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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)   |
| **Main learning objective**: To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary **Spellings: Year 5 words –** 1. determined
2. develop
3. dictionary
4. disastrous
5. embarrass
6. environment
7. equip (–ped, –ment)
8. especially
9. exaggerate
10. excellent

Test 21.05.21 |  |
|  | **Monday**Create a mind map of the events for each of the titles given – 1. The storm & waking up on the moor
2. Meeting Fran
3. Everything being so different – the night guards, the mood wall paper the people

Discuss each heading and discuss how Lydia might have been feeling and what she might be thinking.Hot seat Lydia asking her questions about the three scenarios to add even more detail to these.Plenary: Recap on a monologue, what is it?Question: How would this be different for Fran – if we looked at the same headings from her point of view**Tuesday** Reintroduce idea of a monologue (a prolonged talk by a single speaker, not part of a conversation but talking to the audience about their thoughts).Recap modal verbs (should, could, might. Adds degree of uncertainty to the sentence) and statements, commands, questions and exclamations.How could the children use modal verbs to put these ideas into sentences?Example: If I hadn’t decided to run away…… If only I hadn’t run away then I wouldn’t be in this situationCould this have happened in my home town? Might this really be my home? I really don’t recognise anything at all.Look at TAPE MODEL for children to understand the audience and purpose of what they are writing. (Text: monologue, Audience: other classes of similar age, Purpose: to understand what is going on in Lydia’s mind while trying to make sense of where she is and what has happened, Effect: the reader should understand the fear and feeling of turmoil Lydia is facing)HA: To use a mix of sentence type’s e.g Can this really be happening? I wouldn’t mind if Fran’s dad hadn’t been so unfriendly. Oh! This shouldn’t be happening to me!MA: To use at least two different sentence types and modal verbs. LA: To use modal verbs **Independent activity:** Do some examples on white boards then children to record 2 sentences for each title in the mind map.**Plenary**: share good examples of sentences**Wednesday - Drama**Recap on how to build tension – short sentences - use of ellipses.This can’t be happening! What is going to happen to me? What will my parents say? Oh the shame!**Drama activity**1. 1. The storm & waking up on the moor
2. Meeting Fran
3. Everything being so different – the night guards, the mood wall paper the people

Give each group one of the scenes to work on – Lydia should be giving the monologue however others in the group can be acting out scenes however focus is on the actual monologue. Remember the monologue tells us what the character is thinking so freeze frames would work well here.**Thursday - Drama**Recap on the drama from yesterday – how would this be different if we looked at the scene from Fran’s POV or from her dads POVHot seat both characters to get a feeling for how they react to what Lydia has been saying and how she has suddenly appeared in Hensonville.Repeat drama activity from yesterday however this time the monologue must be from a different characters POV with others acting out some of the scenes.Remember the monologue tells us what the character is thinking so freeze frames would work well here.**Friday** **Comprehension activity –** **The Wrong Spell****PART ONE**Read the passage alone and silently, highlighting the unknown vocab. Read a second time aloud as a class, explaining the meaning of the unknown words.**PART TWO**List the characters in the story. Summarise what each of them does in the story. Include how each of them reacts differently to the problems the characters encounter.Predict how each of them might react to the next problem in the story – recovering the treasure from the trolls. | **Monday MATHS** **Measure and deduce angles inside a triangle.****PART ONE**Show the pupils a selection of triangles. Name them.Measure angles inside the first triangle. What do the angles add up to? Repeat this for triangle 2.**PART TWO**Look at triangles three to four. Can the pupils DEDUCE any of the angles inside this? Can they MEASURE some and deduce the rest?**PART THREE**Make a triangle from A4 paper. Cut of its vertices and arrange to make a straight line. What does this prove?**TUESDAY MATHS** **Measure and deduce angles inside a triangle and a quadrilateral****PART ONE**Ask the pupil to draw a right angle triangle with both perpendicular sides 15cm in length. Can they deduce any of the angles?Measure the angles. What is the angle sum?**PART TWO**Show the pupil the triangle\_angle\_puzzle\_Tuesday document. What angles can they correctly deduce WITHOUT a protractor.Which angles will they need to measure WITH a protractor?Are any angles the same?**Wednesday MATHS** **Measure and deduce angles inside a quadrilateral OR Reasoned Rounding NRICH activity We will decide after Tuesday whether we want to spend another day on angles.** **PART ONE**Look at the quadrilaterals on the Wed quad sheet. What angles can we deduce? What is the angle sum of a quad, and how does it differ from a triangle?**PART TWO**Measure angles on the quad sheet. Only measure those we need to. Deduce the rest from the properties of the shapes.**PART THREE**Tear off the vertices of a rectangle and assembly into a ‘circle’, as we did on Monday with a triangle. What does this show?**Alternative Wednesday activity – Reasoned Rounding**ttps://nrich.maths.org/10945 The recording sheet is in the week THIRTY-ONE resources folder.**Thursday MATHS****Be able to round integers and decimals to the nearest whole number, ten and hundred etc.**Complete rounding activity sheet.**Friday MATHS** **Be able to round integers and decimals to the nearest whole number, ten and hundred, etc.****TEAM QUIZ**Put pupils into fours. Give out TestBase questions compendium.Question by question, solve, come together, mark and score. |
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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: **Geography –** To understand how land is used and why people settle where they do.**DT / ART – Georgia O’Keefe (prep for sewing later in term)**Use a different medium to recreate a picture in the style of Georgia O’Keefe such as water colours, pastels, chalks encouraging use of colour. **R.E** To understand the importance of regular prayer in a Muslim’s life.*To understand the role of the Mosque as a place of prayer, teaching and centre to support the community.* | Main learning objective:**Science** - To be able to explain the life cycle of an insect.**P.E** – Sports day practice.**PSCHE** -

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|  I can confidently identify and manage pressure to get involved in risky situations. |

**French -**  * Learn words for items in a classroom.
* Prepare a presentation about your school.

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|  | **Geography** **Starter:** 1. What might it be like to live and work in the Andes? <https://www.youtube.com/watch?v=Yl1Bnq_E2Rs>

**Class:**1. Explain that they are going to look for information to know how people use the Andes to help them live. Take ideas about how they may be used.
2. Use PP (start at slide 15) children to make a note of the different ways people use the Andes.

Farming, alpaca and lama breeding for wool, tourism, extracting resources (mining) and construction of dams. **ACTIVITY – IN BOOKS*** Use information found to fill in a mountain template. On the base write the title. On the inside four flaps write a different way humans are using the Andes. On the outside they can colour part like a mountain and draw images onto it, e.g. people climbing, alpacas etc.

**Plenary:** The video shows how alpacas are used in the Andes. <https://www.youtube.com/watch?v=uEPOfDZ_HV8>**R.E** Why does prayer matter to Muslims?**Starter:** *Why do people pray? How do you think it makes them feel? Has anyone every prayed? How does it make you feel? If you don’t pray what would you do when other people might pray?***Class 1.** 1. Provide the fact and opinion cards to pairs and read through them. Explain any unknown terms, e.g a Hadith is something that Muhammad (pbuh) said to provide guidance.
2. Children sort cards into facts and opinions. Model an example. *What pile would you put it in? What pile might a Muslim put it in?* Might need to extend to fact, opinion and belief.
3. Pick nine of their opinion cards and organise using diamond nine structure from most strongly held view to least strongly held view.
4. Children to discuss their views with other children.

**ACTIVITY - IN BOOKS**Pick one of their facts and opinions and explain why they put it into this group.Then write why they think prayer is important in the life of a Muslim.Differentiation will be through outcome. Plenary**Explain why they think prayer is important to a Muslim. How do they think a Muslim would see how prayer would improve their life?** first Muezzin, the person who stands at the top of the minaret and calls people to worship five times a day.**Art – Start flower sewing. Start with sketching outline and use back stitch or running stitch the outline. Use cross stitch to fill.** | **Science****Starter** 1. *What types of creatures are invertebrates?* Explain that often they are called mini-beasts, but they are group into classes like the vertebrates. Tell them the biggest class is referred to as insect. Other can be mentioned, but they don’t study these until Year 6.

**Class:**1. How many insects can they name, which we might find in the country? Make list.
2. Explain that there are many types of insect and so they will be put into teams. Each group will be given a different type of insect to find out about its life cycle. They must find accurate information, think how to show what they found, use correct vocabulary and then be able to present their work to the class.

**Outcome:** Mixed ability teams to produce their insect file. Possible insects include

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| Red Admiral butterfly | Garden Tiger Moth |
| Woodlouse | Earwigs |
| Green Shield bug | Assassin bug  |

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| Bee | Hoverfly |
| Aphids | Leaf Hopper |
| Common Blue Damselfly | ladybird |

**Plenary. Presentation of work and share findings****French – Lesson 21****Intro:** using the first slide from Classroom items drag and drop IWB ask children to use their knowledge of English to work out the meanings of the French words (remind them that words that are identical or similar to English are called ‘cognates’).Show the Classroom items PowerPoint to teach all the new items. Finish by playing the Kim’s game on the final slide. This can also be played with real objects on a child’s desk but you will need a sheet to cover the items while you take one away. Show the Dans mon sac video and ask children to practise pronunciation and holding up their own items.**Song:** teach the Classroom song with actions, which will help children to memorise the new vocabulary. You will find a video of the actions in Classroom song video.**IN BOOKS Writing activity:** Children should start to prepare a presentation in the work booklets about their school. Show an example presentation on the screen Example Presentation PowerPoint and discuss what should be included **Computing: Interactive story using PowerPoint**If game is complete children will need to test one another’s games looking for bugs and also giving feedback. Children will need to evaluate their game. Evaluation in folder. Keshia to sort**P.E – Sports day practice****Hockey stick and ball****Domes and dishes****Standing long jump****Beans bags in hoops****Mega howlers JM****Hurdles JM****We need to decide what events we are going to do.****PSHE –**  Making your mind up.

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|  **Reconnecting – You Decide:** Put the children into groups and share the Big Questions with the class. Give each group a **Big Questions Poster**. Ask them to discuss the questions and write down their initial thoughts. Share some ideas as a class. Next, explain to the children that they are going to be asked to respond to some statements about risks, dares and how others perceive us. If they agree with the statement when it appears on the **Lesson Presentation**, they can put their thumbs up. If they do not agree, then they should put their thumbs down. |
| **Exploring – Under Pressure:** Using the **Lesson Presentation**, explore where the pressures come from to behave in a certain way. Organise the children into pairs and ask each pair to sort the **Under Pressure Cards** into piles, according to where the pressure is coming from.  |
| **Exploring – Don’t Be a Chicken!** Discuss phrases the children might have heard that imply someone is too scared to do something. Read the scenario in the **Lesson Presentation** to the children and ask them to consider which action would be the bravest (and take the most courage) and which action would be the easiest (and the most cowardly). Explain to the class that it is actually the ability to think for yourself, weigh up the risks and potential danger to yourself and others and walk away from a dare that requires courage. |
| **Exploring – What Would You Do?** Ask children to think back to the scenarios on their **Under Pressure Cards**. Explain that each pair is going to join another pair, to form a small group. In their groups, the children are going to look back through the **Under Pressure Cards** and discuss what they would do in that scenario to bravely get themselves out of the risky situation. |
| **Reflecting – Think Again!** Ask the children to get back into the groups they were in at the start of the lesson and look again at the Big Questions. Ask the children to discuss whether any of their answers have changed or if they feel better equipped to answer these questions now. Distribute the **Big Questions Posters** used at the start of the lesson to the groups and ask them to add to their previous responses.Consolidating – Stand Up for Yourself! This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Children will all be given a Stand Up for Yourself Poster Activity Sheet and asked to create their own poster to show others how to be brave, stand up for themselves and avoid peer pressure, dares and pressure from the media. The children can choose to focus on a certain specific aspect of avoiding pressure or make a poster to send out the general message of knowing when to say ‘no’. |

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