




# Y5 planning week beginning September week twelve W/C 22<sup>nd</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> 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><b>English:</b> To recognise features of a balanced argument.</p> <p>To use retrieval techniques.</p> <p>To be able to clearly articulate points of view.</p> <p>Please bring in your work from Monday 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 be able to calculate the area of rectangles.</p> <p>To be able to estimate and calculate the area of chosen objects.</p> <p>To be able to calculate the area of compound shapes.</p> <p>Please bring in your work from Tuesday's maths lesson when you return to school.</p>				
<table border="1"> <tr> <th data-bbox="120 1150 297 1219">Approach</th> <th data-bbox="320 1150 582 1219">What is it?</th> </tr> <tr> <td data-bbox="120 1219 297 1458"> <p><b>Activate</b></p>  </td> <td data-bbox="320 1219 582 1458"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	Approach	What is it?	<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></p> <p>Discuss the subject Should pets be allowed in schools? What are the reasons why Pets might be a good idea? Then discuss the opposite point of view and collect ideas. Discuss an argument for or against something will only have one of the POV's however a balanced argument will have an equal</p>	<p><b>Monday- Area of rectangles.</b> <a href="https://vimeo.com/480242752">https://vimeo.com/480242752</a> Watch the video and answer the questions.</p> <p><b>Tuesday-</b> Area of compound shapes.</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>amount of positives and negatives so that the reader can make up their mind without influence.</p> <p>Write down your ideas on paper.</p> <p>Tuesday: Listen to chapter 37 &amp; 38 being read. <a href="#">Chapters 37 and 38 There's a Boy in the Girls' Bathroom - YouTube</a></p>	<p><a href="https://vimeo.com/480255207">https://vimeo.com/480255207</a> Watch the video and answer the questions.</p> <p><b>Wednesday-</b> If you can, go outside and find different objects and calculate the area and perimeter. Estimate first then measure.</p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>You will need to find evidence as to why Carla Davis should stay at the school. What positive things has she done at the school. Try to relate just to Bradley's change of character but relate this in general. Think about what we have read so far. Rather than Carla has made Bradley want to do his homework it should be more like Carla is able to encourage children to want to complete home work.</p>	<p><b>Thursday-</b> Log on and have a go on TT rockstars and numbots.</p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Wednesday: Today you are going to look at the other side of the argument. Look at reasons why Carla Davis should leave the school. E.g. She is encouraging children to change their religion and become Zen Monks. Etc.</p>	<p><b>Friday- Area of irregular shapes</b> <a href="https://vimeo.com/480246937">https://vimeo.com/480246937</a> Watch the video and answer the questions.</p>

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<p><b>Review</b></p>  <p><b>Revisiting previous learning after a gap.</b></p>	<p>Thursday: Today you will be using both sides of your argument to decide whether Carla Davis should leave or not.</p> <p>Friday: Log onto bug club and read a book of your choice.</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>shutterstock.com • 1467271733</small></p>	<p><u>Foundation</u> (offline and online)</p> 
	<p>Main learning objective:</p> <p><b>History:</b> To understand what the Danelaw is.</p>	<p>Main learning objective:</p> <p><b>French:</b> Revise numbers 1-31 and terms for sums. Practise sums in French.</p>

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	<p><b>Science:</b> Air resistance investigation</p> <p><b>PE:</b> Gym Bridges</p> <p><b>DT</b> – Origami</p>	<p>Revise months and say and understand dates.</p> <p><b>PSHE:</b> Happy Being me- Rosa Parks activity.</p> <p><b>RE:</b> To understand how a parable from the Bible can provide wisdom and morality.</p>				
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<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Science: <b><u>How can we change the speed of a parachute?</u></b></p> <p>Have a look at the PowerPoint and complete the experiment at home. Make sure you write down your findings.</p> <p>OR follow the sheet on how to make the parachutes from paper.</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>PE:</b> Practise your different bridges and balances. Write down a short sequence that you could follow. Remember to include a clear starting and ending position and different ways of travelling between each balance/ bridge. You could even find some music to perform your sequence to.</p>	<ul style="list-style-type: none"><li>• Why do you think she refused to move when asked to?</li><li>• What do you think was her strongest emotion at the time?</li><li>• Why did the bus driver think he could do act as he did?</li><li>• What do you think might have given Rosa hope when she was in jail?</li><li>• Why do you think Rosa Parks has become famous?</li><li>• What do you think people admire about the way she carried out about her protest?</li></ul>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>		<p><b>RE – King Solomon</b></p> <p><u>Starter</u></p> <p>Recap what a Source of Authority is.</p> <p>Discuss what a parable is and why they are used.</p> <p>Read the story of King Solomon and discuss the moral of the story.</p> <p><u>Activity</u></p> <p>Once you have finished, you need to write your understanding of the moral from the parable. Remember to include a sentence using some evidence from the parable on why they have stated that specific moral.</p>

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		<p>Response Question</p> <p>R - How can Christians apply the moral of this parable to their own lives?</p>
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