

Y5 planning week beginning September week Ten W/C 8th November 2021

This is the plan for a learning sequence, within each box is the information and resources you need for the sequence and are spilt into sessions.




Down the left hand side of the page are the metacognitive strategies we have been teaching the children that are particularly important to home learning.

<p><u>Metacognitive strategies</u> 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.</p>	<p><u>English</u> (offline and online)</p>	<p><u>Maths</u> (offline and online)</p>
	<p>Main learning objective: English: Drawing inferences from characters' thoughts, actions and feelings</p> <p>Please bring in a copy of your Thursday's English work when you return.</p>	<p>Main learning objective: Maths: Active maths week</p> <p>To be able to interpret graphs and answer questions.</p> <p>To be able to order angles by size.</p> <p>To be able to measure angles carefully.</p> <p>To be able to understand cube numbers.</p> <p>Please bring in a copy of your cubed numbers work when you return.</p>

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<p>Approach</p> <p>Activate</p> 	<p>What is it?</p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>Monday:</p> <p>Last week we looked at the character of Bradley Chalkers. This week we are going to look at the new boy, Jeff.</p> <p>Based on what we have read so far in the book; think about what we know about Jeff. Come up with different examples which tell us about Jeff, where he is from/his personality etc.</p>	<p>Monday- Active maths lesson 1- statistics. Have a look at the document for Monday, look at the graphs and see if you can write a question for each graph. Can you give them to someone else to answer?</p>
<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>How he reacts to different situations Meeting new class, sitting next to Bradley, Dollar and spitting incident, being in girls' bathroom, meeting Carla, playing baseball etc.</p> <p>Write these ideas down in a mind map with Jeff in the middle.</p> <p>Tuesday: Using drama you are going to have a go at exploring Jeff's character. Choose a situation which will help you to understand the character Jeff.</p>	<p>Tuesday- White rose- cube numbers. https://vimeo.com/474984384 Watch the video and complete the questions on the sheet.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>E.g. meeting Bradley and spitting incident, getting lost on way to Carla's office and ending up in the girls' bathroom</p> <p>Wednesday</p>	<p>Wednesday- Active maths lesson 3- angles. Before you start can you name the different types of angles? Remember these are acute, right angle and obtuse. Today we are also going to look at a reflex angle. Have a look at this link to help you: https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h Look at the sheet for Tuesday, can you order and name the different angles? Remember you can make an angle checker from a small square piece of paper to help you if you aren't sure.</p>

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<div data-bbox="138 421 277 624"> <p>Reflect</p>  </div> <div data-bbox="338 421 584 587"> <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p> </div> <div data-bbox="138 687 315 1003"> <p>Review</p>  </div> <div data-bbox="338 687 584 1003"> <p>Revisiting previous learning after a gap.</p> </div>	<p>Look at the situations below. You need to explain how Jeff felt in each of these situations</p> <ol style="list-style-type: none"> 1. Being introduced to the class 2. Having to speak in front of class about the Whitehouse 3. Sitting next to Bradley 4. Getting lost 5. Realising he was in the girl's bathroom 6. Meeting Carla 7. Homework with Bradley <p>Write this down on paper.</p> <p>Thursday Have a look at your work from previous lesson and work on improving your sentences. Can you use, relative or embedded clauses? Can you add more detail? Look at examples from the PPT we used in class last week. You can use punctuation to show interruption or loss of through etc.</p> <p>Pick at least 2 of your sentences to improve.</p> <p>Friday: Log onto bug club and read a book of your choice.</p>	<p>Thursday- Arithmetic lesson Today we are going to be looking at doubling and halving. Please complete the doubling and halving sheet.</p> <p>Friday- Active maths lesson 5. In this lesson you are going to need to follow the instructions and complete the party recipe for 30 people. You will need to take the ingredients and multiply them.</p>



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FOUNDATION SUBJECTS:





Please refer to the PowerPoints on the Y5 home learning page for the details of each lesson.

<p>Week 2 In the below column are the thinking steps that your child would make within the classroom.</p>	<p><u>Foundation</u> (offline and online)</p>  <p><small>shutterstock.com - 1461271773</small></p>	<p><u>Foundation</u> (offline and online)</p> 	
	<p>Main learning objective:</p> <p>History: To understand the different perspectives on the attack on Lindisfarne.</p> <p>Science: What is gravity?</p> <p>PE: Gym Bridges</p>	<ul style="list-style-type: none"> • Main learning objective: <p>French: Revise words for animals and learn four new words for pets.</p> <p>RE: To understand what are the sources of authority in Christianity</p>	

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<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Science: How do scientists measure forces?</p> <p>Starter: Why bother repeating? Think back to our experiment last week. Why did we drop each type of paper 3 times?</p>	<p>Song: sing the Hobbies song using the Hobbies song lyrics. Children should do the actions to the hobbies when they sing the phrase.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Hold a book. What happens if I let go? • Answer: gravity is the force that pulls thing downwards because the Earth is larger than other objects. 	<p>Pets: revise words for animals and learn four new words for pets using the Pets PowerPoint.</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Complete the coin race experiment and record your prediction beforehand and then the results of the experiment. You will need 2 coins which are the same, card and tape.</p> <p>PE: Warm up- Move around a space at home. Make sure the space is clear of any obstacles beforehand. Make up a pattern</p>	<p>RE – Sources of Authority</p> <p>Starter</p> <p>Why do people find the words and actions of Jesus sacred?</p> <p>Explain what is meant by a source of authority and then link it to Christianity. What are Christians sources of authority?</p> <p>The discussion should link to the Bible and the words of Jesus.</p>

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<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>of steps- 6 running steps into a space, 6 on the spot- high knees, jogging, long strides, tiny steps.</p> <p>Travel around the floor as close the ground as possible, then stop and push yourself up in to a bridge. You can make other bridge shapes with other parts facing the floor- e.g. side. Run into space and make a different bridge. Make your bridges harder by having less points in contact with the floor. E.g. one leg lifted, or one arm lifted off the floor. Practise holding positions to improve balance.</p> <p>Warm down- slide around and then slowly push up to a bridge and down again. Discuss qualities of good bridges.</p>	<p>Show examples of both Personal and Religious Authority.</p> <p>Task: You will separate the examples of sources of authority into Religious Authority and Personal Authority.</p> <p>Draw the table and write the examples of sources of authority into the correct column.</p> <p>Extension</p> <p>Write a short paragraph explaining why the Bible is a source of authority.</p>
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