




Y5 planning week Sixteen Beginning W/C 5th January 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><u>Maths</u> (offline and online)</p>				
<table border="1"> <tr> <td data-bbox="125 970 297 1042"> <p>Approach</p> </td> <td data-bbox="327 970 584 1042"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="125 1042 297 1278"> <p>Activate</p>  </td> <td data-bbox="327 1042 584 1278"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p>Approach</p>	<p>What is it?</p>	<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: English: To be able to retell a story.</p>	<p>Main learning objective: Maths: To be able to multiply 2 digits by 1 digit. To be able to multiply 3 digits by 1 digit.</p>
<p>Approach</p>	<p>What is it?</p>					
<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>					
	<p>Wednesday: Starter: What is a myth and what is a legend? Do you know any examples of a Greek myth or legend? We are going to look at Theseus and Minotaur.</p>	<p>Wednesday- Multiply 2 digits by 1 digit- recap lesson 1. https://vimeo.com/486774671 Thursday- Multiply 3 digits by 1 digit- recap lesson 2. https://vimeo.com/486775113 Friday- Log onto TT rockstars and numbots and practise your number bonds and times tables.</p>				

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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Main: Look through the PowerPoint which tells the story of Theseus and the Minotaur. You will retell the sequence of the story. Write down the sequence of the story in order.</p> <p>Thursday: Today you are going to pick out a part of the story and retell this through a drama scene.</p>	
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Friday: Reading Comp: Theseus & Minotaur or Greek myths. Pick one of the comprehensions to read and answer the questions.</p>	
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>		
<p>Review</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><u>Week 2</u> 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.101books.com - 3457223733</small></p>	<p><u>Foundation</u> (offline and online)</p> 	
	<p>Main learning objective:</p> <p>History: Modern Greece</p>	<p>•</p> <p>•</p> <p>PSHE: It could happen to anyone</p> <p>PE: Dance</p> <p>Art: Greek Vases</p>	

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<p>Approach</p> <p>Activate</p> 	<p>What is it?</p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>History:</p> <p>This term we are looking at Ancient Greece.</p> <p>Write everything you know about Ancient Greece and what you want to find out from this topic.</p> <p>Look at the PowerPoint, find Greece on the map of Europe and identify the capital city.</p>	<p>Art: Have a look at the different vase designs – what do you notice about them? What colours are used and what patterns or illustrations were used?</p> <p>Have a look through the PowerPoint to get some background information into the different vase shapes.</p>
<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>PE- Dance.</p> <p>Listen to a song and the beat.</p> <p>Can you count in bars of 8? Count 1, 2, 3, 4, 6, 7, 8 and clap at the same time. (Regular beat).</p>	<p>PSHE: NB: The <i>It could happen to anyone</i> Scenario cards need to be cut out from the sheet and each given a number - 1 to 6 - on the back.</p> <p>Either prepare this before the lesson or get children to cut them out and number them at the start of the activity.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Do the same again but this time count 1&2 & 3& 4 & 5&6 & 7&8. (This is a quick beat).</p> <p>Think of 4 movements e.g. a jump, spin, clap and a turn and put them together into a short sequence.</p>	<p>Introduction</p> <p>Think of a story where something embarrassing happened (real or made up). Describe how other people reacted and how that made you feel [e.g. laughter made you feel worse, a kind smile made you feel better].</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>		<p>Activity - thinking about reactions</p> <p>We're going to think about some different situations and the different ways that people might react. We're also going to think about the consequences of that reaction – how it might make them and you feel.</p> <p>You will need the <i>It could happen to anyone</i> Scenario cards sheet. Turn the cards over and pick up one at a time.</p>

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<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>
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Part 1

1. Read the situation and discuss all the possible responses to that situation, not just the 'right' or kindest ones.
2. Then consider the consequences of that response – how would they feel, how would you feel?

Part 2

Using the *It could happen to anyone* Scenario cards. Pick 4 and record how the different actions and responses shown would make you or the person involved feel.

Does it have any implications for how we behave towards each other in class, at school, at home, with friends (at school or outside school)?

Ask if it is realistic to imagine everyone rushing over to help if someone has fallen over? (No, and that wouldn't be helpful, it would be overwhelming.)

Perhaps next time someone does something that they might be embarrassed or uncomfortable about, we could all think about how our reactions might affect them and us and about being a caring friend. Reiterate this at appropriate times in the week following the lesson.

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