




# Y5 planning week beginning September week Eleven W/C 15<sup>th</sup> 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></p> <p>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><b>Main learning objective:</b></p> <p>English: To be able to write for a variety of purposes.</p> <p>To be able to edit and improve sentences.</p> <p>Bring a copy of your completed diary entry when you return to school.</p>	<p><u>Maths</u> (offline and online)</p> <p><b>Main learning objective:</b></p> <p><b>Maths:</b> To able to calculate the perimeter of a shape.</p> <p>To be able to draw a shape with a given perimeter.</p> <p>To be able to multiply by 10, 100 and 1000.</p> <p>To be able to divide by 10, 100 and 1000.</p> <p>Bring a copy of Tuesday's maths work when you return to school.</p>				
<table border="1"> <tr> <td data-bbox="120 1150 297 1222"> <p><b>Approach</b></p> </td> <td data-bbox="320 1150 582 1222"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="120 1222 297 1445"> <p><b>Activate</b></p>  </td> <td data-bbox="320 1222 582 1445"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p><b>Approach</b></p>	<p><b>What is it?</b></p>	<p><b>Activate</b></p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><b>Monday:</b> This week we are going to be writing a diary entry. Remember the TAPE model: Text Audience Purpose Effect. Think about who you are writing for and the purpose. Use your ideas from last week about Jeff and how he feels in certain situations.</p> <p>Today your task is to plan your diary entry. Think about planning paragraphs. If you don't want to write from Jeff's</p>	<p><b>Monday- Multiply by 10, 100 and 1000.</b> Watch the video and complete the worksheet. <a href="https://vimeo.com/474985075">https://vimeo.com/474985075</a></p> <p><b>Tuesday- Divide by 10, 100 and 1000.</b> Watch the video and complete the worksheet.</p>
<p><b>Approach</b></p>	<p><b>What is it?</b></p>					
<p><b>Activate</b></p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>					

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<p><b>Explain</b></p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>point of view you could write from Bradleys POV or Claudia or Bradleys mum. Complete your plan on paper.</p> <p><b>Tuesday:</b> Today you are going to be editing and improving your work. You will need to try to add in at least one relative clause and subordinate clause to develop detail and description.</p>	<p><a href="https://vimeo.com/475824080">https://vimeo.com/475824080</a></p> <p><b>Wednesday-</b> <b>Multiples of 10, 100 and 1000.</b> Watch the video and complete the worksheet. <a href="https://vimeo.com/475824701">https://vimeo.com/475824701</a></p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Recap the features of a diary. Think about how a diary starts. Use the example to help you. Remember to include feelings of the character who's point of view you are writing from.</p> <p><b>Wednesday</b></p> <p>Today you are going to be writing your diary entry. Have another look at the example before you start.</p>	<p><b>Thursday- Measure perimeter</b> Watch the video and complete the worksheet. <a href="https://vimeo.com/477523195">https://vimeo.com/477523195</a></p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p><b>Thursday</b></p> <p>Today you are going to edit and improve your writing. Then you will need to copy it up in neat once you have finished.</p> <p><b>Friday:</b> Log onto bug club and read a book of your choice.</p>	<p><b>Friday- Calculate perimeter</b> Watch the video and complete the worksheet. <a href="https://vimeo.com/477528979">https://vimeo.com/477528979</a></p>

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<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>		

## FOUNDATION SUBJECTS:



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

<p><b><u>Week 2</u></b></p> <p>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>www.mrteach.com • 1467271733</small></p>	<p><u>Foundation</u> (offline and online)</p> 
	<p>Main learning objective:</p> <p><b>History: Who is Alfred the Great?</b></p>	<p>Main learning objective:</p> <p><b>French: Fox &amp; the crow story</b></p> <p><b>PSHE: Kind conversations</b></p>

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	<p><b>Computing: To combine procedures to create patterns</b></p> <p><b>Science: How does gravity affect our everyday lives?</b></p> <p><b>PE: Gym Bridges</b></p>	<p><b>RE: Interfaith Week</b></p> <p><b>Bring a copy of your history work when you return to school.</b></p>
<p><b>Approach</b></p> <p><b>Activate</b></p> 	<p><b>History – Who is Alfred the Great?</b></p> <p>Today you are going to use laptops/iPads to research who Alfred the Great is and create a fact file about him.</p> <p>Questions to research</p> <ol style="list-style-type: none"> <li>1. Who is Alfred the Great?</li> <li>2. Where is he from?</li> <li>3. What did he do?</li> <li>4. Why is he “Great”?</li> </ol>	<p><b>FRENCH:</b> Revise words for pets using the Pets PowerPoint.</p> <p>Look at the Fox and the crow story: show the Fox and Crow Story PowerPoint. Ask children if they know this traditional fable. Explain that it was written by a very famous French author in the seventeenth century, Jean de la Fontaine. See if you can recognise some of the words in the story.</p>
<p><b>Explain</b></p> 		<p><b>PSHE:</b></p>

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<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Science: <b>How does gravity affect us in everyday tasks?</b></p> <p>Today is a research lesson. You need to read the following questions and research the answers. Once you have found your information you can present it as a fact file, or poster or booklet. You could even make a PowerPoint.</p>	<p>What is good listening? See if you can write down what makes a good listener. Have a look at the list below. Is there any you didn't think of? What is 'poor listening'?</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<ul style="list-style-type: none"> <li>- Impacts of the Gravity from the Earth on our everyday lives</li> <li>- impacts of the gravity from the Moon on our everyday lives</li> <li>- Impacts of gravity from the Sun on our everyday lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the speaker</li> <li>• Stop other activity</li> <li>• Give facial affirmation – nods, smiles etc.</li> <li>• Avoid interrupting</li> </ul> <p>How do they show the person they are listening to that they value what is being said?</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p><b>Answers:</b> Earth = It speeds us up going downhill, pulls you back when trying to go uphill, pulls everything down towards centre of the Earth, make rivers flow downhill Phases of the moon.</p> <p>Moon = causes tidal flows.</p> <p>Sun = keeps all planets and moons in solar system orbiting which creates seasons.</p> <p><b>Computing:</b> Design a pattern that you could try and make using the logo app we have been using in school.</p>	<p>Task 2: There are times when a person might find it difficult to be a good listener. Can they think of any? [When the person is busy already. When they are tired or feeling unwell]. If we want to talk with someone, we need to be aware that gauging how the other person is feeling can help us enter into a conversation more effectively. Maybe suggesting a time for the conversation and agreeing a suitable place.</p> <h2>Activity 2 - Conversation starters</h2> <p>Look at the <i>conversation starters</i> Activity sheet.</p> <p>If you can do this activity with someone at home. In pairs and in character, you should choose a conversation to develop using the two roles in each Conversation Starter.</p> <p><b>RE – Interfaith Week</b></p>

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**PE:** Today you are going to practise your balancing. Find different ways of balancing and try and hold each one for a few seconds. Once you have 3 different balances you are going to create a sequence. In between each position you need to find a different way of travelling. Once you have your sequence you will need to think of a starting and end position.

**Research a religion and make a poster.**

You can choose from:

- Buddhism
- Judaism
- Sikhism
- Hinduism
- Islam
- Humanism
- Christianity

What similarities and differences can be made about their chosen religion and Christianity.

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