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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-EIGHT** |
| **Main learning objective**:  | **MON**Be able to identify equivalent fractions, decimals and percentages.**TUE**Be able to identify equivalent fractions, decimals and percentages.Be able to use a formula on Excel.**WED****DANCE MORNING****THU**Be able to identify equivalent fractions, decimals and percentages.Be able to add, subtract and multiply fractions. |
|  | **Monday English** Superhero comprehension activity. PART ONE Read the text independently underlining any words that are unknown. PART TWO Read as a class. Discuss the type of text and purpose. Discuss word meaning. PART THREEChildren to answer questions in pairs. Come back as a class. Mark together with discussion. **TUESDAY English**Using question 6 from yesterday’s comprehension children are to design their own comic strip panel to answer the question.Main focus – Planning. See PPT**WEDNESDAY English** Dance Morning**THURSDAY English**Comic strips. Illustrations. **Friday English** Last day | **Monday MATHS**  Be able to identify equivalent fractions, decimals and percentages.**PART ONE**Write 4/8 on the board. What other fractions is it equivalent to? How do we find these equivalent fractions: by multiplying or dividing the numerator and the denominator by the same factor.How do we convert 4/8 into a decimal? The fraction line (the vinculum) means divide, so 4/8 equals 4 ÷ 8. Do this on a calculator.Repeat this process with 6/10. What is it as a simpler fraction, as a fraction out of 100 (a %), and as a decimal – divide 6 by 10 on a calculator.**PART TWO**Write a simple table on paper showing all the tenths as decimals and percentages. For example:

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| 1/10 | 10% (10 / 100) | 0.1 (1 ÷10) |
| 2/20 | 20% (20/100) | etc |
| 3/10 | etc |  |
| etc |  |  |
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**PART THREE**Complete the fraction / decimal / percentage matching activity for Monday: write out each number on the sheet, putting it in a group with all equal numbers.**TUESDAY MATHS** Be able to identify equivalent fractions, decimals and percentages.Be able to use a formula on Excel.**PART ONE**Give the pupils calculators. Ask them to convert 1/10 into a decimal and then a fraction. How do we do this? Repeat this for all the tenths, then all the quarters then all the fifths.**PART TWO**Look at the spreadsheet for Tuesday. Ask the pupils to insert formula to convert the fraction in the right-hand columns of each table into decimals and then in percentages.Can they extend the tenths table all the way up to 10/10 and beyond?**Wednesday MATHS** **NO maths – dance morning.****Thursday MATHS**  Be able to identify equivalent fractions. Be able to add, subtract and multiply fractions.**PART ONE**Revise how to add and subtract fractions with the same denominator: add or subtract the numerator, but leave the denominator alone.Revise how to multiply fractions by whole numbers: add a denominator of one to the whole number, then multiply the numerators together and multiply the numerators together.**PART TWO**Cut out and complete Thursday’s fraction jigsaw. |
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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 -** Presentations.  | Main learning objective: |  |
|  | **Geography – Present each Power Point to the class**Art: Animal symmetry activity**PE: Rounders, Cricket & Kick ball rotation** | **Science:** **Build a model eyeball****PART ZERO: Examine the human eye**Use a mirror to study our own eye in detail. Identify the sclera (white part), iris (coloured part), pupil (dark hole) and tear duct in the lower lid.What does the iris do? Can you make the pupil larger and smaller? What do eyelashes and eyelids do? What does the tear duct do?**PART ONE**: measure the focal length of a hand lensTake a small hand lens. Hold it up to a bright light, such as the window. Hold a piece of white paper behind the lens (on the side away from the window). Move the lens back and forth until a clear image of the window forms on the paper. Measure the distance between the lens and the paper. This is known as the **focal length**  of the lens.**PART TWO:**  build an eyeballWrap thin card around the lens to make a tube, with the lens as a ‘cap’. Fix the tube to the cap without covering the lens. The tube’s length must be exactly equal to the focal length of the lens.On the opposite side of the tube to the lens, fix a layer of tracing paper. Look at the image formed on the tracing paper.**PART THREE:** Make a pupilMake a disc of thin, dark card (an iris). Fix it over the lens-end of the eye. Make a small hole in the centre of the card (the pupil). How does this change the image – dimmer but sharper. Make another card with a long, thin pupil like a cat’s eye). How does this change the image? Repeat this with a large, circular pupil. Why does the human pupil change in size. What are we simulating? |  |
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| **P.E: Cricket 3** | **Fielding** | **Year 5: Summer** |
| Learning Objective | Success Criteria | Activity/Evaluation | Resources |
| To field efficiently using the long barrier technique*Develop consistency in their skills**Choose and use information to evaluate their own and others’ work* *Suggest improvements in their own and others’ performances*  | I can use the long barrier technique to stop a rolling ballI can use the long barrier technique while moving to get into position.  |

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| **Warm up:** 5 -10 minutes |
| Mobility and stretching | mobility | Cricket skills agility |
| Walk and lunge calf and hamstrings | Swimming stokes | 4 cones. Ball on 4th cone. A runs and collects turns and bowls ball to B. B returns the ball to cone and ‘dummy bowls’ to next person. Repeat.  |

**Starter:**  **fielding skills**1. Stand at up to 10 m apart. A lobs ball and B must move to try a catch it. Extension – children to move from underarm to overarm. Extend distance.
2. A and b stand 10m apart. A must roll the ball towards ball, who must move to intercept it and gather it from the ground and then return using overarm through a target of 2m.

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|  **Teaching input.**  Stopping a ball effectively. Remind them about safety * Stand in circle and try to stop a rolled ball leaving the circle.
* Show children the long barrier position and explain why it can be used.
* In small groups (ability) circle around a roller and they have to stop the balls rolling out of the square using long barrier. They get a point each time they stop one
 |

**Independent groups to rotate.**1. 10 children work with T to develop long barrier method for stopping and returning a ball

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| *WT* already in position in long barrier | *AT* as ball comes towards them crouch into position | *EX* move left and right to get into position. |

1. 10 children to work on bowling at a target.

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| WT stand 5-7 meters away and bowl underarm. | AT 10 meters way. Bowl underarm/overarm but ball most bounce and be on target | EX bowl overarm. Can introduce a run up.  |

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.**Split children into four teams. Play 2 x traditional games of cricket. Each child is allowed 6 balls only. **Cool down** 5 minutes | Cricket equipment |