




Y5 planning week Twenty-four week beginning 7th March 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 write a monologue To draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To predict what might happen from details stated and implied</p>	<p>Main learning objective: Maths: To be able to multiply fractions. To be able to find fractions of an amount.</p>				
<table border="1"> <thead> <tr> <th data-bbox="125 1066 297 1129">Approach</th> <th data-bbox="327 1066 584 1129">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="125 1129 297 1361"> <p>Activate</p>  </td> <td data-bbox="327 1129 584 1361"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </tbody> </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: Read the verses with Beth tied up, up to her death. Recall what has happened to her beforehand- King G men entered, drunk, gagged her, tied her to the bed, gun beneath her, made fun of her, guarding the windows. Use the verse about her wriggling her hands to loosen them- use the first line- explore what she would be thinking, thoughts. 'if I could just loosen these knots a little</p>	<p>Monday: <u>Greek day- no lesson.</u> Tuesday: Multiply unit fractions. https://vimeo.com/514249448 Intro- Wednesday: Multiply non unit fractions https://vimeo.com/514249638</p>
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>which are around my hands....oh it's no good, they are too tight!</p> <p>Introduce the idea of a monologue – children to understand that it is what is happening in the present moment and reveals Bess' thoughts and feelings.</p>	<p>Thursday: multiply mixed unit fractions. https://vimeo.com/514249890</p> <p>Friday: Fractions of an amount. https://vimeo.com/515270073</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Look at the resource Bess' last thoughts and note down ideas about what Bess might be feeling and thinking.</p> <p>Go over the emotion and how she would be thinking.</p>	
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Tuesday: Re-read the verses with Beth tied up, up to her death. Recall what has happened to her beforehand- King G men entered, drunk, gagged her, tied her to the bed, gun beneath her, made fun of her, guarding the windows.</p> <p>Use the verse about her wriggling her hands to loosen them- use the first line- explore what she would be thinking, thoughts. 'if I could just loosen these knots a little which are around my hands....oh it's no good, they are too tight!</p>	
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Look at the below lines, try to act out the situation using words and thoughts.</p> <p>She twisted her hands behind; her but all the knots held good!</p>	

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'She writhed her hands till her fingers were wet with sweat or blood!'

'The tip of one finger touched it! The trigger at least was hers!'

'The tip of one finger touched it; she strove no more for the rest!'

'She would not risk their hearing; she would not strive again.'

'Tlot-tlot; tlot-tlot! Had they heard it? The horse hoofs ringing clear. Were they deaf they did not hear?'

'Nearer he came and nearer!'

'She drew one last deep breath, then her finger moved in the moonlight.'

Try and include details from earlier about the red coats behaviour- ached and bruised, stunk of ale

On paper, start to plan ideas for what Bess is thinking for each part of the poem.

WEDNESDAY: Re-read the monologue from last lesson.

Recall the events and her thoughts as Bess is tied up.

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	<p>Show organisation- twisting her hands, pain, to no avail; twisting her hands one last time and reaching and finding the trigger of the musket; hearing the highway man coming, watching him come nearer, too dangerous for him, and her decision to kill herself. Children write own monologue</p> <p>See if you can include Alan Peat sentences types, questions, 3 questions, some others.</p> <p>Use the writing frame with suggestions to put in each paragraph if you need to.</p> <p>Thursday: Edit and improve monologue and then top copy</p> <p>Friday: Bug club- read a book and answer questions.</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> 
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	<p>Main learning objective:</p> <p>History: Olympics</p> <p>Science: Dissolving</p> <p>RE: Lent</p> <p>Music: Hip Hop</p>	<p>French:</p> <p>PSHE:</p> <p>PE: Hockey session 3</p> <p>DT: Bread around the world</p>				
<table border="1"> <tr> <th data-bbox="125 735 297 794">Approach</th> <th data-bbox="324 735 573 794">What is it?</th> </tr> <tr> <td data-bbox="125 798 297 1026"> <p>Activate</p>  </td> <td data-bbox="324 798 573 1026"> <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>History: Olympics</p> <p><u>Starter</u></p> <p>Watch the video of the Women's 100m finals from the 2020 Tokyo Olympics (start the video at 6:30 – only watch the race).</p> <p>https://www.youtube.com/watch?v=7pgoMcc08yA</p>	<p>PSHE: Ask children to define what we mean by the word 'drug'. They may have done this in previous SCARF lessons in which case this could act as a review.</p> <p>NB: there are several definitions of what a drug is, so it is useful to let children explore their own ideas here.</p> <p>As a useful summary, a drug can be described as 'A substance people take to change the way they think, feel or behave' – this is the World Health Organisation definition.</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>					
<table border="1"> <tr> <th data-bbox="125 1082 297 1141">Explain</th> <th data-bbox="324 1082 573 1141">Explicitly teaching strategies to pupils and helping them decide when to use them.</th> </tr> <tr> <td data-bbox="125 1144 297 1305">  </td> <td data-bbox="324 1144 573 1305"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.		<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Think about what the Olympics are and name as many sports you can think of that occur in the Olympics.</p>	<ul style="list-style-type: none"> • How can a drug be harmful or helpful to the body? [If a drug is used in a certain way it can help the body. For example, a medical drug can help the body if it is used at the correct time, with the correct dose, taken in the correct way, doesn't cause an allergic reaction etc. NB: it's important here to stress that medicines are not
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<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><u>Lesson</u></p> <p>Find out about the origins of the Olympics, where it began and what it was for. Use the PowerPoint to help you.</p>	<p>‘good’ drugs; they can be both helpful and harmful to the body, depending on how they’re used – this is a vital concept for children to understand.]</p> <ul style="list-style-type: none"> • What are the laws about selling cigarettes and alcohol? [Currently, it is against the law to sell cigarettes or alcohol to people under the age of 18. It is also against the law for a person under 18 to buy or attempt to buy alcohol.]
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Think about how the Olympics are different back in Ancient Greece compared to modern day Olympics.</p> <p>What sports did they take part in?</p> <p>Who was allowed to take part in the Olympics?</p> <p>Were women allowed to compete?</p> <p>Are there any prizes?</p>	<p>Drugs: True or False</p> <p>Use Drugs: True or False Activity sheet. Ask children to consider each question in turn and then circle the answer they think is correct (true or false). They can discuss their answers in pairs or small groups and see if they can agree.</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Look at the different events that took place on slide 8. Which one would you most want to take part in and why?</p> <p>Using the PowerPoint to help you, write your own Olympic charter.</p> <p>Lastly, answer the questions on the final slide.</p> <p>RE: Lent</p> <p>Complete the sheet named thinking about Lent.</p>	<p>The following are guidance notes for teachers on each of the true or false statements:</p> <ol style="list-style-type: none"> 1. All drugs are medicines. True or false? [False: although most drugs have a medical use there are some drugs which are used purely for non-medical reasons, such as Ecstasy and LSD] 2. All medicines are drugs. True or false? [True: a medicine can be described as a drug which is used for the prevention or treatment of illness or injury] 3. Medicines can only be obtained with a doctor’s prescription. True or false? [False: some drugs are prescription only but others can be bought from a chemist and some are on general sale]

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Science: States of matter

Starter: Show the list of mixtures: salt and dry pasta, salt and sand and salt and sugar. Which could be separated and how?

Ask which is the most efficient method to separate these materials from a liquid?

Class:

- **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.

materials	Order of melting	Order of solidifying

- 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.

Group / individual outcome:

4. Some medicines can legally be bought without a doctor's prescription. True or false? [True: Pharmacy-only and General Sale medicines can legally be bought in this country]

5. Alcohol is a legal drug in this country. True or false? [True: alcohol is legally sold in this country although there are restrictions on who it can be sold to]

6. Anyone can be sold an alcoholic drink in this country. True or false? [False: it is against the law to sell alcohol to a person under the age of eighteen]

7. Shops can be fined if they sell alcohol to a person under the age of eighteen. True or false? [True]

8. Alcohol is sometimes used in other products like antiseptic wipes, antiseptic hand-gel and mouthwash. True or False? [True: ethanol or ethyl alcohol is used as an antiseptic]

9. Alcohol is sometimes used in medicines. True or false? [True: it is widely used as a solvent and preservative in pharmaceutical preparation]

10. People are allowed to smoke in public places like shops, offices and trains. True or false? [False: smoking has been banned in public places in England since 2007]

Go through the answers with the children, explaining and clarifying misunderstandings, where necessary.

Plenary

Plenary questions to review and summarise the lesson:

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- Record observations made.

Plenary:

Physical changes are – dissolving, freezing and melting.

PE:

Starter

Warm-Up

In a designated area, students will have a ball each and dribble around each other, ensuring that they continue to look up. Circulate, ensuring all pupils are comfortable using the techniques covered in the first lesson of this unit.

To mix things up, you may wish to offer some coded commands:

- 1 = dribble left
- 2 = dribble right
- 3 = stop
- 4 = swap balls

- Was there anything you didn't understand?
- Why do we have laws to control the use of drugs in this country?

FRENCH: Revise numbers 1-31 and months. Practise your pronunciation using the PowerPoints to help you.

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

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Push Pass Technique

Start with basic technique for a push pass. Practise keeping
The ball under control.

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.

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