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| Metacognitive strategies The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | English (offline and online)  | Maths (offline and online) **OBJECTIVES for week THIRTY-FOUR**Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Be able to find fractions of amounts.Be able to multiply HTU and TU by TU (long multiplication).Be able to use short division to divide up to ThHTU by U |
| **Main learning objective**: **Spellings: Year 5 words – test 25.06.21**1. hindrance
2. identity
3. immediate(ly)
4. individual
5. interfere
6. interrupt
7. language
8. leisure
9. lightning
10. marvellous
11. mischievous
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|  | **Monday English**STORY MAP – repeated phrases, characters, actions. Map onto the structure of TEC.**TUESDAY English**Write first draft of introduction , setting the scene – at home. Practise punctuation of direct and reported speech. Limit the amount of dialogue. Use John’s direct to reported speech resource.**WEDNESDAY English – in books**First draft of the journey.**THURSDAY English**Editing and improving the first two sections.**Friday English – author’s use of language****Comprehension activity**PART ONERead the test ‘The Wind’ silently. Highlight any words or phrases we don’t understand.PART TWORe-read the passage as a whole class. Deduce the meaning of any unknown words.PART THREEList the characters in the story. Describe their personality in three words.Copy down three words or phrases that the author has used that show that you are correct. | **Monday MATHS – in books (Teaching Measures)**Be able to between decimals and fractions. Be able to find fractions of amounts.**PART ONE**Revise how to convert km to m / kg to g / l to ml – multiply and divide by 1000.**PART TWO**Revise conversion of fractions to decimals – tenths, quarters and fifths. Make a simple table.Revise how to find simple fractions of a thousand – tenths, quarters and fifths.**PART THREE**Complete Monday’s conversion worksheet.**TUESDAY (Teaching Measures)**Be able to convert mixed number and fractions to decimals and vice versa. **This is a short lesson similar to Monday’s.****PART ONE**Look at the conversion table we used yesterday. How did we convert between amounts?**PART TWO**Look at the new worksheet for today. In addition to converting, it is asking you to find the difference between the amount in the left-hand column, and one kilogram. In other words, how much do we need to add to the amount in the left column to make 1kg?**PART THREE****Wednesday MATHS**  Be able to find fractions of amounts. Be able to convert between metric units. Be able to use a formula in a spreadsheet.**PART ONE**Look at the blank spreadsheet for Wednesday. We are going to use it to convert km to m to cm to mm. Ask the pupils to recreate the table WITHOUT formulae for now.**PART TWO**How to do we convert km to m, m to cm, cm to mm?How would this translate into a formula? Formulae start with ‘=’, and multiply is ‘\*’. Complete the conversion spreadsheet.**PART THREE**Create a new tab, and create a new tale that converts ml to l and so on.**Thursday MATHS** **Be able to multiply HTU by TU – long multiplication. Be able to convert between metric units.****PART ONE**Revise the long multiplication method: what do people often forget? What are the common mistakes?**PART TWO**Solve the multiply and convert puzzles on the worksheet.**Friday MATHS** **Be able to divide ThHTU by U – short division. Be able to convert between metric units.****PART ONE**Revise the method using the familiar algorithm – how many X in Y and what’s left over?**PART TWO**Complete the questions on Friday’s work sheet. |
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**FOUNDATION SUBJECTS:**

**Please refer to the PowerPoints on the Y5 home learning page for the details of each lesson.**

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| **Week 15** In the below column are the thinking steps that your child would make within the classroom.  | Foundation (offline and online)Image result for reading cartoon  | Foundation (offline and online)Image result for maths 1 2 3  |  |
| Main learning objective: **DT – Shelters BLOCKED****Computing –** BLOCKED**Geography -** To understand how different other people’s live may be.**R.E -**  To know why giving to charity is an important part of the Islamic faith. *Consider personal views about charity.* | Main learning objective:**Science -**  To be able to describe the life process of reproduction in some plants.*To be able to use scientific diagrams and labels.***PE**  To be able to throw and bowl at a target with increasing accuracy. I can catch using a given technique*Develop consistency in their skills* **PSHE –**  I know how to stay safe, healthy and happy online and when I use digital technology.**French -**  Revise words for items in the classroom. Learn words for prepositions to be able to where something is located. |  |
|  | **Geography – Laptops/iPads needed****Starter:** 1. Show the children the list of questions that were asked last time about human geography. Explain they are going to answer some of these.

**Class:**1. Children to work in teams. Provide them with the topic they must research. Compare countries.

Topics- foods, buildings, landmarks, health, religion, life for a child. **Outcome** * Present what they have found out in any way they wish, including as graphs, maps, descriptions, etc. When all children have finished, invite children to share what they found out with the rest of the class.

**Topics:** **Plenary:** Display findings and children share what they have done. Go around the class asking children to give one interesting fact they found out about South America today. Keep going around the classroom until no more facts can be remembered!**R.E**How is charity important to Muslims? How is charity important to you?**Starter:** *Which charities do they know? What does charity do? Why might people give to charity?***Class:**1. Revise the five pillars and ask why they think that charity (Zakah) is one of them. *What does this tell us about how Islam sees charity?*
2. Look at the PP. Tell children that Muslims gives 2.5% of their earnings each year to charity. They give it to the community leaders who then distribute the money to those who need support.
* *Why do you think Muslims give so much of their money to charity? How do you think they feel? Do you think this might make their own lives more challenging?*
1. Provide groups with Zakah mystery cards. Read through. Then provide the question: “Who should help Sumara?
* Sort through information to find an answer. How are they working? Why do they think information is important?
* To help the information can be spilt into 3 groups – the story of Sumara; the Islamic view of Zakah; other views of charity.
1. At the end discuss that Muslim’s idea of ummah (community) help them understand that Sumara is their neighbour.
2. What do the Pupils appreciate in their lives? What have they got which they can give to others?
 | **Science****Starter** 1. *What makes a seed germinate?(*covered in Y3) If anyone says light makes it germinate challenge them to think why that must be wrong. It only needs the light once the shoot breaks through soil, but it starts germinating underground. Watch video to reinforce <https://www.youtube.com/watch?time_continue=125&v=TE6xptjgNR0>

**Class:**1. Flower CSI. Using a flower dissect it, but deliberately provide names that are meaningless. Then tell children you have lost your notes and cannot remember which parts the science terms are describing. Their task is to use research to identify the parts of the flower and give it their proper names.
2. Provide teams with a flower, scientific names, paper and ipad. They need to find out what the scientific terms are referring to and then find it in their flower. In books – Draw a flowering plant and label the key parts.

.**Outcome:** Mixed ability groups**.** Picture/ diagram showing correctly labelled parts of flower. Notes to explain how that part of the flower helps in reproduction. **Photo of work can be used as evidence.** **Plenary.** Use display model to go through the parts of a flower and ask children to say what they have found out about them. Identify where the pollen and eggs are stored.* Which flower has the strongest scent? Encourage the children to smell flowers throughout the year.

**French****Intro:**  ask children what *mon, ma* and *mes, ton, ta* and *tes* and *son, sa* and *ses* mean and how to know when to use each. Then sing the Mon ma mes rap to reinforce this pattern.**Classroom items revision:** show slide one of the Prepositions PowerPoint and point to an item that’s hidden behind the star or say the number for it in French and ask children to say what it is in French.**Introduction of words for prepositions:** explain that today children will learn to say where something is located, known as a ‘preposition’. Ask children to give you some of these words in English. If desired show slide 2 of the PowerPoint and ask children to say in English where the cats are located. Draw out words such as under, on top of, on, behind, in front of, between. Show slides 3-20 which teach the prepositions *sur, dans, derrière, sous, devant* and *entre*.**Prepositions rap:** teach the rap to help children to memorise the vocabulary and correct pronunciation.**Listening activity:** ask children to copy the grid from slide 22 of the PowerPoint onto paper or mini whiteboards. They should say where an item located in each of the five different sentences they hear. Less able children can be given a Support listening grid which is a series of pictures with a pencil in different locations and they should write the sentence number they hear (1-5) next to each picture. The teacher should click on each sound file twice (or more if needed) so that the children can make their choice. The answers appear on slide 23.**Workbook activity:** on page 10 of the workbookchildren should read each sentence and then match it to the picture representing where the item is located. Following this they should look at the three pictures and write a sentence saying where each item is located. They should use the word lists in the back of their workbook as reference if needed.**PSHE**Using the **Lesson Presentation**, discuss the importance of getting help for anything online or when we are using digital technology that worries, concerns or frightens us. Ask the children to share strategies they already know for getting help. Then, use the information given in the **Lesson Presentation** to clearly set out the steps for getting help and reporting digital and online concerns.  |  |
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| **P.E: Cricket2** | **Bowling** | **Year 5: Summer** |
| Learning Objective | Success Criteria | Activity/Evaluation | Resources |
| To be able to throw and bowl at a target with increasing accuracy. I can catch using a given technique*Develop consistency in their skills*  | Can bowl underarm at a targetShows improvement at bowling overarm at a target.Can throw over arm accurately to a target |

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| **Warm up:** 5 -10 minutes |
| Mobility and stretching | mobility | Cricket skills agility |
| Walk and lunge calf and hamstrings | Swimming stokes | Spread 4 cone in a line. Run to 1st face left and side step, run to 2nd face right and side step repeat at 3 and 4. Continue until time limit up.  |

**Starter**  **fielding skills**1. Stand at least 5-10 m apart. A throws ball underarm, but it must bounce before their partner catches.
2. From a stationary position throw overarm. Aim for a distance of 8 meters and to throw the ball between a target of 2m. Assess who can throw overarm.

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|  **Teaching input.**  Bowling skills for accuracy. Remind them about safety* Underarm technique. Child stands at least 8 m away from a 3m wide target (two cones). Use an underarm bowl to develop the accuracy of aim and distance of their throw. It must bounce before target. Extension for accurate bowling is to extend distance to 10m away.
* Model technique for over arm bowl.
* Hold ball between thumb and two fingers. ( wider grip = slower ball, narrow grip = faster ball)
* Stand side on with one foot pointing forwards and one sideways.
* Place bowling hand at ear height and hold other arm in front pointing up.
* Step forward and front arm pulls down as back arm windmills over to release ball. Follow through.
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**Independent : groups to rotate**1. 10 children to work on overarm throwing skills. Focus on length and accuracy of a throw at a target. Aim to be a deep fielder who is retrieving and returning ball.

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| WT throw ball around a square | AT stand in line and throw ball up and down. Working at speed  | EX. A stands at wicket, calls a name and overarm throws it for them to retrieve.  |

1. 10 children work on hitting a moving ball from either drop ball or underarm bowl. .

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| WT - focus on a good strike hitting forward | AT could aim to hit a ball being bowled underarm using straight drive. | EX straight drive shots and pull shots can be used.  |

**Mini game**Diamond cricket. ( see notes)**Cool down** 5 minutes | . |