




# Y5 planning week Twenty-four week beginning 14<sup>th</sup> 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></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>		
<table border="1"> <tr> <td data-bbox="96 1015 300 1326"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="300 1015 607 1326"> <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>Main learning objective:</b></p>	<p><b>Main learning objective:</b></p> <p><b>Maths: To be able to identify the value of different digits in decimals (up to 3 decimal places).</b></p> <p><b>To be able to place decimals on a number line.</b></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>			
	<p><b>Monday: Watch the beginning of the film- A series of unfortunate events.</b> Who are the characters in it? Remember that the actors knew what to say and do from a script, and that all adverts, interviews, movies, films, programmes are like this.</p> <p>Concentrate on the opening scene to Lemony Snicket, just the beach scene= 2.25-4.17. Imagine you are on the beach- jot down things you see in the scene- but not the people. E.g.</p>	<p><b>Monday:</b> <u>Decimals, to 2 decimal places.</u></p> <p>Watch video and complete the worksheet.  <a href="https://vimeo.com/519169538">https://vimeo.com/519169538</a></p> <p><b>Tuesday:</b> <u>Decimals as fractions 1</u></p> <p>Watch video and complete the worksheet.  <a href="https://vimeo.com/519553917">https://vimeo.com/519553917</a></p> <p><b>Wednesday:</b> <u>Decimals as fractions 2</u></p>		

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<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>water, dead branches, sand, cloudy sky, sun, stumps, misty, fog, cracked, dried mud, tram track, broken wooden fence.</p> <p>Activity: list the 4 characters and jot down what they are wearing/doing. E.g. Violet- standing, long black dress, tying her hair up with a ribbon; Klaus- sitting, putting on glasses, trousers and jumper, reading books; Sunny- sitting, small dress, holding and biting a branch, looking into the distance; Mr Poe- suit, top hat, walking for the fog, glasses.</p>	<p>Watch video and complete the worksheet.  <a href="https://vimeo.com/519555223">https://vimeo.com/519555223</a></p> <p><b>Thursday:</b> <u>Understand thousandths</u>          Watch video and complete the worksheet.  <a href="https://vimeo.com/519979817">https://vimeo.com/519979817</a></p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Add descriptive sentences about the beach underneath your character descriptions.</p> <p>Do this on paper.</p>	<p><b>Friday:</b>  <u>Thousandths as decimals</u>          Watch video and complete the worksheet.  <a href="https://vimeo.com/520007456">https://vimeo.com/520007456</a></p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p><b>Tuesday: Focus on the scene with Klaus sitting with his back to us.</b> Is it like a normal beach?</p> <p>What makes it seem eerie and strange?</p> <p>Adding to your sheet from yesterday make notes on parts of the beach you can describe – focussing on the landscape not the characters.</p> <p>Describe scene of Klaus sitting on the beach. Focus on:</p> <p>Adjectives</p> <p>Figurative language</p> <p>Prepositional phrases</p>	

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	<p>Write a short scene description that shows characteristics, mood and elements in the scene integrating together- using the present tense.</p> <p><b>WEDNESDAY:</b> Work on your description of Klaus on the beach. Incorporating the landscape and what Klaus is doing.</p> <p><b>Thursday:</b> Edit and improve description and then write up in best.</p> <p><b>Friday:</b> 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><b><u>Week 2</u></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><small>shutterstock.com - 148221273</small></p>	<p><u>Foundation</u> (offline and online)</p> 	
	<p>Main learning objective:</p> <p><b>History: Now press play</b></p> <p><b>Science: LOT app</b></p>	<p><b>Computing: Spreadsheets linked to bread recipes</b></p> <p><b>French:</b></p> <p><b>PSHE:</b></p>	

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	<p><b>RE:</b></p> <p><b>Music: Hip Hop</b></p>	<p><b>PE: Hockey session 4</b></p> <p><b>DT: Bread around the world</b></p>
<p><b>Approach</b></p> <p><b>Activate</b></p> 	<p><b>History:</b> After our Greek day last week, research and write down some information about Greek theatre.</p> <p>Can you recall any plays?</p> <p><b>Science:</b></p>	<p><b>Computing:</b> Introduction to Excel</p> <p>Find some recipes for bread and then scale up the quantities using formulas. The could also total shopping lists for the ingredients. Have a look for a pitta bread recipe and check the amount of ingredients needed. You will need to change the quantities so that you have enough for at least 30 children. If you have access to excel see if you can use formulas learnt in class to scale up the ingredients. If not, write these down on a piece of paper.</p>
<p><b>Explain</b></p> 	<p>Answer the 10 questions to assess knowledge about states of matter.</p> <p>Q1: What can be a solid, a liquid and a gas?</p> <p>Q2. What happens when you heat chocolate? Is this a reversible or irreversible change?</p> <p>Q3. Name a reversible change?</p> <p>Q4. Name an irreversible change?</p>	<p><b>PSHE:</b> Introduce the lesson with some key questions about smoking (guidance notes are provided in square brackets):</p>
<p><b>Practise</b></p> 	<p>Q5. If you mix sand and marbles together. How could you separate them?</p>	<ul style="list-style-type: none"> <li>• What effects from smoking cigarettes have you heard of?</li> <li>• What percentage of 11 - 15 year-olds in England do you think smoke regularly, that is, <i>at least</i> one cigarette a week? [NB: this was 3% in 2014 but you will probably find that the children think it is a much higher figure]</li> <li>• Was anyone surprised that it was so low? If so, why?</li> </ul>

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<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p> <p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p>Q6: If you had a mix of sand, beads and paper clips. What could you use to separate each solid?</p> <p>Q7. Name a solid you can see near you?</p> <p>Q8. Name a liquid that isn't water</p> <p>Q9. Can you name a gas which is lighter than air?</p> <p>Q10. If you mix salt and water. What happens to the salt?</p> <p><b>PE:</b></p> <p>If you can, practise the skills you have already learnt:</p> <p>Dribbling the ball</p> <p>Push pass</p> <p>Keeping control of the ball</p> <p>Research the rules of a hockey match.</p>	<ul style="list-style-type: none"><li>• Why did you think that it was much higher (if they did)?</li></ul> <p>Explain that you are going to consider some of the reasons why many people <i>think</i> that lots of young people smoke, despite the fact that these days most of them choose <i>not</i> to smoke.</p> <p>Smoking: what is normal?</p> <p>Show the class the graph of regular smokers over the past decade either on the whiteboard or a paper copy of this (see first page of Activity sheets in Resources needed area).</p> <ul style="list-style-type: none"><li>• What does the graph tell us? [That more and more young people are choosing not to smoke]</li><li>• Why do you think most young people choose not to smoke these days? [Typical responses: they are more aware of the risks; they want to stay healthy; it's not so cool to smoke; it's too expensive; they've changed the law so under-eighteens can't be sold cigarettes etc.]</li><li>• What reasons might there be as to why there are still some young smokers? [Typical responses: they think it's cool; they're influenced by their friends or want to be the same as them; they're put under pressure to try it; they're influenced by what they see on TV and in films etc.]</li><li>• If the graph continues as it is now, do you think there will be a time when the country will be smoke free? [As there is no right or wrong answer to this question it</li></ul>
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**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.

Learn to Sing the Song - The Fresh Prince Of Bel Air: Start to learn to sing the song.

will be interesting for children to debate this issue giving arguments for and against whether this will ever be a smoke free country]

Through discussion draw out the fact that people tend to think there are more young smokers than there actually are because we tend to notice things which are shocking, surprising, funny, peculiar or different. Also, the media commonly focus only on the minority of people who are behaving in risky ways (such as smoking, drinking, using drugs etc.) and ignore the majority of people who are behaving in safe ways. You could explore why the children think this is the case.

Newspaper report activity

Hand out the newspaper report (page 3 of the Activity sheets) and read through it together.

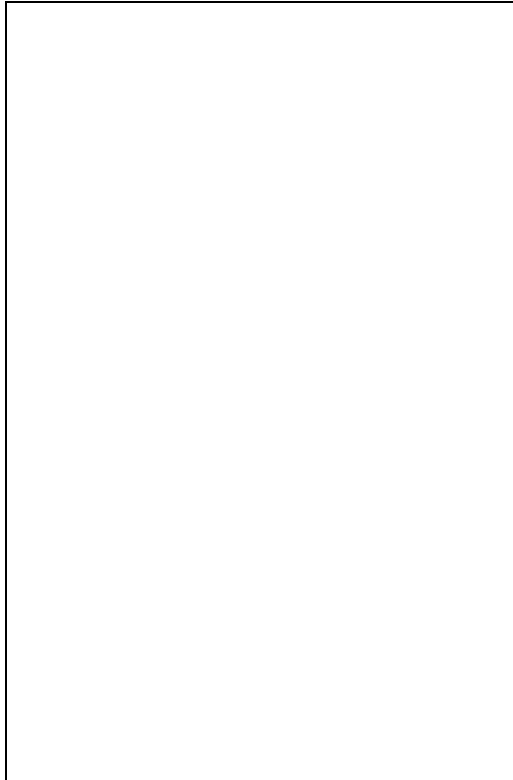
Discuss the questions on the sheet, either as a whole class or in pairs or threes:

- Why does the headline not give the message that smoking rates among young people are falling?
- How many 11 to 15 year-olds are non-smokers?
- Why do you think the report doesn't focus on the ones who are not smoking?
- Why do you think the report doesn't celebrate the fact that smoking rates have fallen dramatically over the last ten years?

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- Why do you think the actual figures have been left to the last paragraph?

Ask the children to draft a short letter to the newspaper pointing out the fact that nowadays very few young people smoking and that the majority of young people like to behave in safe, considerate and healthy ways. They can use the statistics on the graph to back up their argument as well as pointing out the things that they enjoy doing with their friends.

**FRENCH:** Look at the prepositions PowerPoint.

**Song:** sing the [Prepositions song](#) using the [Prepositions rap PowerPoint](#).

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