




Y5 planning week Seventeen beginning W/C 17th 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> 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>				
	<p>Main learning objective: To use detail and description. To use varied sentence structures.</p>	<p>Main learning objective: Maths: To be able to divide 3 digits by 1 digit. To be able to divide 4 digits by 1 digit.</p>				
<table border="1"> <tr> <td data-bbox="120 946 300 1018"> <p>Approach</p> </td> <td data-bbox="322 946 582 1018"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="120 1018 300 1243"> <p>Activate</p>  </td> <td data-bbox="322 1018 582 1243"> <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>Monday: Session 1: Recap the story of the Minotaur. Have a look below at the different parts of the story we will be looking at</p> <ol style="list-style-type: none"> 1. Outside the Labyrinth – first impressions description of the door which leads you inside, sounds of it as it opens, darkness smells etc 2. Inside the labyrinth – eyes adjust to the darkness; describe the wall, floors etc. maybe bones or scratches 	<p>Monday: divide 3 digits by 1 digit Watch the video and complete the worksheet. https://vimeo.com/492054040</p> <p>Tuesday: divide 4 digits by 1 digit Watch the video and complete the worksheet. https://vimeo.com/492054136</p>
<p>Approach</p>	<p>What is it?</p>					
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>on the walls. Dead ends, confusion of which way to turn next look for clues</p> <ol style="list-style-type: none"> Getting close the centre of the maze, sound getting louder, smells stronger, fear starting to get the better of you. 	<p>Wednesday: divide with remainders</p> <p>Watch the video and complete the worksheet.</p> <p>https://vimeo.com/492054148</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Today you are going to only look at the first heading (Outside the Labyrinth). Copy out this heading and bullet point as many ideas as you can think of underneath.</p> <p>Your focus is on word level work trying to use better synonyms and descriptions of feelings rather than the obvious 'He is scared' etc.</p>	<p>Thursday: Pick 5 of the problem solving questions to complete.</p> <p>Friday: 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>Tuesday</p> <p>Today you are going to write your first draft. Plan the first part of the story using write a line miss a line, focussing on powerful description of standing outside the Labyrinth and then as the door opens and sound, smells, darkness and feelings of impending doom or terror as you realise you will be locked in there.</p>	
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Edit and improve your work.</p> <p>Wednesday: Write up your work in best using the editing and improvements you made yesterday.</p> <p>Thursday: Plan the second part of the story (as Monday)</p>	

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	<p>1. Inside the labyrinth – eyes adjust to the darkness; describe the wall, floors etc. maybe bones or scratches on the walls. Dead ends, confusion of which way to turn next look for clues</p> <p>Bullet point ideas and use strong description and figurative language.</p> <p>Friday: Log onto bug club and read a book of your choice.</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>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><u>Foundation</u> (offline and online)</p> 
	<p>Main learning objective:</p> <p>History: Democracy and Ostracism</p> <p>Science: How to carry out a fair test</p>	<p>Computing: To use hyperlinks to create a Quest interactive game. To understand how to manipulate text and graphics.</p> <p>French: Revise and learn more words for transport in French.</p>

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	<p>RE: The Church</p>	<p>Be able to say which form of transport you and others use.</p> <p>PSHE: Risk</p> <p>PE: Dance</p> <p>Art: To explore different mediums</p>				
<table border="1"> <tr> <td data-bbox="103 665 297 735"> <p>Approach</p> </td> <td data-bbox="302 665 593 735"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="103 738 297 963"> <p>Activate</p>  </td> <td data-bbox="302 738 593 963"> <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>History: Democracy and Ostracism</p> <p><u>Starter</u></p> <p>Using the Greek Alphabet resource, write your full name on paper.</p> <p>Underneath, write a short message for someone to decipher.</p>	<p>Computing: Continue with the Quest game. Children to start planning different quests to send their players on. 2 or 3 quests maximum. 1 quest to return the player to the start or earlier part of the game and the other two to take the player on a journey. Remember, there should be a story running through this not just decisions.</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>					
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<p>Explain</p>	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>					
						
<table border="1"> <tr> <td data-bbox="103 1259 297 1329"> <p>Practise</p> </td> <td data-bbox="302 1259 593 1329"> <p>Pupils practising strategies and skills repeatedly, to develop independence.</p> </td> </tr> <tr> <td data-bbox="103 1332 297 1479">  </td> <td data-bbox="302 1332 593 1479"></td> </tr> </table>	<p>Practise</p>	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>			<p><u>Outcome</u></p> <p>Task 1 – Using the Greek Alphabet, translate who was ostracised on the ostraca.</p>	<p>Activity 1 – Weighing up the risks</p> <p>Think about the following questions:</p> <ul style="list-style-type: none"> • How does Jay feel in this situation? • What are the risks if he does go? If he doesn't go?
<p>Practise</p>	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>					
						

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<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Task 2 – Write what you have learnt about Ostracism. You need to include the following: Democracy, Athenians, Ostrakon, 10 Years.</p> <p><u>If you finish have a go at answering the following:</u></p> <p>Does the UK use democracy? How do you know?</p>	<ul style="list-style-type: none">• What could be the positive outcomes for Jay?• What could be the negative outcomes for Jay? <p>On paper, make a list of both the possible positive and negative outcomes for Jay (or 'pros' and 'cons').</p> <p>Then, answer the following questions:</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Science:</p> <p>Main: You will need to use whatever materials you can find at home. If you can't actually make your umbrella, you can draw your design and label it.</p> <p>You are going to make an umbrella to protect an object from the rain.</p> <p>Choose your materials from which you are going to make your umbrella.</p> <p>Test your umbrella by pouring water over it to see how waterproof it is. Write a sentence explaining why you chose the materials you did and if you were successful and the umbrella kept water off an object.</p> <p>PE: Dance – Continue to build on your routine from last week. Start to think about a starting position and if you can add any additional movements. Don't forget to do a warm up at the beginning and a cool down at the end.</p>	<ul style="list-style-type: none">• How likely is it that these risks will actually happen?• What could Jay do to help him weigh up these risks? <p>Write down your ideas.</p> <p>Using your ideas, think about how Jay could reduce the risks or seek reassurance about some of his perceived risks. Highlight that getting more information or talking to someone could help him to weigh up the risks. Who Jay could talk to? This list could include a parent, an older brother or sister, another friend or Cam himself.</p>
		<p>FRENCH: Look at the transport PowerPoint. Pick 3 and write them down in French and draw a picture for each one.</p> <p>Art: On an A5 piece of card (if you have some) sketch a Greek pot which fills the page.</p>

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RE – The Church

Think about what a church is.

Have you been to a Church before. What did you see?
What did you do? Were any events held at the Church?

Watch the video of a tour of a church.

<https://www.youtube.com/watch?v=ZfR2Rk7e198>

Outcome

Label the features of a Church, you can draw your own picture.

Underneath your work, answer this question. Why is the Church a significant place for Christians?

With an orange crayon you must colour in the whole piece of card then paint over with black paint to cover the orange. Leave this to dry. If you don't have these resources at home practise sketching your pot and then decide on your final design.

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