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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-SEVEN** |
| **Main learning objective**:  **Spellings: Year 5 words – test 09.07.21**   1. muscle 2. necessary 3. neighbour 4. nuisance 5. occupy 6. occur 7. opportunity 8. parliament 9. persuade 10. physical | **MON**  **Be able to multiply HTU by U (short multiplication)**  **TUE**  **Be able to multiply HTU by TU (long multiplication)**  **WED**  **Be able to divide ThHTU by U using short division (bus stop).**  **THU**  **Be able to multiply fractions by fractions and whole numbers**  **FRI**  **Be able to divide fractions by fractions and by whole numbers** |
|  | **Monday English**  Read through the different scenarios.  Children to pick a scenario.  They will be writing only part of the scenario.  IN BOOKS – Children to create a story map for the scenario.  **TUESDAY English**  Children choose which part they are going to write about.  Model how to write a short section from the scenario. Write as a class. Children to start writing their own.  **WEDNESDAY English – in books**  Edit and improve.  **THURSDAY English**  Top Copy  **Friday English – Jasmine Fitzroy**  PART ONE  Read the text ‘Jasmine Fitzroy’ silently. Highlight any words or phrases we don’t understand.  PART TWO  Re-read the passage as a whole class. Deduce the meaning of any unknown words.  PART THREE  List the evidence from the text that suggests that Jasmin is a witch. | **Monday MATHS Be able to multiply HTU by U (short multiplication)**  **PART ONE**  Revise the method of short multiplication.  **PART TWO**  Solve the problem ‘Trebling’.  **PART THREE**  Solve the problem ‘All the Digits’.  **TUESDAY Be able to multiply HTU by TU (long multiplication)**  **PART ONE**  Revise the method of long multiplication  **PART TWO**  Solve the multiplication puzzles for Tuesday.  **Wednesday MATHS Be able to divide ThHTU by U using short division (bus stop).**  **PART ONE**  Revise the method of short division (bus stop)  **PART TWO**  Solve Wednesday’s puzzles.  2  **Thursday MATHS Be able to multiply fractions by fractions and whole numbers - Excel**  **PART ONE**  Revise how to multiply simple fractions by simple fractions on paper: multiply the numerators and multiply the denominators.  **PART TWO**  Revise how to multiply simple fractions by integers: add a denominator of 1 to the integer, and then carry out the procedure above.  **PART THREE - Excel**  Ask the pupils to copy the spreadsheet for Thursday. Ask them to create formula that will allow the spreadsheet to automatically multiply simple fractions by other simple fractions.  Those who manage this may be able to move onto another workbook – multiply fractions by whole numbers.  **Friday MATHS**  **Be able to divide fractions by fractions and by whole numbers**  **PART ONE**  Revise how to divide simple fractions by other simple fractions – KFC.  Revise how to divide simple fractions by integers – make the integer into a fraction with a denominator of ONE.  **PART TWO**  Answer the questions on Friday’s worksheet. |
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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 – (Planning at the bottom after P.E) Shelter building**  **Computing –** BLOCKED  **Geography -** To carry out an in-depth study of a South American country. (2 WEEKS)  **R.E -**  To learn about and understand the different parts of the Hajj | Main learning objective:  **Science -**  To understand how flowers reproduce.  To know the different types of seed dispersal  **PE**  - To be able use new skills to play in a competitive game  **PSHE –**  **French -**  Dance morning practise. |  |
|  | **Geography – 2 weeks**  **Starter:**   1. What have we found out about South America so far? Give children a few minutes to discuss this with a partner, then share with the rest of the class.   **Class:**   1. Use PP study ideas. Tell children that today they are going to be researching a particular country in South America. How many of the countries can you name? Show children the names of the countries with the first letter shown and see if they can name each one. Check on the slides when finished if necessary. 2. They are to write a tourist information book about a particular South American country. This could be making a leaflet on publisher, presentation or hand drawn/written leaflet. What information do you think you could include? What questions would you need to investigate? Invite children to share their ideas, then write a list of ideas on the slides.   **R.E**  Why do Muslims want to go on a pilgrimage?  **Starter:** *What would you really like to do in your life or where you would love to go even if it was very expensive?*  - How can they work towards achieving that aim? - Might their ideas and dreams change whilst they waited?  **Class:**   1. Explain the desire shown by Muslims to visit Makkah, the significant sites such as the cave at Hira where the prophet (pbuh) received the Qur’an, the Kab’ah and sites significant to other prophets of Islam. 2. Muslims believe that hajj is only compulsory when they have enough money and can provide for their family whilst they are away. 3. Look at what happens during the Hajj (see notes)   BBC- <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt>  <http://www.bbc.co.uk/newsround/24566691>   * Important theme of a Hajj = equality. *How is this achieved?* ( clothing- see notes) *How do you think it feels when they are all dressed the same?* * Showing obedience and willingness to give up everything for Allah. *Why would the pilgrims throw stones at the pillars in Mina? Why do their sacrifice an animal? What would you like to be driven out of this world?*   **IN BOOKS Outcome**  Children to write key points about the purpose of the Hajj by answering questions. Then write a short answer to the question: **What would make a perfect world?** | **Science**  What do you think seed dispersal is? Watch the following video to show the different types of seed dispersal. <https://www.bbc.co.uk/bitesize/clips/znvfb9q>  If possible go outside with children and see if they can spot any of the different types of seed dispersal.  **Use the supporting ppt to help with this.**  **POSTER:** Children to create a poster showing the different types of seed dispersal.  **French – Dance morning practise.**  **PSHE** |  |
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| **Learning Objective** | **Success Criteria** | **Activities** |
| Relate the way things work to their intended purpose  Seek info from a range of sources on diff shelters Skills | Can ch how different shelters have different needs and that the construction of them is based on their purpose? | Ask the children to investigate a range of shelter like structures including *eg bus shelters, playground shelters, tents, garden shelters, gazebos, canopies, umbrellas, historic shelters.* The range should include examples constructed in different ways *eg with a framework inside, a framework outside, shell structures. Discuss aspects of the shelters including:*  *-What materials have been used to build the shelter? -How has the shelter been made? -Why has the shelter been made this way? -What are the different parts called? eg frame, canopy -What do the different parts do? -Who will use the shelter? -Who needs shelter?* -*Which constructions are the strongest?* Find out about THE performance of textiles that are used in tents and outdoor equipment. Ask the children to record their findings in labelled drawings. |
| Explore, develop and communicate design proposals by modelling ideas  Join and combine materials and components in temporary and permanent ways | I can use different materials and combine then to make strong structures | Brainstorm children's initial ideas on designing and making a shelter for the specific purpose- mine is about A Rainforest spider- see ppt  Show ch materials- fabrics, plastics, wood- they have to decide what they will use following week.  Model joining straws with pipe cleaners, joining with blue tack, using pieces of straws cut and folded to join dowel into a triangle, etc. ch use straws and pipe cleaners to model the shape of their shelter. Ch use straws and pipe cleansers to make mocks up of their designs  **Plenary:** Show ch at the end how more permanent structure can be made- wood  Produce a wooden frame for Tepee style- can the bits coming down be joined with drinking straws? |
| Use a variety of tools to measure, cut, shape and join materials  Join materials in permanent ways  Develop a clear idea of what has to be done  Skills | I can measure, mark, cut, shape and join materials  I can use a range of tools safely and accurately  I can evaluate as I go and state my next steps | Review permanent joining of dowel to make triangular prism, cube and base for a tepee using straws, cardboard triangles to join cube and triangle ends for prism shape. Perhaps use axle support triangles to join the long pieces to complete the triangular ends on the prism shape. Review shelters and shapes that ch have decided on. Model how to measure, cut, shape and join to join to make tepee style, prism style, cubic style- ch start to make their shelter  **Plenary:** ch to think of next steps, material they need next. |
| Use a variety of tools to measure, cut, shape and join materials  Join materials in permanent ways  Develop a clear idea of what has to be done  Skills | I can measure, mark, cut, shape and join materials  I can use a range of tools safely and accurately  I can evaluate as I go and state my next steps | Add walls and roof- using material that will be wind proof and water prof- ice lolly sticks, corflute, and laminated card. Add other comfort ideas for the creature. |

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| **P.E: Cricket 4** | | **Game tactics and rules** | **Year 5: Summer** |
| Learning Objective | Success Criteria | Activity/Evaluation | Resources |
| To be able use new skills to play in a competitive game  *Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations*  *Choose and apply skills more consistently in all activities* | Can hit a ball with accuracy.  Can field the ball and return to the bowler.  Can communicate with others to score runs.  Is able to give some basic rules for being out. | |  |  |  | | --- | --- | --- | | **Warm up:** 5 -10 minutes | | | | Mobility and stretching | mobility | Cricket skills agility | | Walk and lunge  calf and hamstrings | Swimming stokes | Jog round in circle. 1 in middle who throws ball to children as they move. They have to catch and return. |   **Starting points.**   1. Work in teams of 4 to pass a ball across the field. Use of overarm throw and moving to retrieve it. 2. In teams use a set of stumps and everyone gets 4 balls each to consolidate batting techniques.  |  | | --- | | **Teaching input.**  Remind them about safety |   **Playing games.**   * Play diamond cricket. Play two games at once. 7 players on each side. 4 batters at same time, 1 bowler and 6 fielders. Other batters wait to come in once other batter is out. How many runs can the team score. Run in clockwise direction. Once all batters out then change over.   **Cool down** 5 minutes | .cricket equipment |