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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-FOUR** |
| **Main learning objective**:  **Spellings: Year 5 words – test 25.06.21**   1. hindrance 2. identity 3. immediate(ly) 4. individual 5. interfere 6. interrupt 7. language 8. leisure 9. lightning 10. marvellous 11. mischievous | **Be able to find the mean of a set of data**  **Be able to find the mode of a set of data**  **Be able to use the ‘bus stop’ method for short division.**  **Be able to add and subtract fractions** |
|  | **Monday English**  Top copy of introduction  **TUESDAY English**  Write first draft of journey – at home. Practise punctuation of direct and reported speech. Limit the amount of dialogue.  **WEDNESDAY English – in books**  Edit and improve  **THURSDAY English**  Thursday top copy.  **Friday English – organisational features of a text**  **Comprehension activity – Strike at the Workshop**  PART ONE  Read the test ‘Strike at the Workshop’ 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 – organisational features  Highlight:   * character names * stage directions * dialogue | **Monday MATHS**  **Find the mean of a set of data**  **Use ‘bus stop’ short division.**  **PART ONE**  Give the pupils 8 one and two-digit numbers that sum to a multiple of 8. Model how to to add the numbers up, then divide the sum by 8 using the bus stop method.  Repeat, giving them 5 two digit numbers that sum to five.  **PART TWO**  Discuss the meaning of average. Show them some stacks of multilink cubes of different lengths. What is the ‘average’ length.  Ask them to add up the number of cubes in each stack, and divide by how many stacks there are.  Rearrange the stacks into different piles and repeat. Why is the answer the same?  **PART THREE**  Give the pupils Monday’s sheet. Ask them to find the mean of each group of piles.  **TUESDAY**  **Find the mean of a set of data**  **Use ‘bus stop’ short division.**  **PART ONE**  Repeat Monday’s starter – sum a group of numbers, and divide by how many groups there are.  **PART TWO**  Show the pupils the numbers from 1 to 10. What is the sum? What is the mean? Can the mean be a decimal?  **PART THREE**  Solve the questions on Tuesday’s sheet.  **Wednesday MATHS - Excel**  **Find the mean of a set of data**  **Be able to use the ‘sum’ and ‘average’ functions of Excel.**  **PART ONE**  Show the pupils the simple spreadsheet for Wednesday. Ask them to copy its format. Fill in the data.  **PART TWO**  How could we create a formula to calculate the mean of these data?   * Add the data inside brackets then divide * Use the sum function then divide * Use the mean tool in the data tools.   **Thursday MATHS**  **Find the mean of a set of data**  **PART ONE**  Solve the ‘Mean Square’ puzzle.  **PART TWO**  In small groups, answer the mean questions from Testbase.  **Friday MATHS**  **Be able to add and subtract fractions**  **PART ONE**  Show the pupils 3/10 + 4/10. What is the rule for adding these fractions?  Show the pupils 3/10 + 8/10. What is the rule? Is this any different?  Show the pupils 4/10 – 1/10. What is the rule?  **PART TWO**  Show the pupils 2/5 + 3/10. This is a different calculation. What must they do first?  Show the pupils ¾ - 1/8. What must they do to solve this?  **PART THREE**  **Ask the pupils to solve the questions on Friday’s sheet.** |
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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 – Shelters BLOCKED**  **Computing –** BLOCKED  **Geography -** To know what trade and industry means.  To know some main exports that comes from trade with SA.  **R.E -**  To know why giving to charity is an important part of the Islamic faith.  *Consider personal views about charity.* | Main learning objective:  **Science -**  To understand how flowers reproduce.  To know what happens during pollination.  **PE**  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*  **PSHE –**  To be able to understand what racism is and the effects this has on people.  **French -**  Dance morning practise. |  |
|  | **Geography –**  **Starter:**   1. Do you know what trade is? What does the word trade mean in terms of geography? Use PP to give answer.   **Class:**   1. What do people trade? Is it possible for a country to never have to trade with another one? Discuss. 2. Use PP slides to look at general trade information. 3. What products do you think South America produce a lot of that they export to other countries? Why? Look at the information about what they trade.   **IN BOOKS Outcome**   * Children use data provided to group information using tally chart to show how many countries in SA trade using different things, e.g fish, precious metals etc. Use the tally to then make a bar chart.   **R.E**  How is charity important to Muslims? How is charity important to you?  **Starter:** *Which charities do they know? What does charity do? Why might people give to charity?*  **Class:**   1. Revise the five pillars and ask why they think that charity (Zakah) is one of them. *What does this tell us about how Islam sees charity?* 2. Look at the PP. Tell children that Muslims gives 2.5% of their earnings each year to charity. They give it to the community leaders who then distribute the money to those who need support.  * *Why do you think Muslims give so much of their money to charity? How do you think they feel? Do you think this might make their own lives more challenging?*  1. Provide groups with Zakah mystery cards. Read through. Then provide the question: “Who should help Sumara?  * Sort through information to find an answer. How are they working? Why do they think information is important? * To help the information can be spilt into 3 groups – the story of Sumara; the Islamic view of Zakah; other views of charity.  1. At the end discuss that Muslim’s idea of ummah (community) help them understand that Sumara is their neighbour. 2. What do the Pupils appreciate in their lives? What have they got which they can give to others? | **Science**  **Starter**   1. What do you think the word pollination means? Can they link it to pollen. The following video will help: <http://www.bbc.co.uk/learningzone/clips/pollination-in-plants/118.html>   **Class:**   1. How does the pollen from one flower reach another flower?Explain how pollen can be transferred by wind. How can animals help transfer pollen? Explain about how bees move pollen. Either of these videos will help <http://www.bbc.co.uk/nature/adaptations/Pollinator> <http://www.bbc.co.uk/learningzone/clips/insect-pollination/119.html> 2. Go outside and children observe a patch of flowers for 10 minutes. They are looking for how many times the flowers are visited by different species. How long do pollinators spend at each flower? Make note if the species go into the flower or not. Does it touch any stamens or stigmas? 3. Are any colour flowers easier to see than others? Image they are the pollinating insect. Can they devise a quick test to find out how far away different flowers can still be seen?   **IN BOOKS Outcome:** Combining information from all three tasks children to explain how pollination occurs. Include the methods, and how some flowers encourage insect pollination whereas others don’t and rely on wind.  **French – Dance morning practise.**  **PSHE**  What is racism? Use supporting ppt to discuss what racism actually is. Focus on how it makes individuals feel.  Complete activity using racism scenario cards. |  |
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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 ball  I can use the long barrier technique while moving to get into position. | |  |  |  | | --- | --- | --- | | **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.  |  | | --- | | **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  |  |  |  | | --- | --- | --- | | *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.  |  |  |  | | --- | --- | --- | | 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. .  |  |  |  | | --- | --- | --- | | 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 |