




# Y5 planning week Twenty-two beginning W/C 21<sup>st</sup> February 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><b>Main learning objective:</b> To understand and exploring the meaning of words in context</p> <p>To draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p>	<p><u>Maths</u> (offline and online)</p> <p><b>Main learning objective:</b> <b>Maths: To be able to add and subtract fractions.</b></p>				
<table border="1"> <tr> <td data-bbox="120 1096 300 1166"> <p><b>Approach</b></p> </td> <td data-bbox="322 1096 584 1166"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="120 1166 300 1398"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1166 584 1398"> <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>Monday:</b> Watch the video of the highway man and recall events, characters, what was the story about. What is a highway man? Who is Bess? They were in love, he went off to rob, but would return later that night. He didn't come, kings George's men came-who are they? Why are they coming? What did they do? What purpose? How was the Highwayman caught? Was it a sad? Ending? Did you see another character in the stables at any stage? What type of writing is it? What does it do? Narrative Poem, tells a story. <a href="https://www.youtube.com/watch?v=le727fRZHpA">https://www.youtube.com/watch?v=le727fRZHpA</a></p>	<p><b>Monday: Add and subtract fractions</b> <a href="https://vimeo.com/503132995">https://vimeo.com/503132995</a> Watch the video and complete the worksheet.</p> <p><b>Tuesday: Add fractions within one</b> <a href="https://vimeo.com/503393745">https://vimeo.com/503393745</a> Watch the video and complete the worksheet.</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>Look at the PowerPoint to go through any unknown vocabulary. Retell the story by writing down the key events.</p> <p><b>Tuesday:</b> Recap on the poem and look at the character of the Highwayman – what do we know about him – what words and phrases tell us about how he dresses etc. and Write a sentence or paragraph describing him on paper.</p>	<p><b>Wednesday: Add 3 or more fractions</b>  <a href="https://vimeo.com/504416042">https://vimeo.com/504416042</a> Watch the video and complete the worksheet.</p> <p><b>Thursday: Add fractions</b>  <a href="https://vimeo.com/505801286">https://vimeo.com/505801286</a>            Watch the video and complete the worksheet.</p> <p><b>Friday: Add mixed numbers</b>  <a href="https://vimeo.com/507550069">https://vimeo.com/507550069</a>            Watch the video and complete the worksheet.</p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><b>Wednesday:</b> Continue to look at the main characters this time Bess and Tim. Would Bess ever fall in love with Tim? How do think Tim compares to the highwayman? What do we know about these two characters? How would you describe Tim? How would you describe Bess?</p>	
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Write a short character description on both characters' using illustrations.</p> <p><b>Thursday:</b> Log on to bug club and read a book of your choice.</p>	
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p><b>Friday:</b> Reading comp – Complete the Highwayman Comprehension.</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>Week 2</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>Main learning objective:</p> <p><b>History: The Battle of Marathon</b></p> <p><b>Science: States of matter</b></p> <p><b>RE: The Last Supper</b></p>	<p><u>Foundation</u> (offline and online)</p>  <p><b>Computing:</b></p> <p><b>French: Dans mon ecole</b></p> <p><b>PSHE: Decision dilemmas</b></p> <p><b>PE: Hockey</b></p> <p><b>DT: Bread around the world</b></p>				
<table border="1"> <tr> <th data-bbox="123 1150 297 1222">Approach</th> <th data-bbox="320 1150 577 1222">What is it?</th> </tr> <tr> <td data-bbox="123 1222 297 1445"> <p><b>Activate</b></p>  </td> <td data-bbox="320 1222 577 1445"> <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>History: The Battle of Marathon</b></p> <p>Go through the events that took place during The Battle of Marathon.</p> <ul style="list-style-type: none"> <li>• What is the Battle of Marathon?</li> <li>• Who does it involve?</li> <li>• Why did it take place?</li> </ul>	<p><b>Computing:</b> Introduction to Excel spreadsheets. If you can at home, have a look at an excel spreadsheet and play around with inputting some data.</p> <p><b>PSHE:</b> Introduction</p>
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- Who won?

Task

Using the iPad, locate the different events of The Battle of Marathon in chronological order.

## RE: The Last Supper

Read The Last Supper story.

Think about:

- Why it was important for Jesus to hold a final meal with his disciples?
- Why did Jesus announce to his disciples that one of them will betray him?

Every day we get given information and have to make a choice using it.

The following scenario is an example:

A person needs to cross a very busy road, safely.

Information available to them – a big group of people are standing by some traffic lights.

Decision 1) Wait for the green man and sound from the lights before crossing.

Decision 2) Watch the other people and cross when most of them do.

Decision 3) Watch the flow of traffic and cross when there is a gap.

Decision 4) Step into the road without stopping to check for traffic at all.

- Which is the safest option?
- Which needs the most risk assessment? Why?
- Which is the most risky? Why?

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## Review



Revisiting previous learning after a gap.

- What is the significance of bread and wine? What does it symbolise?

Task

Draw an illustration of The Last Supper.

## Science: States of matter

Can you remember what a solid, liquid and gas is? Research and write down the properties of each. Draw a diagram to go with these.

**PE:** Our new unit is hockey.

How do we hold a hockey stick – What would feel more comfortable, what way is most effective/ good for power?

If you have a hockey stick practise holding it correctly. Look at some tips online for how to do this.

## Plenary

Make a list of what you can do to get help if you feel you are being pressured or negatively influenced\* by friends to do something unacceptable, unhealthy or risky. Make into a poster.

\*NB: most young people are not forced by their friends into risk-taking behaviour. Instead, they feel under pressure to conform with their friends' behaviour.

**FRENCH:** Look through the classroom items PowerPoint and learn the vocabulary.

**Song:** teach 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](#).

**DT:** Look at different recipes for bread from around the world.

Use power point to look at different breads from around the world and children to choose two to research the recipe for.

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