




Y5 planning week Seventeen beginning W/C 31st 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 be able to plan and write a non-chronological report.</p>	<p>Main learning objective: Maths: Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</p>				
<table border="1"> <tr> <th data-bbox="120 1086 300 1145">Approach</th> <th data-bbox="322 1086 584 1145">What is it?</th> </tr> <tr> <td data-bbox="120 1145 300 1385"> <p>Activate</p>  </td> <td data-bbox="322 1145 584 1385"> <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>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>Monday: This week we are going to be writing a report on the Yellow spotted lizard report- we will be writing a non- chronological report.</p> <p>The audience of your report will be – someone interested in researching the YSL Purpose: to inform Effect: To interest and entertain while being informative.</p> <p>Look at a variety of non-chronological reports – what features do you notice? Write down anything that you notice.</p>	<p>Monday: Equivalent fractions recap.</p> <p>Watch the video and complete the worksheet. https://vimeo.com/498327458-</p> <p>Tuesday: Equivalent fractions. Watch the video and complete the worksheet. https://vimeo.com/498327611</p>
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Introduce Yellow Spotted Lizard – what can you recall from Holes about the Lizard – read chapter 8 here and pick out main facts from the chapter relating to the yellow Spotted Lizard.</p> <p>https://www.beech.evolutrust.org/downloads/covid-19-files/nurture/nurture_literacy_week_2/holes_group_-_chapter_8.pdf</p>	<p>Wednesday: Recap- Fractions greater than 1.</p> <p>Watch the video and complete the worksheet. https://vimeo.com/498362964</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>We will be writing a report on the Yellow spotted Lizard –what type of things might someone want to find out about it? (Habitat, Food, appearance, behaviour).</p> <p>These will become the paragraphs and subheadings for your reports.</p> <p>Use a spider diagram to map out ideas.</p>	<p>Thursday: Improper fractions to mixed numbers. Watch the video and complete the worksheet. https://vimeo.com/498991812</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Map out your plan for the Yellow Spotted Lizard – underneath each heading bullet point 3 supporting ideas that relate to each heading.</p> <p>You need to write at least 3 bullet points to support each sub heading</p>	<p>Friday: Mixed numbers to improper fractions. Watch the video and complete the worksheet. https://vimeo.com/500361175</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Tuesday: Think of ideas as to why the Yellow Spotted Lizard might be an endangered species. Think about how Camp Green lake has changed? How will this affect the Yellow Spotted Lizard? What other changes to the environment could change the habitat of the Lizard and therefore make it endangered? What about its poison? Could people want this for anything?</p> <p>Bullet point your ideas.</p> <p>Wednesday: Today's focus is topic sentences and paragraphs</p>	

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	<p>Recap the features of a non-chronological text, read some introductions from the examples, what do you notice? Remember the 5W's. Remember that the introduction needs to be brief but give reader a taste of what the report is about.</p> <p>Write the introductory paragraph and Appearance & Habitat paragraph. Using write, a line miss a line to encourage review edit and improvements.</p> <p>Thursday: Edit and improve work from yesterday.</p> <p>Write up in best your first two paragraphs.</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><small>www.101books.com - 1457221733</small></p>	<p><u>Foundation</u> (offline and online)</p> 
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	<p>Main learning objective:</p> <p>History: Athens and Sparta</p> <p>Science: Melting chocolate investigation</p> <p>RE: Baptism</p>	<p>Computing: To use hyperlinks to create a Quest interactive game. To understand how to manipulate text and graphics.</p> <p>French:</p> <p>PSHE: Ella's diary - dares</p> <p>PE: Dance</p> <p>Art: Making Clay Pinch Pots</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>					
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<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>					

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<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Recap what democracy is and how it is used in Greece (Athens).</p> <p>How do you think places that do not use democracy function as a society?</p> <p><u>Lesson</u></p>	<ol style="list-style-type: none"> 1. What should Ella do? 2. What could be the risks if she does go through with the dare? 3. Are there any risks if she doesn't go through with the dare? 4. Are there any benefits for Ella if she does accept Kira's dare? [help the children to understand that dares are usually for someone else's amusement] 5. Does she have to do the dare?
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Explain to the class that "Polis" is a Greek city-state such as Athens, Crete and Sparta.</p> <p>Using the Power Point slides go over the 2 states covered in today's lesson – Athens and Sparta.</p> <p><u>Outcome</u></p>	<p>Read 'Ella's Diary' Part 2 and, afterwards, think about the following questions:</p> <ol style="list-style-type: none"> 1. How did Ella feel when she was doing the dare? 2. (help the class to notice that her feelings changed from initial excitement to feeling scared) 3. How does it feel when we do something risky? [recognise that this could include a range of feelings, but help the children to recognise how pressure from others to do something could persuade them to behave carelessly, dangerously or anti-socially] 4. Should Ella have agreed to the dare? 5. Was there a point or critical moment when she could (or should) have stopped or changed her mind?
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Write the differences between Athens and Sparta.</p> <p>The 4 main categories are:</p> <ol style="list-style-type: none"> 1. Warfare 2. Location 3. Boys & Girls 4. Education <p>The children will write which polis they would prefer to live in and why.</p>	<p>Read 'Ella's Diary' Part 3 and, afterwards, think about the following questions:</p> <ol style="list-style-type: none"> 1. Was Ella totally responsible for what happened? 2. Should Kira share some of the responsibility? [help the children to recognise that, if we put someone

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Science:

In class this is the experiment we will be completing, if you can, have a go at completing at home. Or make predictions on what you think would happen.

<https://www.stem.org.uk/resources/elibrary/resource/315591/what-temperature-does-chocolate-melt>

See lesson plan.

PE: Dance. If you have completed your dance, have a go at making your own one. You could either make your own section to be added to the dance we have done in class, or make up your own routine.

RE – Baptism

Lesson

Using the Power Point resource introduce the concept of Baptism. What is it? Why do Christians hold them? What is significant for a Christian to be Baptised.

Watch “A Christian Baptism”

Part 1

under pressure to do something, we share the responsibility if something goes wrong]

Rewind the story – was there a point where Ella could have done something differently? When Kira dared her, what could Ella have done differently? How could she have resisted the pressure to do what Kira said?

Activity 2 – Ella’s Diary Take 2

Rewrite Ella’s diary entry for Tuesday – from the critical moment of her making the decision of whether to accept Kira’s dare or not. Describe in your entry, how Ella could resist the pressure that Kira puts on her. Describe what happens as a result and to conclude the story by re-writing Wednesday’s entry, too. Write these pieces in the 1st person, as if you are Ella writing the diary.

FRENCH:

Look at the **Classroom items PowerPoint** to teach all the new items. Finish by playing the Kim’s game on the final slide. This can also be played with real objects on a child’s desk but you will need a sheet to cover the items while you take one away. Show the **Dans mon sac video** and ask children to practise pronunciation and holding up their own items.

Song: Learn the Classroom song with actions, which will help children to memorise the new vocabulary. You will find a video of the actions in **Classroom song video**.

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<https://www.bbc.co.uk/bitesize/clips/zxd2hyc>

Part 2

<https://www.bbc.co.uk/bitesize/clips/zcb9jxs>

Outcome

Create an invitation to a Christian Baptism.

This may include:

Who is the Baptism for?

The parents name/s.

Location

Time

Address

A boarder/image

Art: Using air drying clay – model to class how to create a pinch pot.

<https://www.youtube.com/watch?v=bELgM8aSqlc>

There are adverts at the beginning of this video.

Handles can be added using a slip and by roughing up the surface of the clay then attaching and smoothing the clay so no lines are showing.

Next week we will be painting the pots. If you don't have clay at home design your pot first and you can make out of play dough or anything else you might have at home.

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