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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 be able to write for a variety of purposes  Desired outcome: To be able to write a report.  **Spellings: Year 5 words**   1. accommodate 2. accompany 3. according 4. achieve 5. aggressive 6. amateur 7. ancient 8. apparent 9. appreciate 10. attached   Test 26.03.21 | **Main learning objectives**:  Monday – Investigating parallel lines in 2D shapes  Tuesday – Investigating perpendicular lines in 2D shapes  Wednesday – To investigate the similarities and differences between regular and irregular polygons  Thursday – To explore 3D shapes from 2D vantage points  Friday – Number crunch. |
|  | **Please use the PPT where all the links can be found with further detail/instructions for the children to follow.**  **Monday**  Use the supporting English ppt to go through the final two sections of the report. Children will be planning these sections.  Habitat - Plan  Diet - Plan  **Tuesday – IN BOOKS**  Using the supporting English ppt. Write the two sections using yesterday’s planning.  Habitat and Diet – Write in book  **Wednesday**  Complete any R jobs.  Start poster using A4/A3 paper. Encourage the children to draw boxes accurately using a ruler.  **Thursday**  Complete poster  **Friday**  Comprehension activity.  **Friday 11th March 2011**  The text relates to the Japanese tsunami of that date.  Read passage once silently. Highlight any vocabulary we don’t understand. Read it once aloud and stop at the unknown vocab and explain.  ONE  The names will be unfamiliar. Begin by summarising the characters in the story – what are their names and how are they related to each other.  TWO  Can you find a crucial moment in the story – one where a character makes an important decision that affects the lives of the characters in it? What it that moment? What was the outcome for the characters, and what would the outcome have been if the decision had not been made?  THREE  Watch this video from BBC childrens’ news  <https://www.bbc.co.uk/newsround/35464696>  Discuss.  If you are working from home please log into your bugclub and complete 1 book and 1 spelling/grammar activity | **Monday –** Investigating parallel lines in 2D shapes  **With the PPT, identify parallel lines in shapes. Notice that they appear in pairs and are often the opposite edges of 2D shapes.**  **Create a statement about what parallel lines are in 2D shapes. Chn should notice that they are often the same type of line e.g. a pair of horizontal lines or a pair of vertical lines. Explore what happens when a shape is rotated 45 degrees. Are the pairs of lines still parallel or not if they are now diagonal? Does the size of the shape affect whether it’s lines are or are not parallel? Does changing the colour affect this also? Throughout the PPT chn should reiterate what makes a pair of lines parallel to consolidate their understanding.**  **Independent investigation: Draw 2D shapes and identify the pairs of parallel lines there.**  **Independent task: Explain as fully as you can, comparing between four different shapes, which shapes have parallel lines, which do not and how you know.**  **Extension: Parallel lines only appear in pairs. True or false.**  **Books**  **Tuesday -** Investigating perpendicular lines in 2D shapes.  **This lesson follows the same format as Yesterdays.**  **Notice that they appear in pairs and are often the adjacent edges of 2D shapes.**  **Create a statement about what perpendicular lines are in 2D shapes. Chn should notice that they are often the different type of line e.g. horizontal and vertical. Explore what happens when a shape is rotated 45 degrees. Are the pairs of lines still perpendicular or not if they are now diagonal? Does the size of the shape affect whether it’s lines are or are not perpendicular? Does changing the colour affect this also? Throughout the PPT chn should reiterate what makes a pair of lines perpendicular to consolidate their understanding.**  **Independent investigation: Draw 2D and identify the pairs of perpendicular lines in them.**  **Independent task: Explain as fully as you can, comparing between four different shapes, which shapes have perpendicular lines, which do not and how you know. In books**  **Wednesday -**– To investigate the similarities and differences between regular and irregular polygons  **Chn need to verbalise the similarities and differences betweena series of shapes. They should draw out what shared properties different regular polygons have. They can use this to draw or use pre-made shapes in order to group shapes into regular and and irregular. They can also develop their investigations further using 2-way tables or venn diagrams to cross match a wider variety of properties. E.g. is regular, is irregular, has at least one right angle, has no right angles.**  **Thursday –** To explore 3D shapes from 2D vantage points  Building up pre-requisite knowledge. Children will be challenge to name simple 3D shapes and begin to unpick their properties. They should be able to explain what a face, vertex and edge is and show how many a range of 3D shapes have. To reason more deeply, the PPT gets children to compare two shapes and prove which one has more face, vertices or edges. They can then state similarities and differences between a wider range of shapes, drawing on the learning that has taken place. The next slide allows them to reason that the properties of shapes stay the same even if viewed from an unfamiliar perspective. They should recognise that the square is present in all 3D shapes, linking the idea that 3D shapes are made from a net of 2D shapes.  Challenge 1: How many nets can you use to make a cube. Draw cut and prove.  Challenge 2: Complete the stem sentence  Now start to look at a 2D shape and imagine what 3D shapes could be made out of it. Then give a range of 2D shapes and ask which ones would be used to in the net of a specific 3D shape  Challenge 3: Book work: Mastery challenge.  **Friday – Number crunch.**  **Complete Mr Nash’s number bond time attack challenge and a times table challenge to assess how children’s number fact knowledge has progressed. Children to have 12-15 minutes or the number crunch challenge.** |
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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:  **Art –** To be able to manipulate a material with form and function.  **History** – To be able to understand who the Ancient Greeks worshiped and why.  **French -**  To learn the words for school subjects.  **PSCHE -** To be able to understand what comprising is and working collaboratively | Main learning objective:  **PE** Send and receive a pass accurately with a hockey stick  Develop a broader range of techniques and skills for attacking and defending  **Outdoor Learning and science**  **Make a microscope**  Take a plastic cup. Cut the bottom off.  Cover the top of the cup with cling film. You may need to wrap an elastic band around the edge of the film to make sure it’s tight on the cup.  Pour a teaspoon or more of water onto the cling film. It should fit into the hollow.  The water takes a the form of a meniscus on the lower surface. This is a powerful lens. The more steeply curved the lens is, the more it magnifies. Use this lens to observe materials in the natural world. Each group should gather the one or two objects they found to be the most fascinating and arrange them in a gallery for the rest of the class to share.  See this link for details  <https://childhood101.com/science-for-kids-how-to-make-a-microscope/> |  |
|  | **History- Book activity**  Use the supporting history PPT to go through the different Greek gods and goddesses. IN CLASS complete the matching activity. Match the statements to the correct God/Goddess.  In books complete a fact file about the Greek Gods/Goddesses.  Final activity – Watch the myth of Medusa.  **Art**  Painting clay pots. Once dry take a picture and put in topic book.  Complete a short evaluation  What went well?  What would you do differently next time?  **PSCHE BOOK ACTIVITY**  Use the supporting PSCHE ppt to look at to compromise and work collaboratively. Complete the party time activity.  In books stick in the final party plan. Children will then need to write what went well when working together and give themselves a target for future group work.  **French – Book activity**  Lesson 16-  **Intro: Share the c’est quelle audio and see if the class can work out what is being said.**  Use the schools subject ppt to practise/learn the French words for school subjects.  Listening activity – Use the ppt titled listening activity  In books draw the table and complete the listening activity. | **PE** Send and receive a pass accurately with a hockey stick  Develop a broader range of techniques and skills for attacking and defending  Hockey  Warm up – ch keep balls in their square using their feet, cant leave the square, lose points, intro more balls makes more tricky. Groups of 4.  Review dribbling position, passes and trapping. Watch ch practise, choose ch to get into ability groups of 6. 4 make a square, one on inside, one on outside, pass in to middle person then run to next gap on outside and receive pass from inside person. Continue until all way back. Change positions after.  LA – continue range of passes and trapping, start to complete while on the move  HA – activity above but person on outside moves with the ball and passes inside once gets to next gap.  . |  |
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