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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 09.07.21**   1. muscle 2. necessary 3. neighbour 4. nuisance 5. occupy 6. occur 7. opportunity 8. parliament 9. persuade 10. physical | **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 – In books**  Introduce Winnie the Pooh what is he like as a character? How would we describe him?  Look at Powerpoint on character descriptions.  Describe Winnie the Pooh using structure from the power point using the word banks provided.  Thought map describing Pooh  **TUESDAY English – In books**  Written description of Pooh Bear – one paragraph per aspect.  **WEDNESDAY English – in books**  Edit and improve writing from previous day.  **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   PART FOUR  Tell the pupils that Mrs Christmas is going to appear in the play. Ask them to select a suitable point at which she can speak. Model how to write stage directions to introduce her, and then model some dialogue that contributes to the narrative. Ask the pupils to do the same. | **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 carry out an in-depth study of a South American country. (2 WEEKS)  **RE -** To learn why Muslims fast during Ramadan.  Know what are the main features of the festival of Id-ul-Fitr.  *To recognise the five pillars as an expression of Ibadah (worship and belief in action).* | Main learning objective:  **Science -**  To understand how flowers reproduce.  To know what happens during fertilization  **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. 3. What might you want to highlight when promoting a place. This is from the Chilean Tourist Board. <https://www.youtube.com/watch?v=Wkz2Y1iBMyw>   **Outcome**  Children work in pairs to plan questions, research and collect data and decide how to present it. They need the basic facts in their work as well as tourist style information.  **R.E**  Why do Muslims fast?  **Starter:** *Have you ever gone without food? Why might people voluntarily go without food? Look* up what it means to fast. Ask why people might choose to do this.  **Class:**   1. Sawn, or fasting, is one of the five pillars. What might fasting help Muslims do? 2. Provide pairs with information sheets about either Ramadan or Id-ul-Fitr. They read and respond to the questions. They then pair up with another group and share what found out. 3. Use PP to consolidate information to help explain when fasting takes place, why it is important and what needs to be done when fasting and why Muslims celebrate Id-ul-Fitr.   **IN BOOKS Write a short fact file to inform people about Sawm** | **Science**  **Starter**   1. Explain what fertilisation is. Help the children to make the comparison between the sex cells of the male part of the flower having to join with the sex cells in the female parts of the flower, so a seed can be made. Videos of plant reproduction <http://www.bbc.co.uk/nature/adaptations/Flower>.   **Class:**   1. What happens to the plant after fertilisation has occurred? The seed or fruit starts to develop. The first visible consequence of fertilisation is often than the petals and stamens either wither or drop off. The ovary will begin to develop into the fruit. 2. Children can cut growing fruits open to see the seeds early in their development. Observe using a hand-lens, and compare these with ripe fruits, either at the same time or later. In most plants the ovary (wall of the developing fruit) is green and juicy, while the immature seeds are soft and white.   **IN BOOKS Outcome:**   * Observational drawing of a either a fruit or seed inside. Explanation of what happens after fertilization**.**   **French – Dance morning practise.**  **PSHE** |  |
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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 |