




# Y5 planning week Seventeen beginning W/C 10<sup>th</sup> January 2022

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="129 1040 300 1110"> <p><b>Approach</b></p> </td> <td data-bbox="322 1040 577 1110"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="129 1110 300 1340"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1110 577 1340"> <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>What is it?</b></p>	<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>Main learning objective:</b></p> <p>English: To identify the main parts of a story and to summarise a story. To plan writing for a specific audience</p> <p>Email a copy of your finished comic strip to your teacher on Thursday/Friday.</p>	<p><b>Main learning objective:</b></p> <p><b>Maths:</b> To be able to multiply 4 digit numbers by 1 digit numbers. To be able to multiply 2 digit numbers by 2 digit numbers.</p> <p>Bring a copy of Tuesday's work to school when you return.</p>
<p><b>Approach</b></p>	<p><b>What is it?</b></p>					
<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>Monday: Today you are going to be planning a comic strip based on the story of Theseus and the Minotaur. Recap the story of Theseus &amp; the Minotaur. Spilt the story into 8 main parts.</p> <p>Have a look at an example of a comic strip here: <a href="https://greekmythcomix.com/comic/theseus-and-the-minotaur-pt3/">https://greekmythcomix.com/comic/theseus-and-the-minotaur-pt3/</a></p>	<p>Monday- 4 digits by 1 digit Watch the video and complete the worksheet. <a href="https://vimeo.com/486775551">https://vimeo.com/486775551</a></p> <p>Tuesday- 2 digits by 2 digits Watch the video and complete the worksheet. <a href="https://vimeo.com/488553863">https://vimeo.com/488553863</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>Start to plan ideas for their own comic strip of Theseus and the Minotaur – break down into 8 main points. If you want to include more parts, then you can. Look at the storyboard resource to help you.</p> <p>Tuesday: Look at comic strips again to see what speech is used and what narration if used.</p>	<p>Wednesday- 3 by 2 digits Watch the video and complete the worksheet. <a href="https://vimeo.com/488555095">https://vimeo.com/488555095</a></p> <p>Thursday- 4 by 2 digits. Watch the video and complete the worksheet. <a href="https://vimeo.com/488667737">https://vimeo.com/488667737</a></p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Today you are going to start your comic strip (focus on the speech and story), illustrations can be done later.</p> <p>Wednesday: Continue with Comic strip. Planning key dialogue and narration to move the story forward</p>	<p>Friday- more practise of 4 digits by 2 digits. Watch the video and complete the worksheet. <a href="https://vimeo.com/488668598">https://vimeo.com/488668598</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>Thursday: Finish any illustrations to go with Comic strip.</p> <p>Friday: Log onto bug club and read a book of your choice.</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.101books.com +3457222773</small></p>	<p><u>Foundation</u> (offline and online)</p> 	
	<p>Main learning objective:</p> <p><b>History: Timeline of Ancient Greece</b></p> <p><b>Science: Introduction to topic</b></p>	<p><b>Computing: PowerPoint &amp; Hyperlinks (Game)</b></p> <p><b>French: Describe preferences of school subjects and reasons why.</b> <b>Learn about a real primary school in France.</b></p> <p><b>PSHE: Thinking' about habits</b></p> <p><b>PE: Dance- iMoves Trojan Horse</b></p> <p><b>Art: Greek Vases</b></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>	<h2>History</h2> <p>Complete the ancient Greek timeline activity sheet. Pick 3 of the events to research.</p>	<h2>Computing:</h2> <p>You are going to be creating your own quest game. Have you read a quest book? Think about how this works. You will have to make a decision and whichever you choose takes you to a new quest. Explain that some choices can send them back to the beginning.</p>
<p><b>Explain</b></p> 	<p><b>Explicitly teaching strategies to pupils and helping them decide when to use them.</b></p>	<h2>Science:</h2> <p>Answer the following questions and write down notes on paper.</p> <p>Do they attend any clubs or have hobbies that use the science of this topic? Are they generally interested in this area of science?</p> <ul style="list-style-type: none"> <li>• Ask if they have seen any TV programmes or read books about this topic. Can they tell you about them? Do they know of anyone famous who works with in this area?</li> <li>• <i>Are there any local issues that involve this area of science?</i></li> </ul>	<p>Today you are going to plan your game. Using paper, start to write down some ideas (based on Theseus &amp; the Minotaur or something Greek themed) e.g. One choice could be, do you want to pick a sword or a ball of string?</p>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<ol style="list-style-type: none"> <li><b>1. Outside experiences.</b></li> </ol> <ul style="list-style-type: none"> <li>• Have they ever visited somewhere that may help with this topic, e.g., museum, park, factory, shop etc.</li> <li>• Do they know anyone in their family who uses this science within the job or hobby? What do they do? <i>If a child has a relative, then try to use this knowledge and link back to it when covering subsequent lessons.</i></li> </ul>	<h2>PSHE: Introduction</h2> <p>Set up a circular seating arrangement to have a 'Think' discussion.</p> <p>A 'Think' is a thought-provoking question that helps children to develop their thinking skills.</p> <p>For a full explanation of 'Thunks' and the theory behind them, see 'The Little Book of Thunks' by Ian Gilbert (Crown House Publishing Ltd. ISBN 978-184590062-5).</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<ol style="list-style-type: none"> <li><b>2. Widening knowledge</b></li> </ol> <ul style="list-style-type: none"> <li>• <i>Ask how they think they could find more out about jobs linked to this topic –</i></li> </ul> <p>What has this area of science ever done for me? Discuss their views.</p>	<p>Some points to consider before you start the session that will help to create an open, honest atmosphere for discussion are:</p> <p>Explain to the children that there are no right or wrong answers – just ideas.</p>

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<p><b>Review</b></p>  <p><b>Revisiting previous learning after a gap.</b></p>	<p>PE: Dance. Our first dance is based on the Greek story of the Trojan Horse. Look at the PowerPoint to remind yourself. You are going to start by coming up with a movement to show rowing a boat. You will need to repeat this movement 8 times. E.g. step forward on your right foot and row your arms 3 times then step back in. Repeat on your left.</p> <p>Your next movement is shooting a bow and arrow. Repeat this movement 8 times.</p> <p>Your last movement is marching on the spot 8 times and then facing the right, back of the room, left and then the front again. Put these movements together in an order of your choice.</p>	<p>Explain to the children that everyone can contribute their ideas (or not).</p> <p>As the teacher, try not to lead the discussion too much – let the children play around with their ideas and come to their own conclusions.</p> <h2>Activity</h2> <p>Start the discussion with the question: ‘What is a habit?’</p> <p>Think about this and write down your ideas.</p> <p>Try and come up with other words for ‘habit’ (e.g. hooked, addicted, dependent).</p> <p>Have a look at the questions from the list of ‘Thanks’ below. Answer as many as you can.</p> <p>Possible ‘Think’ questions:</p> <ul style="list-style-type: none"><li>• What are common habits that people have?</li><li>• Why do people develop habits?</li><li>• Do people choose habits?</li><li>• How can habits make us feel?</li><li>• Can habits be harmful?</li><li>• Is a habit always bad/harmful? Can habits be helpful?</li><li>• How do we know whether a habit is good or not-so-good for us?</li><li>• How often do you have to do something for it to become a habit?</li></ul>
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- Is there a difference between a habit and an addiction? When does a habit become an addiction?
- Is it possible to change a habit? Give up a habit? Develop 'good' habits?
- What helps people to 'break' a habit?
- Is following a football team/music group/pop star a habit? Is it an addiction?

Having discussed the 'thunks' see if you can come up with a definition for both the words habit and addiction. Remember that there are no commonly accepted definitions of these terms and there is an overlap between the two.

For example, you might define a habit as 'something that a person does repeatedly' whereas addiction might be defined as 'an urge to do something that a person may feel hard to control'.

## Plenary

Finish off the discussion by completing the following statements.

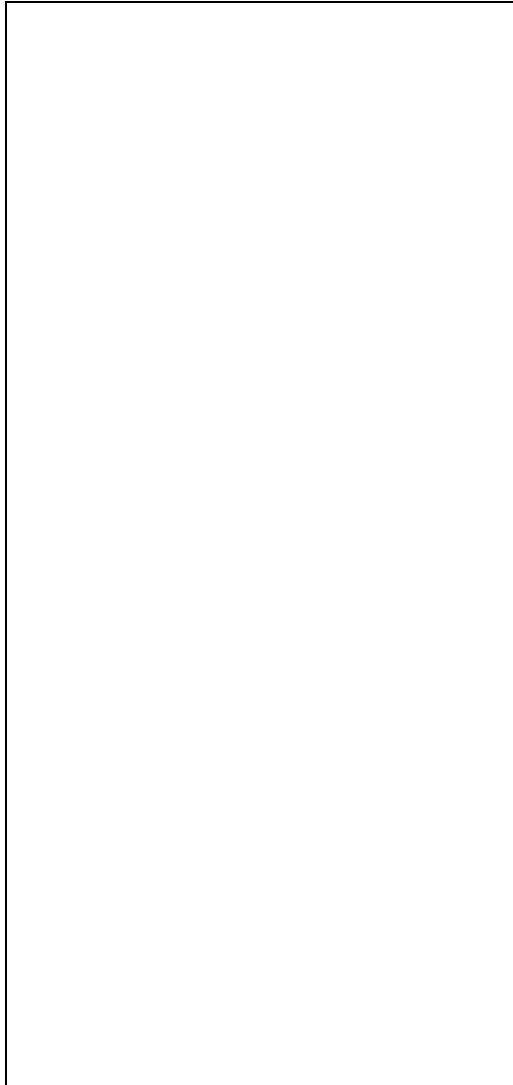
- *'A habit I would like to stop is...'*
- *'A habit I would like to start is...'*

**FRENCH: Intro:** revise the words for some subjects using the game from [www.bbc.co.uk/schools/primarylanguages/french/school\\_day/games/magic\\_cards\\_subjects](http://www.bbc.co.uk/schools/primarylanguages/french/school_day/games/magic_cards_subjects).

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Using the **School subject's opinions PowerPoint** have a go at giving preferences (*je préfère*) and saying what one's favourite subject is (*ma matière préférée c'est ...*).

## **RE - What does it mean to be a religious believer?**

**Starter:** To be a religious believer some people would say you have to believe, belong and follow. What do you think that might mean?

**Main**

- What do you already know about what Christians believe, how they belong and what they do to show that they are part of this religion?
- Watch the first section of the BBC programme My Life My Religion Christianity. This first section introduces Nathan, a Christian, from Liverpool.

**Outcome**

Write a letter to Nathan asking him questions about his life as a Christian.

<https://www.bbc.co.uk/programmes/p02mwwjy>

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