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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) |
| **Main learning objective**:  English: To derive suitable adjectives for description  To use a thesaurus to find synonyms  To use figurative language effectively | **Main learning objective**:  Maths**:** To accurately add two 4-digit numbers.  To subtract two 4-digit numbers. |
|  | **Monday**: Look at the picture of a Black Fox. On paper, have a go at describing it starting from the tip of its nose and moving across to the tip of its tail. Do not forget to describe the below body parts.  Eyes  Nose  Tail  Fur  Ears  Think of all the different words you could use to describe the fox. E.g. The bushy black tail. Try not to use the same adjective more than once.  **Tuesday**: Can you remember what a synonym is? It’s an alternative word you can use. E.g. synonyms for big could be large, ginormous, huge etc. If you have a thesaurus find alternative words to improve your adjectives from yesterday.  Add your new sentences to your work from yesterday.  **Wednesday:**  Start to think about how a fox moves in different situations eg: when it hears a sound, runs, sniffs the air etc. Write some sentences describing a fox’s movements in each situation using effective adjectives and synonyms.  If you have read these chapters in the book, then use evidence from the book to add description to the fox.  **Thursday**: Have a look the below examples, remember we are describing the fox.  Tip toed like a ballet dancer  Floated like a feather  Tail waved as if to say hello  Danced to the beat of the wind  Pounded ferociously like a pneumatic drill digging the ground  Galloped faster than Usain Bolt  On a piece of paper, write some examples of sentences using figurative language that focus on the movement of the fox. Use the examples above to help you.  **Friday:** Log onto bug club and find a book to read and answer questions about. | **Monday- Add 2 4-digit numbers- one exchange.**  **Watch the video:** [**https://vimeo.com/458470714**](https://vimeo.com/458470714)  **and complete the worksheet.**  **Tuesday- Add 2 4-digit numbers- more than 1 exchange. Watch the video:** [**https://vimeo.com/458471350**](https://vimeo.com/458471350)  **and complete the worksheet.**  **Wednesday- Add whole numbers with more than 4 digits. Watch the video:** [**https://vimeo.com/458471908**](https://vimeo.com/458471908)  **and complete the worksheet.**  **Thursday: subtract two 4-digit numbers with 1 exchange. Watch the video:** [**https://vimeo.com/459320389**](https://vimeo.com/459320389) **and complete the worksheet.**  **Friday: subtract two 4-digit numbers with more than 1 exchange. Watch the video:** [**https://vimeo.com/459399023**](https://vimeo.com/459399023) **and complete the worksheet.**  **09** |
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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 2**  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:  **History:**  To understand why Vikings were so successful at surprise invasions**.** To research using different resources | Main learning objective:  **Art:**  Be able to record shape and space within a still life  Be able to represent tonal contrasts  **French:** Revise the sports PowerPoint.  **PSHE:**  Understand what makes a good friend. Describe strategies for resolving difficult issues or situations.  **RE**: To explore the Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today. |  |
|  | **History: How did the Vikings travel?**  Research facts about Viking Long ships.  Think about questions that you want answered. These should be the ideas you search for.  Research and make notes on Viking Long ships.  Next week we will be creating an information leaflet using the information you have found. | **Art**  On paper create a collage that focuses on light and shade to create a collage of a pear. Use black paper, newspaper and white paper to create a sense of shading. (If you have it) If not you can draw a picture and have a look at shading.  **PSHE:** Complete the quiz: ‘How good a friend are you?’ Use the following once you have completed this.  How good a friend are you?  If you answered…  Mostly As – Hmmm…you’re trying to help, but perhaps you could think less about your feelings and more about your friend’s feelings and what you can do to help them.  Mostly Bs – Good work!  You’re listening to your friend and considering their feelings carefully.  Consider yourself a good friend!  Mostly Cs – Whooaa!  Are you really thinking about your friend’s feelings?  Engage brain before you speak and act!  Afterwards, invite the class to share their results - was anyone a good friend?  **French: Intro:**  Revise the words for sports clothing using the Sports clothing PowerPoint.  **RE:**  **Why do Christians believe in God?**  Have a look at the story from the bible: Noah’s Ark. Look through the PowerPoint to familiarise yourself with the story and write some notes. You will need this next week.  **PE:** Shooting practise and footwork:  Recap the different netball passes we looked at previously. Have a think about when they would be used and which ones would be most effective when. |  |
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