




Y5 planning week beginning September week 9 W/C 1st 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><u>Maths</u> (offline and online)</p>				
<table border="1"> <thead> <tr> <th data-bbox="120 1050 300 1114">Approach</th> <th data-bbox="322 1050 584 1114">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="120 1114 300 1353"> <p>Activate</p>  </td> <td data-bbox="322 1114 584 1353"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </tbody> </table>	Approach	What is it?	<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>Main learning objective:</p> <p>English: To be able to infer characters' thoughts and feelings.</p> <p>Please bring a copy of Thursday's work to school when you return.</p>	<p>Main learning objective:</p> <p>Maths: To be able to identify multiples and factors.</p> <p>To be able to know and use the vocabulary of prime numbers.</p> <p>Please bring a copy of the factors work from Tuesday when you return to school.</p>
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<p>Activate</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>https://www.youtube.com/watch?v=T658muDTvik If you do not have a copy of the book, please listen to chapters 1-3 here.</p> <p>Today we are going to be starting our new class book; There's a boy in the girls' bathroom. We are going to look at the first few chapters of the book.</p>	<p>Monday- Multiples Watch video and complete worksheet. https://vimeo.com/468940874</p> <p>Tuesday- Factors Watch video and complete worksheet. https://vimeo.com/468941522</p> <p>Wednesday- Common factors</p>				

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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>We are looking at the character of Bradley Chalkers. On paper start to find evidence on Bradleys character. Write a few sentences down based on what you have read so far.</p> <p>Tuesday: Children to focus on the main character Bradley and what they know about him using examples from the text to support ideas.</p>	<p>Watch video and complete worksheet. https://vimeo.com/469693647</p> <p>Thursday- Prime numbers Watch video and complete worksheet. https://vimeo.com/469694974</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Using your ideas from yesterday start to add to these. Add different sentences/phrases around with an example from the text to evidence his personality and life.</p> <p>Try to back up their ideas with ideas from the text.</p>	<p>Friday- Square numbers Log onto TT rockstars and practise your times tables.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>E.g. Bradley is lonely because he sits on the last seat last row like an island</p> <p>Wednesday</p> <p>Think about what you have read so far about Jeff/Bradley, think about school life, walking home, being with toys,</p>	

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 <p>Review</p> <p>Revisiting previous learning after a gap.</p>	<p>expecting money for Jeff to be his friend etc. Think about how both characters' view each other, and view the situations at school and walking home from school including playing with friends, the toys. Make some notes on paper about both characters.</p> <p>Thursday Using your work from this week, write some sentences based on the situations we have looked at so far. Try to write some sentences about Bradley and Jeff that incorporate commas, some of the relative clauses (who, which, where, when, whose, that or with).</p> <p>Remember to use conjunctions and punctuation in your written work.</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.

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<p>Week 2</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>Main learning objective:</p> <p>History: Anglo Saxons perspective on the Viking raids.</p> <p>Computing: Scratch</p> <p>Science: What is gravity?</p>	<p><u>Foundation</u> (offline and online)</p>  <p>Main learning objective:</p> <p>Bring in your history work when you return</p> <p>French: To learn the weather in French</p> <p>PSHE: Targets</p> <p>RE: To introduce the concept of wisdom.</p>				
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 <p>Practise</p>	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>
 <p>Reflect</p>	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>

Think back to your learning from last year; who the Anglo-Saxons? Watch this video to refresh your memory:

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm>

Research about how the Anglo-Saxons felt about the Viking raids.

Activity

Write some sentences describing how an Anglo Saxon would feel in a raid. Why do you think the Vikings and Anglo-Saxons fought each other? Explain.

Computing: Continue with the next scratch project.

Remember to use this link and follow the steps carefully.

<https://projects.raspberrypi.org/en/codeclub/scratch-module-1>

RE: Starter

Think of synonyms for the word “smart.”

Try to answer these questions, have a go and note down your answers on paper.

1. What is wisdom and is it a good thing?
2. Why is it important to be wise?
3. What is the opposite of a wise person?
4. How do religions in general represent wisdom?
5. Specifically, how does Christianity represent wisdom?

Activity

Write the definition of wisdom.

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Review



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Science: **What happens when we drop things on Earth?**

Starter: Watch the video. It introduces the effect of gravity on a stunt woman when she jumps from a tower.

<http://www.bbc.co.uk/learningzone/clips/gravity-and-its-effects-on-a-stunt-artist/1598.html>

- **What did you notice happens?** (falls downwards and speeds up when jumped from higher) **Can you give any reasons for these?**

Class: – How does the surface area of a piece of paper affect how quickly it falls?

- Show A4 paper and identify what the surface area is. Discuss their ideas that could answer the question.
- **How could we change the surface area? Would this change how it falls?**

Set up a fair test. Can you remember what it means to make something a fair test? You could use A4 first flat paper, then folded in half and finally scrunched up.

- If you have the equipment to do so at home you can test, measure speed of drop and record in a table.

Think about the following:

What happened when you dropped the paper? What caused this?

PSHE: Set yourself two new targets. Think of one for home and one for school.

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