







# Y5 planning week Seventeen beginning W/C 24<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> 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><b>Main learning objective:</b></p>	<p><b>Main learning objective:</b> <b>Maths:</b> To be able to calculate 3 digit by 2-digit multiplication questions.</p>				
<table border="1"> <tr> <th data-bbox="125 903 297 975">Approach</th> <th data-bbox="327 903 591 975">What is it?</th> </tr> <tr> <td data-bbox="125 975 297 1201"> <p><b>Activate</b></p>  </td> <td data-bbox="327 975 591 1201"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	Approach	What is it?	<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>Monday:</b> Description of the interior of the labyrinth, taking a turning and finding a dead end, confusion at where to go.</p> <p>Focus on the walls and the different passages leading to darkness. Listening out for sounds and looking for clues (bones on the floor, scratches on the walls etc) Focus on the heart beating faster and</p> <p><b>Edit and improve sentences from last week.</b></p>	<p><b>Monday:</b> Complete the 3 digit by 2-digit multiplication questions to recap what we have previously learnt in class.</p> <p><b>Tuesday:</b> Go to hit the button and practise your times tables. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>
Approach	What is it?					
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<table border="1"> <tr> <th data-bbox="125 1254 297 1326">Explain</th> <th data-bbox="327 1254 591 1326">Explicitly teaching strategies to pupils and helping them decide when to use them.</th> </tr> <tr> <td data-bbox="125 1326 297 1477">  </td> <td data-bbox="327 1326 591 1477"></td> </tr> </table>	Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.			<p><b>Tuesday:</b> Description of getting close to the centre of the labyrinth, sounds, smells sights. Stop at point where Theseus is about to turn the corner and confront the Minotaur</p>	<p><b>Wednesday:</b> Complete the my maths task that has been set for you this week. Complete any outstanding tasks you have.</p> <p><b>Thursday:</b> Complete the test base questions.</p> <p><b>Friday:</b> Log onto TT rockstars and numbots.</p>
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<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><b>Wednesday: Find a picture of the minotaur and write as many descriptions as you can.</b></p> <p><b>Then use these to describe what Theseus saw as he turned the final corner.</b></p> <p><b>Edit and improve.</b></p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p><b>Thursday: Write up in best.</b></p> <p><b>Friday: Log onto bug club and read a book of your choice.</b></p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</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><b>Week 2</b></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><b>History: N/A – Test week</b></p> <p><b>Science: Absorbency test</b></p> <p><b>RE: N/A – Test Week</b></p>	<p><u>Foundation</u> (offline and online)</p>  <p><b>Computing:</b> To use hyperlinks to create a Quest interactive game. To understand how to manipulate text and graphics.</p> <p><b>French: N/A – Test week</b></p> <p><b>PSHE: Recognising bullying</b></p> <p><b>PE: Dance Session 4</b></p> <p><b>Art: Scratch Pots</b></p>		
<table border="1"> <tr> <td data-bbox="123 1061 302 1364"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="324 1061 582 1364"> <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> </td> </tr> </table>	<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>	<p><b>History: N/A – Test Week</b></p> <p><b>Science:</b> Think about how to plan an investigation and make an investigation a fair test.</p> <p>Introduce the dilemma that in the staff room cups of drink get spilt and we need to find the best paper to mop up these spills. Children then have to decide what they are going to investigate. They could keep the amount of</p>	<p><b>Computing:</b></p> <p><b>PSHE: Introduction</b></p> <p>Begin the lesson by writing the word <b>Bullying</b> in the middle of a piece of paper. Brainstorm what you think or feel about bullying.</p>
<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>			

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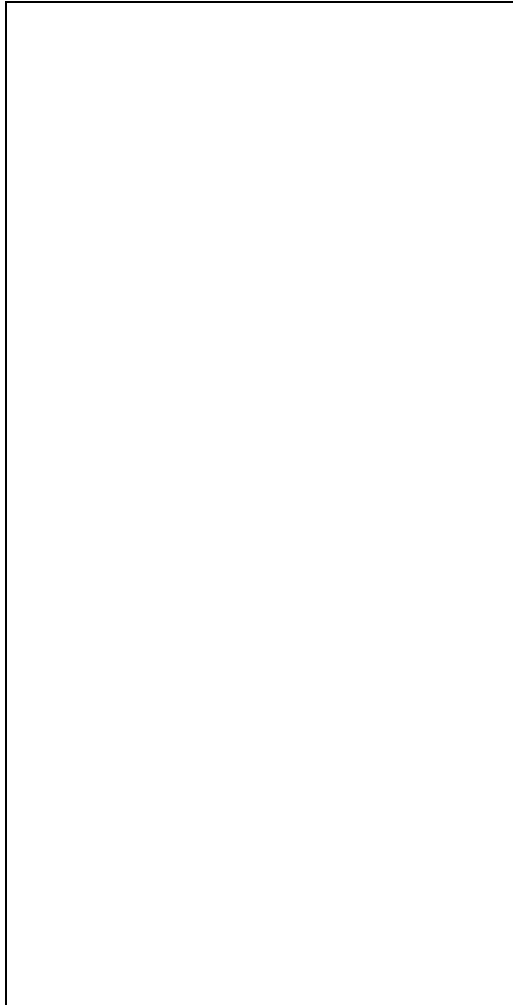
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<p><b>Explain</b></p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>water the same and change the type of towel or increase the amount of liquid spilt each time to see when the cloth can't soak up any more liquid so they are recording the amounts of liquid (variable) and keeping the cloth the same.</p>	<p>Working individually, using the <i>Spot bullying</i> Activity sheet, record the words that describe bullying and cyberbullying on the Venn diagram. The intersecting section of the diagram should have words that fit into both categories. (NB: see the Teacher notes, below, for some examples of cyberbullying behaviour).</p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Resources: Tray, water, stop watch, different cloths, measuring beakers. I pad for photograph. If you have these resources at home you can carry out the investigation, if not just plan what you would do.</p>	<p>Use these notes if you are not sure.</p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p><b>PE: Dance 4 – recap what you did last week and now start to think about your performance.</b></p> <p><b>RE – N/A – Test Week</b></p>	<p><b>What is cyberbullying?</b></p> <p>Cyberbullying is the use of the internet, mobile phone or other technology to bully another person and can include:</p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>		<ul style="list-style-type: none"> <li>• Repeatedly sending rude or abusive texts or emails, posting hurtful or nasty comments on social networking sites</li> <li>• Using technology to send embarrassing photos or images, including manipulating photos and images to ridicule a person</li> <li>• Excluding people online, in social media or from chat groups</li> <li>• Websites or pages set up to ridicule or humiliate others (also known as hate sites).</li> <li>• Being anonymous</li> <li>• Happening anytime and anywhere</li> <li>• Becoming “viral” and quickly being visible to a large audience</li> <li>• Often going unreported as the target is too embarrassed to seek help or fears they will lose access to their computer or mobile phone.</li> </ul> <p><b>Dealing with Cyberbullying</b></p>

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Strategies include the following:

- Determine whether the behaviour is bullying or a one-off fight or argument
- Children should be encouraged to seek assistance from a trusted adult
- Avoid responding to the bullying behaviour
- Document and keep a record of all abusive behaviour
- Block the person who is perpetrating the behaviour
- Report the person to the school, an internet service provider or, if appropriate, the police.

**FRENCH:** None

**Art:** Once children are confident with sketching a Greek vases. They need an A5 piece of card. Remind the children to be bold and draw a large pot which fills the page.

With an orange crayon they must colour in the whole piece of card then paint over with black paint to cover the orange. Remind them to put their names on the back before they start.

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Next week: Using a stick to scratch a design of a Greek vase into their card.
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