




Y5 planning week Twenty-three week beginning 28th 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><u>Maths</u> (offline and online)</p>				
	<p>Main learning objective:</p> <p>To write a diary entry from a characters POV</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>Main learning objective:</p> <p>Maths: To be able to subtract fractions.</p> <p>To be able to convert between mixed number and improper fractions.</p> <p>To understand that we only subtract the numerators and not denominators.</p>				
<table border="1"> <tr> <th data-bbox="120 1182 297 1251">Approach</th> <th data-bbox="322 1182 582 1251">What is it?</th> </tr> <tr> <td data-bbox="120 1251 297 1482"> <p>Activate</p>  </td> <td data-bbox="322 1251 582 1482"> <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: Reread the book/watch the video for The Highway Man https://youtu.be/le727fRZHpA Find the specific part about Tim the Ostler.</p> <p>Think about what Tim did and what impact it had.</p> <p>Main lesson:</p>	<p>Monday: subtract fractions https://vimeo.com/507661410</p> <p>Tuesday: Subtract mixed numbers https://vimeo.com/509806730</p> <p>Wednesday: Subtraction (breaking the whole). https://vimeo.com/509809639</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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Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.

What do you think a dilemma is? Do you think Tim had a dilemma before he told the redcoats? In two columns write down what you think his arguments for and against telling the redcoats might have been. (Use paper).

Tuesday: Look over your notes from yesterday and see if you can add any more reasons for and against.

Use your work to make notes on what Tim might write in his diary.

Wednesday: We are going to use the information to plan a diary entry from Tim where he is wrestling with what to do.

Main lesson:

How Tim will be feeling? Remember the features of a diary: informal, chatty, rhetorical questions etc.

Thursday:
Editing & Improving and then write up diary in best.

Friday: Log onto bug club and read a book of your choice.

Thursday: Subtract 2 mixed numbers.
<https://vimeo.com/510610537>

Friday: Practise times tables on TT rockstars and number bonds on numbots.

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<div data-bbox="129 416 315 667"> <p>Review</p>  </div> <div data-bbox="344 437 600 507"> <p>Revisiting previous learning after a gap.</p> </div>		
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FOUNDATION SUBJECTS:




Please refer to the PowerPoints on the Y5 home learning page for the details of each lesson.

<p><u>Week 2</u> 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>History: Hoplites</p> <p>Science: Reversible and irreversible changes</p> <p>RE: Jesus Through Art</p> <p>Music: Hip Hop</p>	<p><u>Foundation</u> (offline and online)</p>  <p>Computing: Spreadsheets</p> <p>French: Assessment</p> <p>PSHE: E-safety</p> <p>PE: Hockey</p>
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<p>Approach</p> <p>Activate</p> 	<p>What is it?</p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>History: Hoplites</p> <p><u>Starter</u></p> <p>Summarise The Battle of Marathon in less than 50 words.</p> <p><u>Lesson</u></p> <p>Can you remember what a Hoplite is?</p>	<p>Computing: Introduction to Excel</p> <p>Spreadsheets- have a look on excel and play around with different features.</p> <p>PSHE: Before you start: The three films that this plan is built around are from the CEOP Thinkuknow website.</p> <p>All three films can be found by clicking on the link (in the Resources needed area - yellow box) or copy and paste this link into your browser:</p>
<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Label the different features of a Hoplite's armour.</p> <p>MA/HA – Write a sentence explaining the purpose of each part of their armour.</p>	<p>https://www.thinkuknow.co.uk/8_10/watch/</p> <p>Please check that this link is accessible and check the content before teaching the lesson.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>RE: Jesus Through Art</p> <p><u>Starter</u></p> <p>Recap: Which famous artist painted the Last Supper?</p> <p>Look at different examples of Jesus represented in art work. This will look at art work of Jesus as a person and as a symbol.</p>	<p>Introduction</p> <p>(NB - see note Before you start - above - before you begin teaching this lesson)</p> <p>Make a list of the benefits of the internet that you can think of and to think of at least.</p> <p>Make a list of the risks of using the internet.</p>

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 <p>Reflect Pupils reflecting on what they have learnt after they have completed a piece of work.</p>  <p>Review Revisiting previous learning after a gap.</p>	<p>What is a metaphor?</p> <p>Why do Christians use art to represent Jesus?</p> <p>Draw an image or symbol that represents Jesus.</p> <p>Write a few sentences explaining what the image is and how it represents Jesus.</p> <p>Science: States of matter</p> <p>Starter: Show the list of mixtures: salt and dry pasta, salt and sand and salt and sugar. Which could be separated and how?</p> <p>Ask which is the most efficient method to separate these materials from a liquid?</p> <p>Class:</p> <ul style="list-style-type: none">• Before session place a chocolate bar where it will start to soften and melt.• Take out the chocolate as if to eat and ask children what the problem is. Establish that melting is scientific process. Explain what has caused it to melt. What could you do so that it can be eaten later?• Describe the processes happening 1. solid chocolate 2.add heat and chocolate turn to liquid. 3 cool it down and returns to solid. Consolidate that when heated, many materials melt.• Identify term reversible change. Does this happen to all substances?• Provide metal cases and these substances: Ice cube, chocolate, margarine, wax, honey Add heat and observe what order they melt in. Then allow to cool and observe the order they solidified in. Do they look like what they were – most will and establish what reversible changes are.	<p>Here are some ideas:</p> <p>Benefits</p> <ol style="list-style-type: none">1. Gives us information quickly from all around the world.2. Helps people to connect and communicate with each other even across the world3. Provides entertainment – e.g. games, films, books can be found online. <p>Risks</p> <ol style="list-style-type: none">1. Misinformation – not everything published online is accurate and some things can be very misleading.2. Easy to spend too much time online with risk of missing out of other things that keep a healthy balanced life (e.g. exercise, sleep, seeing people in real life).3. There are dangerous people who pretend to be not what they really are. They might trick young people into risky behaviour, such as agreeing to meet them, giving personal information about themselves. <p>We will be thinking about how to keep safe online.</p> <p>What games, sites and apps do you like to use. What do you like about them? Is there anything you don't like?</p> <p>Film 1- Block him right good, Alfie! (6:52)</p>
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	materials	Order of melting	Discussion points	Order of solidifying
	<ul style="list-style-type: none"> Can any of the original materials be got back again. Establish that in some they can, which is why they are reversible; however, in some this is not possible as a brand new material has been created that cannot change back. <p>Group / individual outcome:</p> <ul style="list-style-type: none"> Record observations made. <p>Plenary: <i>Physical changes are – dissolving, freezing and melting.</i></p> <p>PE:</p> <p>Starter Use some of the dribble relays from last lesson to recap on the correct technique. These can then progress onto races when students have more control.</p> <p>Straight dribble: Stop dribble: In and out dribble:</p> <p>Main Activities</p>			<ul style="list-style-type: none"> Playing online can affect your relationship with your parents/carers. What happened in the film clip and how did Alfie manage it? (Another gamer was trying to get him to play longer and even tried to bribe him with rewards, but Alfie stayed assertive and left his laptop as his mum was calling for him.) How did the other gamer respond? (They carried on messaging and even threatened to Photoshop - check the class understand what this is - his videos so he would have a chicken's head). What did his friends Ellie and Sam advise he do? (Speak to his mum.) What did his mum advise? (To block him and report him to the administrator - the person that runs the site and the programme.) What happened when they shared their first music video? (They got lots of likes and shares but to get more they made it public which meant anyone could see it.) Was that a good idea? (No because people they didn't know started writing negative comments and posting links to inappropriate websites e.g. how to have bigger muscles. Explore why this isn't ok, e.g. they may feel like their body isn't good enough and may try to change it by taking something called steroids. These are drugs and the companies that make them often use false claims. Steroids can also have harmful side-

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Strike and Stop

Start with basic techniques of striking and stopping the ball.

Music: Listen and Appraise (begin to recognise the basic style indicators of Old School Hip Hop)

- Listen and Appraise - The Fresh Prince Of Bel Air by Will

Smith: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.

- After listening, talk about the song and answer the questions together using correct musical language.

effects and little is known about the long-term effects on the body.)

- What does Ellie want to do? (Delete the film from the website because she wanted fans not views.)
- Ask what the difference is between fans and views. (Fans are people who like someone and will post nice things about them, encouraging them. Views can be fans but also strangers who may write nasty things that can make a person feel sad. Explain that this is because online people sometimes communicate with each other without considering each other's feelings because they are not with them. When you are with someone face to face, you can see what effect your words are having and how upset you might be making someone.)

Reinforce the rules from the website with the following points

Playing online games safely:

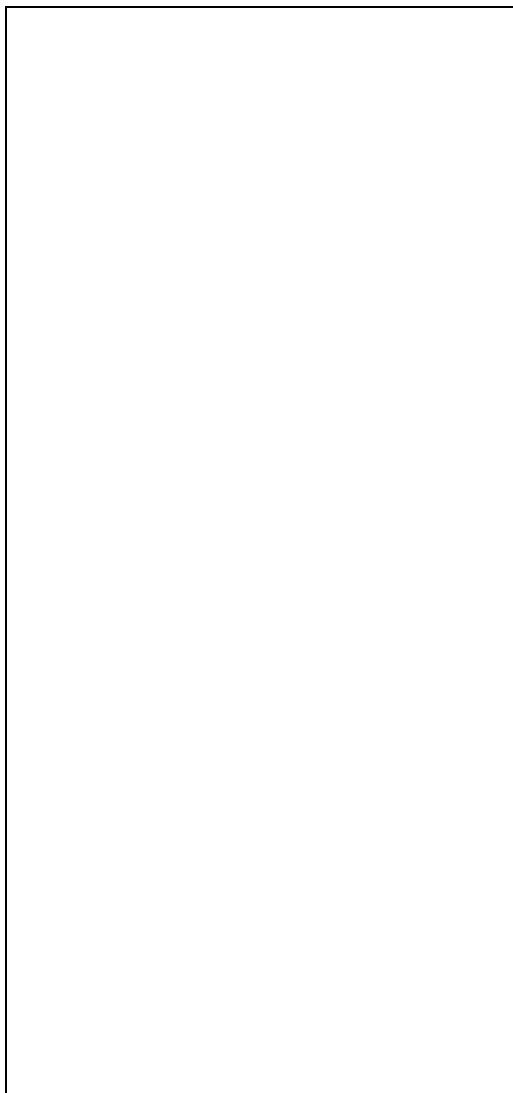
- Never share personal information (e.g. your phone number, school or where you live) with other gamers.
- It's safest to game with friends you know in real life.
- If a gamer you don't know in real life asks you to join them on another game, app or website, don't reply, and tell an adult you trust

Being careful what you share:

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- Think before you share: who might see your photo, video or live stream? It's safest just to share your stuff with family and friends you know in real life.
- If someone you don't know in real life asks you to share a photo or video or go on camera, don't reply, and tell an adult you trust.
- Worried about something you've shared online or sent to someone? Ask an adult you trust for help.

Things we see online:

- Remember you can't always believe everything you see online. Even photos can be fake! Ask a teacher, family member or friend to suggest websites you can trust.
- If something you see online makes you feel upset, uncomfortable or even a bit confused, don't look at it again or send it to anyone else. Tell an adult you trust, who will be able to help you.

Film 2 - Who's Magnus? (6:25)

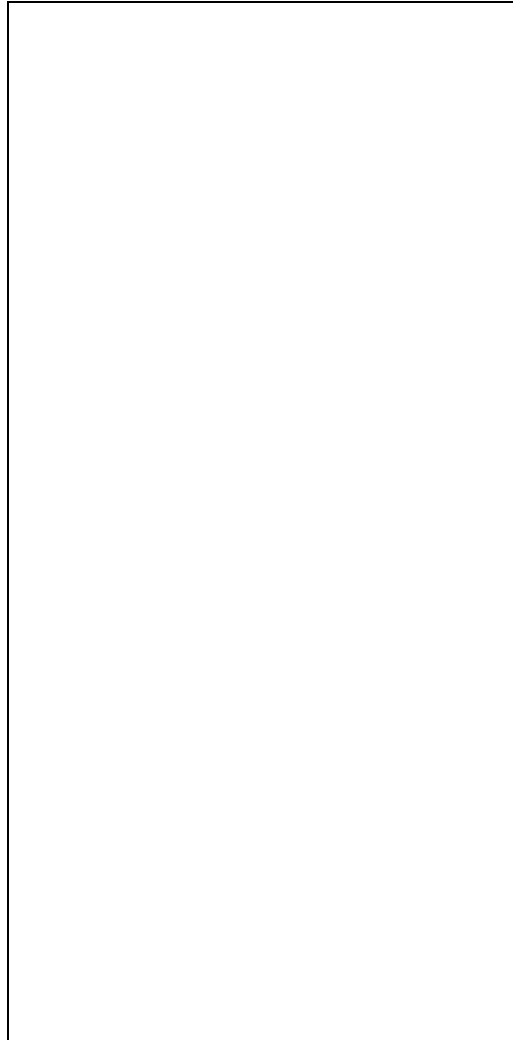
Discussion points:

- What has Ellie done to make sure they won't get any more horrible comments online? (Created a closed group for the band, only accepted people they know into that group.)
- Sam requests that the poster with his picture on it is just on their group page and not around school. Why is

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it important that Alfie agrees to this and changes the settings? (Because you must always have someone's permission before posting a picture of them online, they have to give you consent before you post a picture online of them.)

- However, what does Sam then do? (He changes the privacy settings on Megan's baby photo so everyone can see it.)
- Why is this not ok? (He should have got her permission first.)
- How does Megan get revenge? (She uses Sam's password and pretends to be him posting horrible things about his own band members.)
- What does Sam do to protect himself? (Changes his password.)

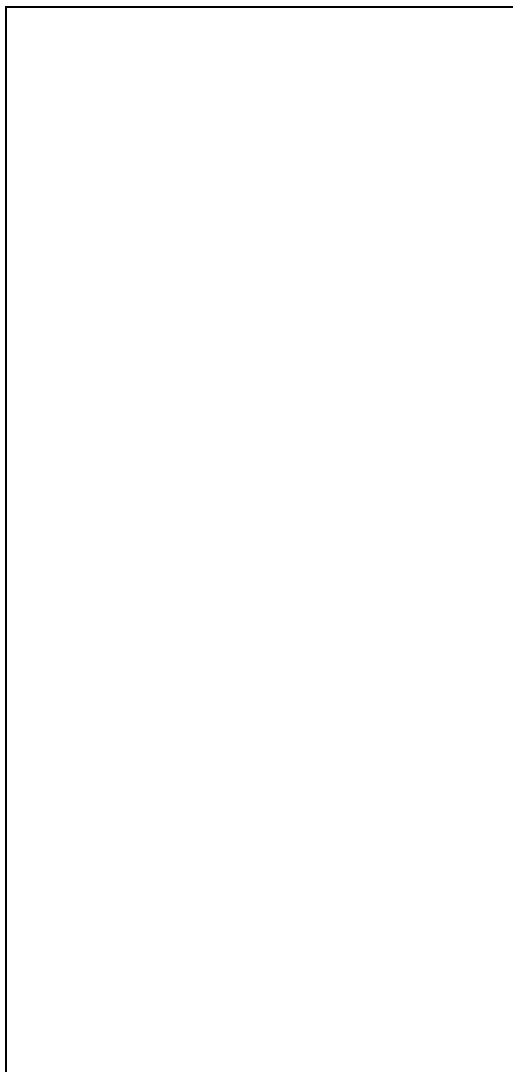
Reinforce the rules from the website for:

- Being kind to others:
- Think before you share: avoid posting anything that could upset someone else.
- If someone is being mean, block them and tell an adult you trust. You can also report them to the website or app. Ask an adult for help with this.
- Worried that someone has shared something hurtful about you? Ask an adult you trust to help you.
- Keeping your stuff private:
- Take control of who sees your stuff: ask an adult to help you change the Privacy Settings on your accounts.

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- Keep your passwords secret. Never write them down or tell any of your friends. If you think someone has found out your password, change it.
- Make sure apps, games and websites don't tell other people your location. Ask an adult to help you switch off the location setting on your phone, tablet or computer.

Film 3 - They have fans, but we have friends! (6:37)

Discussion points:

- What do we remember about 'Magnus' from the previous films? (He sent messages directly to Ellie saying he liked her singing, and when there was a 'song-off' he messaged her in the toilets to say she was still the best.)
- How did Ellie feel about Magnus and why? (That he was her only friend because he was providing her with support when nasty things were being said about her.)
- Explain that because Magnus had offered Ellie support, she had trusted him. Then, when Magnus offered her free studio time, she felt she knew him and could trust him. This meant she was prepared to travel to the other side of town, even though she'd never actually met him before.
- Ask the class what Alfie did? (He asked Ellie how she knew Magnus, and when she said because he was a friend of James he tried to find out how well James knew him, and then it turned out no one really knew

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		<p>who Magnus was because they'd all added him as a friend because he was friends with one of their friends first.)</p> <ul style="list-style-type: none">• Is this a safe thing to do?• Why not? (Because you don't know who you are really friends with online. Magnus could have been anybody. He could have been an adult who was planning to hurt Ellie.) <p>Reinforce the rules from the website about choosing who you chat to:</p> <ul style="list-style-type: none">• It's safer to chat to people you know in real life.• It's always ok not to reply. If a message makes you feel worried, annoyed or upset, don't reply and tell an adult you trust.• If someone you are chatting to is being mean or making you feel uncomfortable, tell an adult you trust. They will help you block and report them so that they can't contact you again. <p>Plenary</p> <p>Finish by reviewing the key points about keeping safe online.</p> <p>FRENCH: Continue with the assessment piece from last session.</p>
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