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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 purposesDesired 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 – Read and interpret time tables in booksTuesday - Read and interpret line graphsWednesday – Solve problems involving line graphs in booksThursday – Read and interpret tablesFriday – Two-way tables in books**Monday – Read and interpret time tables****Warm up: Numbots quick fire pairs to 100.** **Reflection: 0.75 hours is 75 minutes. True or false.** Using the PPT – work through the example time tables to reflect upon how information has been presented using rows and columns, headings and titles. Explore how to locate information from a time table by looking for the relevant row or column heading. Then explore how to use that information to solve sum and difference problems by interpreting the language of the question. Children will need to be explicitly shown how to number hop with time. Chn have an independent task to complete finding information from a time table and using it to solve sum and difference problems.**Tuesday - Read and interpret line graphs****Warm up: Numbots**Use the PPT to examine the features of a line graph. What makes it similar to and different from a bar chart and other forms of data presentation. Model how to use a ruler in order to interpret relevant information from the line graph and explore how to make reasonable estimates when the point on the line is between two marks on the x or y axis.Chn have two sets of independent questions to complete. One includes drawing data on a line graph as well.**Wednesday -Solve problems involving line graphs****Warm up Numbots**This lesson builds on from Tuesday. Children will be able to reflect upon the significance of a line graph but will now be exposed to ones that tell stories. Chlidren will need to explain the story that the line graph tells, use their rulers in order to interpret data and use that data to solve sum and difference problems. The independent challenge is a series of TB questions. **Thursday – Read and interpret tables****Warm up – Numbots**Using the PPT, chn can explore the similarities and differences between difference tables of information. They will be able toreflect upon the importance of headings in the rows or columns, the need for units of measurement etc. The example questions will enable children to locate relevant information by reading the headings and cross matching, building up to solving sum and difference problems.**Friday – 2 way tables****Warm up – numbots** With the PPT the children can compare the different between a typical table and a 2-way table to notice the similarities and differences. They can interpret the advantages and disadvantages of these types of tables. They will use their addition skills to compete a totals part of the table and then create a class questionnaire in order to fill out girls and boys’ responses. The reasoning challenge involves children using the total to find the information with subtraction skills.  |
|  | **Please use the PPT where all the links can be found with further detail/instructions for the children to follow.** **Monday**Using the English PPT, introduce non-chronological reports. What are the key features? Look at examples together and compare. What is the purpose of the report? Introduce the Yellow Spotted Lizard report. Start planning ideas for the introduction. Look at specific sentence types on PPT. Focus on description: detail sentences. **Tuesday**Writing the introduction. Look back at the examples. What do they include? Begin to use the sentences from yesterday to write in the introduction. WRITE IN BOOKS. **Wednesday**Please use the supporting PPT. This lesson will focus on the appearance of the yellow spotted lizard. Please use the powerpoint to look at two examples and compare what they do well. By the end of this lesson you should have a plan of what to include in your paragraph and a topic sentence to start the section of with. **Thursday**Using your plan from yesterday you will need to write your appearance section. Please use the ppt for sentence support where needed– WRITE IN BOOKS**Friday**Comprehension activity. **The Painting, pt TWO****Read through the passage silently once to identify unknown words and phrases.****Read through a second time aloud to the class, explaining these unknown words and phrases.** **Discuss possible explanations for Amy’s disappearance. Vote on the most a plausible. NOT IN BOOKS.**If you are working from home please log into your bugclub and complete 1 book and 1 spelling/grammar activity  |  |
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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 were.  | Main learning objective:**PSCHE:** I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. |  |
|  | **History- Book activity**Use the supporting ppt to discover what a Greek hoplite is. Use the link to bitesize on the ppt to discover what a Greek hoplite wore/carried. Complete the labelling activity of the Greek hoplite soldier. **Art**Clay pots**PE**.**PSCHE BOOK ACTIVITY**Use the supporting PSCHE ppt to look at ways to communicate thoughts, feelings and ideas whilst being respectful. In books answer the questions How can we make our views heard without falling out with others? How can we respond respectfully to other people’s feelings and opinions? **French – Book activity**Lesson 15 - **Intro:** Revise numbers 1-31 showing the Numbers 1-31 PowerPoint**Numbers 32-60:** learn numbers 32-60 using the Numbers 32-60 PowerPoint. Ask children what pattern they notice. Can they work out 61-69 using this pattern (note that numbers 70+ do not follow this simple pattern).Activity – Complete the numbers quiz game. In books – write 1 or 2 calculations and what the translation is.   | **Science****Separating materials – chromatography**Separate the inks used in felt-tip pens into their separate pigments.Cut a strip of filter paper, approximately 1.5cm wide by 10cm long. 2cm from the bottom of the strip, draw a circle with felt tip pen. Fill in the circle with the felt tip pen.Suspend the bottom of the strip in water. Make sure the water doesn’t touch the spot of felt-tip pen.Wait. What happens? What happens when you use different colours? Why does red produce a single red strip, but green produces two separate spot of blue and yellow? Can you predict which other colours will produce a single spot of colour, and which will produce spots of two or more colours?Make a table to record which felt tips are made of one, two or three pigments, and what those pigments are.**Outdoor learning****Big Fractions**Give pupils string, scissors, metre stick and chalk and / or equipment suitable for marking lines on grass.Ask them to draw a circle with a DIAMETER of 3m. Ask them to show (a) half of this, (b) ¼ of this, (c) ¾ of this. What other fractions can they show?Ask them to draw a square with a side of 2m. What is its area? Ask them to show the same fractions of this shape. What are do each of these fractions have? |  |
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