="list-style-type: none"> 1. Read the questions first before reading the text 2. Always look for the key words in the question 3. Towards the end of paper, read all of the text for information that might have been missed (because the end questions tend to require whole-text reading) 4. Learn how to answer the question using your own words (We already ask J to document her new words and to make new sentences with them to demonstrate her understanding of them) We also looked at the spelling paper and noticed that there were words that J knew but would forget to include one letter. We need her to be more accurate
			Wednesday:	Wednesday:	

		<p>Wednesday: 2019 Reading Comprehension Paper Correction and Revision</p>			<p>Wednesday: We finished the reading comprehension, the Music Box. We found that this text was so highly descriptive that we thought that J would need to do extra reading to build her vocabulary. We suggested that in addition to books, J should watch her films in English with subtitles so that she can note the words that she doesn't understand and bring them to class.</p> <p>Thursday: <u>PSHE Core Theme 2: Relationships (see EP: https://www.dropbox.com/s/xw0noyecj267g8g/J%20EP.docx?dl=0)</u></p> <p>We have now invited another young person to join the creative writing session: 14-year-old Naila Seale (N). The reasons for doing this were to -</p> <ul style="list-style-type: none"> • Encourage further socialisation • Encourage close listening • Share reading tasks • Share writing tasks • Develop English speaking
	<p>Thursday: Creative Writing with another learner</p>		<p>Thursday:</p> <p><u>Teaching Strategy</u> To promote out of session reading, I have asked OC to make available the following book for J to read. We will use this book with Naila also and read it together in class.</p> <p>Good Night Stories for Rebel Girls by Francesca Cavallo</p>	<p>Thursday: Use of 'Cell One' text. Chimamanda Adichie.</p> <p>Information on open and closed questions.</p>	

					<p>The girls had both been instructed to construct four questions to ask each other. J had not prepared for this task but she managed to ask four good questions. After they finished, we used this exercise to look at 'open' and 'closed' questions.</p> <p>The questions broke the ice somewhat and after this they were able to discuss more freely.</p> <p>We were then able to explore the words whose definitions they had individually researched and they shared the meanings and sentences they had applied the words to with each other.</p> <p>The girls then read the story 'One Cell' intermittently. This was especially useful for J as she was able to listen closely to N's reading, which seemed to make her work harder to read just as well. N was also supportive, pronouncing some of the more difficult words for her to copy. At the end of the reading, the girls were asked about how they felt about the main character in the story. J said he could never be a friend of hers because he was a thief! This is part of</p>
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		Friday: Reading Comprehension	Friday:	<p>developing an enquiry-led reading practice.</p> <p>After this I asked the girls to both describe their streets to each other to encourage them to speak more and use descriptive language. They both struggled with this so we will do more of this exercise.</p> <p>I also asked them their horoscope sun signs, J was Cancer and she was able to describe the qualities ascribed to Cancer.</p> <p>The session closed with setting some homework of finding definitions for three words.</p> <p><u>PSHE Core Theme 2: Relationships (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p>I also asked them to complement each other at the end of the session. This activity is about giving and receiving positive affirmations to each other.</p> <p>J also asked about when the mentoring that had been offered by Adiam would happen. KORI Youth Charity will be setting this up for her shortly, one forty-minute session a fortnight.</p>
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					<p>Friday: After a complex start for J, afterwards J began to understand that she needed to ask herself “Why”, then she needed to pay attention to the title of the text. J also needed to focus on vocabulary.</p> <p>We explored reading comprehension techniques:</p> <ol style="list-style-type: none"> 1. Read the title 2. Read all the questions and fully understand what they questions are asking for 3. Look for the key words in the questions 4. Look for key words in the text 5. Have an enquiring mind about the text – essential for inferential reading/comprehension <p><u>Weekly summary</u> This week J was very resilient and her social skills were well developed. J appeared to rise to the challenge at hand. This bodes well for her college interactions, later. J has shown that she committed to her academic development.</p> <p>We are working with J with her comprehension skills and her</p>
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					enquiry-based thinking. We are now also doing exam preparation.
	Week 4, 22 – 26.6.20: Nouns – common, proper, phrases, collective, Creative Writing: Examining Artistic Activism, Reading Comprehension Practice	Monday: Nouns – common, proper, phrases, collective Wednesday: See Maths Thursday: Creative Writing: Examining Artistic Activism	Monday: Wednesday: Thursday:	Monday: https://www.bbc.co.uk/bitesize/articles/zj2xhbk Wednesday: See Maths Thursday: Lil Baby video for looking for key words: https://www.youtube.com/watch?v=VDGysJGNol&list=RD_VDGysJGNol&index=2	Monday: We looked at the definitions of the various types of nouns. I made sure she understood that proper nouns have capital letter-starts. This is important for her to recognise where punctuation comes in a sentence , like a full stop. J got 83% for identifying the noun. Wednesday: See Maths Thursday: Due to circumstances the session had to start an hour later and this created some challenges. J was preparing to go out and was not as focussed as usual . Naila Seale joined the session again and we began with a three-way word association game . J demonstrated great word confidence during this exercise. I then asked the girls to share the words that they had been tasked with researching from the text 'One Cell' They traded definitions and shared the sentences they had applied them

					<p>to. J showed good understanding of the word: 'Faculty.'</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xw0noyecj267g8g/J%20EP.docx?dl=0)</u></p> <p>We next looked at a video by an artist called 'Lil Baby'. I asked them to watch the video closely and then they used the whiteboard individually to write 10 words each that they associated with what they had seen. J was able to write words fluently, including; Police, Black Lives matter and protest, amongst others. J was able to recount what she had seen in the video and stated that it was about the current protest caused by George Floyd's murder by American police. It was clear she was following these current events.</p> <p>I asked the girls if artists should be using their platform to influence others. They both felt it was important to use one's talent for what one cared about. J said "I use music to express what I feel so music should be</p>
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		Friday: Reading Comprehension Practice		<p>used for people to express what they care about.”</p> <p>We then re-capped what had been happening in the story ‘One Cell that we have been reading weekly. They shared the task of reading a new section of the story. J was able to re-count some of the happenings in the story so far. She found the new part of the story confusing and I had to explain it to them as it was very particular to Nigerian culture. I feel it is important to persevere with this story even though it is above J’s level as the vocabulary gems it offers are invaluable and it is a story set in an African context which I feel is important.</p> <p>We concluded with discussing what the girls would enjoy about the end of lockdown. J was looking forward to: shopping and going to restaurants to celebrate as it is her birthday shortly.</p> <p>Friday: We read through Percy and Lightening Thief. J found much of the vocabulary difficult. J understood the technique for answering the exam questions for reading comprehension.</p>
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					<u>Weekly summary</u> J is showing a new word confidence . The way in which she uses words has improved. J seems to have a renewed motivation
	Week 5, 29.6 - 3.7.20: Debate, Argumentation (textual analysis), Creative Writing: Poetry and emotive language	Monday: Correction of homework and Sentences. Wednesday: See Maths Thursday:	Monday: Wednesday: Thursday:	Monday: https://www.bbc.co.uk/bitesize/articles/zj74kmn https://www.bbc.co.uk/bitesize/topics/z88t97h Wednesday: See Maths Thursday: Lil Baby video for looking for key words: https://www.youtube.com/watch?v=_VDGysJGNol&list=RD_VDGysJGNol&index=2 Our Deepest Fear by Marianne Williamson from the film Coach Carter	Monday: J is making good progress with how to answer the question and her ability to understand the text. Wednesday: See Maths Thursday: This was another session that J shared with 14-year-old Naila. The girls were now working together quite naturally. We began the session with a check in of short questions. One of the questions asked about a talent they wished they had. J said she wished she could sing and dance. She shared that she loved singing but could only do it well when she was accompanying her friend who could sing. <u>PSHE Core Theme 3: Living in the Wider World</u> (see EP:

				https://youtu.be/Ybt8wXlahQU	https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0 <p>Another question asked about a place they would always remember. J spoke about Greece, saying that she missed her friends there and her little brother who had locks. She said that her brother was very cute and people often gave them free things in shops because of how he looked. See confidential notes 2.7.20 for more details.</p> <p>These questions really enabled a fluid conversation, demonstrating J's increasing fluency in English.</p> <p>We then went on to an exercise where I asked them to look closely at a photograph and describe what they saw. Both of the girls struggled with one of the characters in the photograph whose gender was unclear, identifying the person as: her, tom-boy, him. After describing what they saw, J was able to use the story as a stimulus to imagine the possible story around the characters she saw successfully.</p>
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					<p>We went on to explore the poem ‘Our deepest fear’ by Marianne Williamson. The girls were asked to read intermittent lines expressively. I asked them both to identify and explain to each other any words they did not know. This they applied themselves to very naturally. Picking up words like: inadequate, enlightened and liberate.</p> <p>When I asked them to relate to the poem, J was able to say that: ‘Sometimes we feel very small and put ourselves down. I do that around people sometimes. I am not good at having girlfriends because they always put you down.’</p> <p>We then watched a scene from the film ‘Coach Carter’ where a young male actor used the poem in a scene.</p> <p>The next exercise we did involved looking at some core words for emotions e.g : fear, feared, fearful. They were asked to explain the emotion and use one of its forms in a sentence. J was able to do this easily, comfortable in the exercise. Able to build sentences with words</p>
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		<p>Friday: Debate, Argumentation (textual analysis)</p>	<p>Friday:</p>	<p>Friday:https://www.bbc.co.uk/bitesize/articles/z7pj7nb</p> <p>Lil Baby video for looking for key words:</p> <p>https://www.youtube.com/watch?v=_VDGysJGNol&list=RD_VDGysJGNol&index=2</p>	<p>like: sadness, loneliness and jealousy, easily.</p> <p>The girls read some of the story 'One Cell'. The development in J's reading is obvious. She is actively trying to pronounce words she finds difficult.</p> <p>They also shared some words that they had checked up. J had used the sentence example in the dictionary for the word 'imported'. However, it still demonstrated her confident use of the dictionary. She was also able to recall an earlier incident in the story to explain a more recent happening.</p> <p>J now has the book I asked her to order, 'Goodnight stories for Rebel Girls.' She was excited about the book. I asked her to open the book on a story and it opened on the story about 'Jane Austin.' I asked her to read the story in preparation for the next session.</p> <p>Friday: J fully understands the processes of argumentation and debate.</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP:</u> https://www.dropbox.com/s/xw</p>
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				<p>Historical atrocities in The Congo: https://www.youtube.com/watch?v=tB1DG1EnyOo</p>	<p>Onoyecj267g8g/J%20EP.docx?dl=0_)</p> <p>After learning about these techniques, we applied them to a Lil Baby video about BLM – Human Rights. J tried to explain what she knew about BLM, she gave her point of view about it – she said that it was not fair to abuse someone because of the colour of their skin.</p> <p>We looked at Environmental issues such as litter in the ocean. J didn't know the word litter. Once I explained it to her, she gave her own opinion – the impact of the pollution in the ocean – people throwing away litter in the ocean badly affects animals in the ocean – direct littering of the ocean. We explore how litter can reach the ocean indirectly.</p> <p>We also looked at Animal Rights – animals kept in the zoo. J gave her opinion. She thought at first that animals should be kept in a zoo. We then examined her opinions by giving her alternative examples/arguments about animals and their natural habitat. We weighed up different arguments. We also used examples about her and</p>
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					<p>prisoners being locked up. She said these were not good things and she then changed her mind about animals in zoos.</p> <p>We also watched a video about Belgian history and their atrocities in The Congo – Human Rights and History. This was important because J is Congolese. J said that there could never be enough of an apology to make it right. We gave her homework to watch the video again with M and to write an argument for the question posed - What do you think Belgium should do in practical terms to help The Congo as a real apology for their past brutality?</p> <p><u>Weekly summary</u> J understood the concept of making pro and cons of arguments. J was able to change her mind about her views after debate. For instance, J changed her mind about animal welfare in zoos. J is getting better at articulating her ideas/opinions in English.</p>
	Week 6, 6 – 10.7.20: Fact and Opinion and	Monday: Fact and Opinion and Apostrophes	Monday:	Monday: https://www.bbc.co.uk/bitesize/articles/zjykip3	Monday: J did an exercise where she had to identify what was a fact and what was an opinion. J got 100%

	<p>Apostrophes, Discussing Literature and Culture and Argumentation and Debate</p>	<p>Thursday: Creative Writing with Jemima; Discussing Literature and Culture</p>	<p>Thursday:</p>	<p>Thursday: <u>Books</u> Children of Blood and Bone by Tomi Adeyemi Gems – Spies like me by Doug Solter Island of the Blue Dolphins by Scott O'Dell Goodnight Stories for Rebel Girls by Francesca Cavallo Pride and Prejudice by Jane Austin The Jesus I Never Knew by Philip Yancy <u>Films</u> Twilight Saga</p>	<p>We revised apostrophes for contractions and possessions. J got 100%. We looked at how apostrophes are used in opinion but not in facts. Formal versus informal language. The real test will come in the Reading comprehension where she will be asked for opinion as well as collecting facts.</p> <p>Thursday: Jemima stood in for Odiri this week.</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u> After a brief introduction which included talking about J's experiences of living in The Congo and Manchester, where J said that Greece was good for holidaying but not for living for Black people because of the racism (not many Black people in Greece who speak Greek, J recommended The Congo, Cameroon and Angola as sunny holiday destinations on the Continent.</p> <p>J's top destinations to visit were: Spain, France (only because she</p>
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				<p>Bad Boys Get Out Queen and Slim Homeward Bound Orphan Pride and Prejudice</p> <p><u>TV (on Youtube)</u> Violetta Lua vermelha Pride and Prejudice</p> <p><u>Music</u> Violetta “en mi mundo” Violetta and Leon Rosalia “Malamente</p>	<p>has family there), New York, Brazil and Venezuela.</p> <p><u>Creative Writing (encouraging reading and cultural participation)</u></p> <p>Discussion about languages and Culture</p> <p>J said that she spoke Brazilian Portuguese. Jemima, who studies Portuguese, said that she wanted to learn that dialect. J also said that she spoke a little Spanish, too. J and Jemima conversed in Spanish for a little while.</p> <p>They compared Argentinian Spanish to Spanish Spanish in terms of accents. J found Argentinian Spanish easier.</p> <p>J introduced Jemima to Spanish singer/actress Violetta in a teen drama. She then started singing in Spanish. J played Violetta’s song “en mi mundo” https://www.youtube.com/watch?v=pnl3zeah3O8&t=118s on Youtube, which the artist wrote when she was 15. J also introduced Jemima to a song about Violetta’s boyfriend (Leon) in the drama</p>
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					<p>https://www.youtube.com/watch?v=9Ht9v38YGhM</p> <p>Jemima then introduced J to Rosalia's <i>Malamente</i> https://www.youtube.com/watch?v=Rht7rBHUXW8. They discussed confidence building through dance as J said that she could not dance very well.</p> <p>J's Youtube Channel</p> <p>J then talked about her Youtube video channel, J's Vibe about clothes and that she has 42 subscribers from mainly her friends, at the moment. J said that she was going to make a video later. Jemima encouraged her to use all of her languages to make the content and especially encouraged her in her English because J said that she wasn't too confident making her videos in English.</p> <p>Activity – Game: 2 truth, 1 lie</p> <p>J's "facts" were</p> <ul style="list-style-type: none"> • I love vegetables • We had a dog • I feel shy <p>J's lie was about vegetables. J said that she is actually scared of dogs (but prefers them to cats)</p>
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					<p>because in The Congo they would follow her around (chasing), especially when running away from them. J said that once she had her own place that she might a get a puppy – but if she goes out to work, who would look after him (she wants male puppy, very hairy, called Alex)</p> <p>Film recommendations</p> <p>This led to Jemima recommending Homeward Bound about a group of (talking) dogs and cats finding their way back home</p> <p>J recommended Orphan on Netflix (about a woman in a girl's body placed with a family...). J likes horror films.</p> <p>J has watched the Twilight Saga, as she likes Vampire films. They also discussed Breaking Dawn and the story of Jacob and Esme. J said that she discovered Twilight through watching clips of it.</p> <p>She is watching a Portuguese vampire series on Youtube called Lua vermelha (she said it is about female protagonist whose blood converts vampires into humans and her love affair with a vampire (teenage drama – about</p>
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					<p>love and bullying and very layered, she said)</p> <p>They discussed Vampire Diaries but J thought it boring.</p> <p>J found Bad Boys funny.</p> <p>Jemima recommended: Get Out, played the trailer and introduced J to some of the themes.</p> <p>J talked about Queen and Slim and talked about the racism in the plot.</p> <p>Discussion about books</p> <p>Jane Austin</p> <p>They discussed her story from Rebel Girls. J said that she did not relate to her. She had never heard of the book Pride and Prejudice. Jemima explained the plot to her and recommended the film https://www.youtube.com/watch?v=HhFgAj80PeI and the BBC series https://www.youtube.com/watch?v=WHgP0eJu-hI&list=PLJDNuktxcU_Eyqq94xztI5v9C3bbeZ7Mf</p> <p>J talked about Gems – Spies Like Me and Island of the Blue Dolphins that M had bought her for her birthday. J also said that she was interested in the book</p>
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					<p>The Jesus I never knew from M's book collection.</p> <p>Jemima introduced J to Children of Blood and Bone (an Afrocentric fantasy book) https://www.amazon.co.uk/Children-Blood-Bone-Orisha-Legacy/dp/1509871357</p> <p>Activity – Game: The Letter game</p> <p>Choose three random letters from the alphabet and think of a word beginning with each, then form a sentence. J did this in English, Jemima did this in Portuguese.</p> <p>J's</p> <p>jungle money ego</p> <p>I love jungle book and the wild Animal I have known</p> <p>I can't imagine the world without money and fashion</p> <p>Your ego is so big that you can't even help this small girl</p> <p>J said that she actually doesn't like animals very much – especially not being pecked by chickens (which doesn't really hurt that much but feels weird)</p> <p><u>J's Future Plans: Manchester College</u></p>
		<p>Friday: Argumentation and Debate.</p>		<p>Friday:</p>	

					<p>J said that had a zoom meeting planned with them to discuss enrolment.</p> <p>Friday: We discussed the homework – Argumentation and debate. We discussed The Congo and Belgian colonisation.</p> <p><u>PSHE Core Theme 3: Living in the Wider World (see EP: https://www.dropbox.com/s/xw0noyecj267g8q/J%20EP.docx?dl=0)</u></p> <p><u>Reparations and Neocolonialism</u> The question was “What can Belgium do to apologise to The Congo for the past?”</p> <p>J talked about infrastructure, which was a new word for her – hospital, schools, houses, electricity and water. Also scholarships for Congolese to increase the number of intellectuals (educated people). Also build companies to increase employment – Congolese resources: mineral resources. We discussed self-reliance where increasing employment and using their own mineral wealth to increase the economy. J then asked why couldn’t The Congo build their own business and</p>
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					<p>factories exploit their own resources for themselves.</p> <p>We discussed how there is not enough technical expertise in Cameroon or in The Congo to extract and exploit resources. People train abroad but don't come back to build up their nations.</p> <p>Governments and corruption. Presidents being puppets for foreign powers, who extract the wealth from the country – neocolonialism.</p> <p>We need presidents who are genuinely in favour of the people</p> <p><u>Diasporan humanitarianism?</u> In order for the diaspora to help, we need education. We need to stop the brainwashing, so that people don't vote for corrupt presidents. As a diaspora part of our role is to educate. We need to help them improve their critical thinking skills via civic education</p> <p>Education projects in rural villages, explaining to the village chiefs - using seminars and workshop</p> <p><u>Local Economic challenges</u></p>
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					<p>We need to get producers to decide how much to sell their produce – coffee, cacao</p> <p>It is hard to unionise coffee makers because of poverty, so that union leaders can be bought off</p> <p>Solution – to diversify their crops, in order to reduce supply (coffee, cocoa). This will make European buyers question the supply and force them to renegotiate prices.</p> <p>Other produce like potatoes etc have larger internal markets so prices cannot be artificially reduced. Also not reliant on technology to extract and transform because coffee and cacao have smaller markets and external buyers, who can artificially lower prices from the producers.</p> <p>Neocolonialism a solution?</p> <p>I suggested that in order to stem the corruption, African countries needed a European leader to sort out the country then give it back to the people i.e. old colonisation. I reminded her about how that happened in The Congo and Belgium and asked her if it would be any different.</p>
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					<p>I also suggested that J should not forget her heritage.</p> <p>Black Lives Matter</p> <p>I asked her how the phrase came about. J said that it came from the racism in the US and protests were about asking for justice, equality between white and black people. An end to discrimination. J said that this wasn't the first time but they had had "enough" this time. We discussed how racism is everywhere in Europe but more hidden whilst the racism in the US is more open.</p> <p><u>Weekly summary</u></p> <p>Jemima thought that J was conversationally strong – just lacking in some of the nuances that will come. J is making good progress in her critical thinking skills, as this is important for Reading Comprehension.</p>
	<p>Week 7, 13 – 17.7.20: Exam Revision, Dictation, Creative Writing: Poetry, Reading Comprehension</p>	<p>Monday: See Maths Wednesday: Dictation</p>	<p>Monday: Wednesday:</p>	<p>Monday: See Maths Wednesday: Dictation: Text used – One Cell by Chimimanda Odiche</p>	<p>Monday: See Maths Wednesday: J did well most of the spellings were accurate. J did not always remember to include the last letter of words. She knew how to spell them but perhaps fell into the French habit of not</p>

		Thursday: Creative Writing: Poetry	Thursday:	<p>Thursday:</p> <p>CONFIDENCE BUILDING SAYING:</p> <p>SELF-BELIEF is attained by stepping courageously towards new challenges and conquering them. You can never grow by sitting pretty in your comfort zone and without the stretch of growth we cannot fulfil our destiny. By Odiri Ighmare</p> <p>Book <i>Arcadia</i> by Odiri Ighmare: https://www.amazon.co.uk/Arcadia-Odiri-Ighmare/dp/191209259X</p>	<p>pronouncing the last letter of words.</p> <p>Thursday:</p> <p><u>Check in</u> Naila joined us for this session. I was able to answer the check in questions confidently. Especially the question asking her about her favourite out-fit –she had so much to say. She also spoke whimsically about a childhood friend called Priscilla, her first friend that she met when she was 9 yrs old, her first real friend.</p> <p>The main focus of the session this week was poetry. I shared a poem that Naila had written a few weeks earlier about her experience of school life. Naila read it out and explained some of the lines. I was impressed. We looked at the definition of a poem and how it was different from prose. I feel she will gain a gradual understanding of this.</p> <p>We then went on to use the five senses to create a poem around the colour ‘green’. So, each girl had to write a sentence relating to a sense in the chat. One example of J’s is: ‘green tastes like spinach and celery and fresh parsley strong earth flavours.’</p>
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		Friday: Reading Comprehension		<p>Friday: https://www.bbc.co.uk/bitesize/articles/zv7cf82</p>	<p>The exercise was clearly not easy for J but the positive challenge of Naila building sentences confidently, I feel helped her to push through.</p> <p>We went on to do shared reading from my children's book: Arcadia.</p> <p>I chose to read this because the writing is in poetic prose. They read the story fluently. I will be putting the words that it was clear that J did not know forward for homework, so she can check meanings and apply them to sentences.</p> <p>We ended the session by reading a saying I wrote to encourage positive self-action. I asked the girls what they thought about it; J was able to say with confidence; "We cannot wait for our destiny to come to us, we have to follow it."</p> <p>Friday:</p> <p><u>Weekly summary</u></p>
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