




# Y5 planning week beginning September week Fourteen W/C 6<sup>th</sup> December 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><u>Maths</u> (offline and online)</p>		
<table border="1"> <tr> <td data-bbox="120 1007 300 1310"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="322 1007 584 1310"> <p><b>What is it?</b></p> <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>Activate</b></p> 	<p><b>What is it?</b></p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><b>Main learning objective:</b></p> <p>English: Letter writing</p> <p><b>Bring in a copy of your completed letter when you return to school.</b></p>	<p><b>Main learning objective:</b></p> <p><b>Maths:</b> Focus on number this week</p> <p>To be able to calculate the area and perimeter of different shapes.</p> <p><b>We will check your TT rock stars results.</b></p>
<p><b>Approach</b></p> <p><b>Activate</b></p> 	<p><b>What is it?</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> Year 1 have written us some Christmas letters which you are going to reply to. You are going to imagine that you are Father Christmas or an elf. Please see the example letter for you to respond to.</p> <p>Think about how you could respond to the letter. Remember you can't promise the children anything especially if they have asked for something specific.</p>	<p><b>Monday-</b> Complete the nrich activity. Follow the instructions and check the student solutions to see if you are correct. <a href="https://www.maths.org">A Mixed-up Clock (maths.org)</a></p> <p><b>Tuesday-</b> Complete the nrich activity. Follow the instructions and check the student solutions to see if you are correct. <a href="https://www.maths.org">Area and Perimeter (maths.org)</a></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>You could tell the children about the reindeers and preparations for Christmas Day. They may have asked what to leave out for Father Christmas etc.</p> <p>Start to plan your reply in your orange books/ on paper.</p>	<p><b>Wednesday-</b> Complete the nrich activity. Follow the instructions and check the student solutions to see if you are correct.  <a href="https://www.maths.org">Torn Shapes (maths.org)</a></p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><b>Tuesday:</b> Today you are going to complete the first draft of your letter on lined paper. Use write a line miss a line.</p> <p><b>Wednesday:</b> Edit and improve. Then plan the decoration to go onto your letter (as with the poems do a border to decorate).</p> <p><b>Thursday:</b> Top copy and decorate.</p>	<p><b>Thursday-</b> Complete the nrich activity. Follow the instructions and check the student solutions to see if you are correct.  <a href="https://www.maths.org">Take Three Numbers (maths.org)</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>Friday:</b> Log onto bug club and read a book of your choice.</p>	<p><b>Friday-</b> TT rockstars and numbots. Log onto TT rock stars and practise your times tables.</p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</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><b><u>Week 2</u></b> 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.123abc.com - 1457212723</small></p>	<p><u>Foundation</u> (offline and online)</p> 	
	<p>Main learning objective:</p> <p><b>History:</b> Vikings - 1066</p> <p><b>PE:</b> Yoga</p>	<ul style="list-style-type: none"> <li>• Main learning objective:</li> </ul> <p><b>French:</b> Learn words for school subjects. Recap numbers.</p> <p><b>PSHE:</b> Is it true?</p> <p><b>Music:</b> Christmas songs</p> <p><b>RE:</b> Making a Stain Glass Window</p>	

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<p><b>Approach</b></p> <p><b>Activate</b></p> 	<p><b>What is it?</b></p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><b>History- <u>Vikings – 1066 – The End of an Era</u></b></p> <p>Look at how and why the Viking era came to an end.</p> <p><u>Task 1</u></p> <p>Research task: Write what happened in 1066, why did the Vikings leave?</p>	<p>Music: Christmas Songs- pick your favourite Christmas song and practise performing part of it or the whole song.</p> <p>FRENCH: Look at the school subject PowerPoint, and practise the pronunciation.</p> <p>Recap the numbers PowerPoint.</p>
<p><b>Explain</b></p> 	<p><b>Explicitly teaching strategies to pupils and helping them decide when to use them.</b></p>	<p><u>Task 2</u></p> <p>Write an end of unit evaluation</p> <p><b>a. What is the topic?</b></p> <p><b>b. Write 5 facts you have learnt about the Vikings and Anglo-Saxons.</b></p>	<p>PSHE: List all of the social media sites they have heard of.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>• Have you have looked at or seen any of these sites?</li> <li>• How old does someone have to be before they can have a social media account? [13 yrs.]</li> <li>• Why do they think there is an age limit? [To protect young people from harm.]</li> </ul>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><i>Possible questions to aid the children during this task.</i></p> <ol style="list-style-type: none"> <li>1. Who are the Vikings?</li> <li>2. What is a Longship?</li> <li>3. Why did the Vikings invade Britain?</li> <li>4. Who are the Anglo Saxons?</li> <li>5. What is the Danelaw?</li> <li>6. Why did the Vikings leave?</li> </ol>	<p><b>Activity 1</b></p> <p>If we look at something online, can we tell if it is true or not?</p> <p>Emphasise that it's much harder to tell if something is true if we don't have the person right in front of us.</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>c. What did you enjoy the most about this topic?</b></p>	<p>If we look at something written in a book, can we tell if it is true or not?</p> <p>Have a look at the Facebook-style profile page (IWB slide entitled Fakebook). On paper, answer these questions as best as you can:</p> <ul style="list-style-type: none"> <li>• What do we think her life is like?</li> </ul>

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 <p><b>Review</b></p> <p>Revisiting previous learning after a gap.</p>	<p>PE: Yoga</p> <p>Have a go at the cosmic yoga Christmas video. <a href="#">Christmas Special   A Cosmic Kids Yoga Adventure! - YouTube</a></p> <p>See if you can use any of the movements seen in the video and put them into your own sequence.</p>	<ul style="list-style-type: none"><li>• How do we know?</li><li>• Could it be different to what we think?</li></ul> <p>When we look at a picture or a post online, can we tell whether the information it presents is an accurate record of the reality or not? Even if it's someone we know, it might not be what we think it is.</p> <p>People posting online choose how they want to present themselves. They often only present certain information (or images), to make themselves look a particular way.</p> <p><b>RE:</b> Last week you had a go at creating a stain glass window using pen and pencil. Using the template, have a go this week at making one using coloured paper, or tissue paper if you have any. You can do the same design or pick a new one. Remember it can include anything that is important to you. Look at the PowerPoint for ideas.</p>
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