




# Y5 planning week Twenty-six week beginning 21<sup>st</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> 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><b>Main learning objective:</b></p>	<p><b>Main learning objective:</b> <b>Maths: To be able to round decimals</b> <b>To be able to order decimals</b></p>				
<table border="1"> <tr> <td data-bbox="120 946 300 1007"> <p><b>Approach</b></p> </td> <td data-bbox="322 946 582 1007"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="120 1007 300 1246"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1007 582 1246"> <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> LO: To note and develop initial ideas, drawing on reading and research where necessary</p> <p>Look at the PowerPoint to see the pictures of Count Olaf, what do we know about him? Start with what he looks like and then move on to how he dresses, moves, speaks, mannerisms etc.</p> <p>Try to include Alan Peat sentences and subordinate clauses in planning. Watch a video clip of him walking down the stairs to meet the children.</p>	<p><b>Monday:</b> <u>Rounding decimals</u> <u>Watch the video and complete the worksheet.</u> <a href="https://vimeo.com/521879754">https://vimeo.com/521879754</a></p> <p><b>Tuesday:</b> <u>Order and compare decimals</u> <u>Watch the video and complete the worksheet.</u> <a href="https://vimeo.com/522240829">https://vimeo.com/522240829</a></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>Include adjectives and some figurative language.</p> <p>Work on paper and keep this to add more ideas to.</p> <p><b>Tuesday:</b></p> <p>LO: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p><b>Wednesday:</b> <u>Understanding percentages</u></p> <p><u>Watch the video and complete the worksheet.</u></p> <p><a href="https://vimeo.com/521880331">https://vimeo.com/521880331</a></p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Re-read your description from yesterday. Focus on the first meeting with Count Olaf. As you stand outside the door. First impressions (which get worse?) Description of the character as he introduces you to your new home.</p>	<p><b>Thursday:</b> <u>Percentages as fractions and decimals</u></p> <p><a href="https://vimeo.com/521880812">https://vimeo.com/521880812</a></p> <p><u>Watch the video and complete the worksheet.</u></p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Adding ideas words phrases etc. to your paper.</p> <p>See if you can use Alan Peat sentences and subordinate clauses to extend sentences, varied sentence openers.</p> <p><b>Wednesday:</b> LO: In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p><b>Friday:</b> <u>Equivalent F, D, P.</u></p> <p><a href="https://vimeo.com/521888835">https://vimeo.com/521888835</a></p> <p><u>Watch the video and complete the worksheet.</u></p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p>Using some of the descriptions start to describe Count Olaf and sketch what you have written.</p> <p><b>Thursday:</b> Session 4:</p>	

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	<p>LO: Use descriptive phrases to fill in a picture of Count Olaf. Put in books. Draw an outline of Count Olaf using the images on the PowerPoint. Add your descriptions inside of the outline.</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></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.studentbooks.com - 3457222773</small></p>	<p><u>Foundation</u> (offline and online)</p> 	
	<p>Main learning objective:</p> <p><b>Geography/English Project: Michael Rosen - Where was I when?</b></p> <p><b>Science: Evaporating</b></p> <p><b>RE: Easter Story:</b></p> <p><b>Music: Hip Hop</b></p>	<p><b>Computing: Spreadsheets session 4</b></p> <p><b>French: Silent letters</b></p> <p><b>PSHE: Would you risk it?</b></p> <p><b>PE: Hockey session 4</b></p> <p><b>DT: Bread around the world</b></p>	

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<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>Science: Starter:</b> Revise changes of state from Y4 – can water change its state? Solid, liquid and gas. Can you explain how it can become all three?</p> <p><b>Class:</b> What causes evaporation?</p> <ul style="list-style-type: none"> <li>- What is the physical change during evaporation?</li> <li>- Think about a wet piece of material (swimming kit). How could I evaporate the water in the material?</li> <li>- Are there any ways I could speed up the rate of drying? (show material screwed up/flattened, warmer place, draught or still air, moving the material)</li> </ul> <p>The experiment we will be doing is:</p> <ul style="list-style-type: none"> <li>- <b>Do liquids evaporate at the same time?</b> If you have some materials have a go at doing this experiment at home following the instructions below. If not, pick some materials and make a prediction about which one would dry first.</li> <li>-</li> <li>- You are responsible for testing one of the liquids over several days. Set up test. Add the same amount of liquid</li> </ul>	<p><b>Computing:</b> Introduction to Excel</p> <p>The topic is planning a party. Refer to the planning sheet and excel document for this task, read the instructions carefully. You will have a budget of £60 to work to. Try to use a formula to calculate the cost of the party.</p> <p>Decorate the budget so it looks good and check that all of your formulas work correctly.</p> <p><b>PSHE:</b> Introduce the lesson with some key questions:</p> <ul style="list-style-type: none"> <li>• What do we mean by the term 'taking a risk'? (This could be seen as an action which has potential benefits but also potential negative consequences. We take risks all the time. For example, we cross a road in order to get to the other side but traffic can be hazardous so we have to manage that risk by crossing as safely as we can.)</li> <li>• What sort of risk taking actions can the children think of?</li> <li>• What risks are associated with smoking? (There are several health risks associated with smoking)</li> </ul>
<p><b>Explain</b></p> 	<p><b>Explicitly teaching strategies to pupils and helping them decide when to use them.</b></p>		
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>		

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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>to either material or put in a petri dish and leave. Observe how long it takes to dry. Make a table or a chart to show your findings.</p> <p><b>English/ Geography: Michael Rosen project:</b></p> <p><b>See PowerPoint in folder. Pick a significant event in your life such as moving house, breaking a limb, getting a pet moving to a new school, moving to another country, a holiday etc.</b></p> <p><b>Using Digi maps</b></p> <p><b>Log in</b></p> <p><a href="https://digimapforschools.edina.ac.uk">https://digimapforschools.edina.ac.uk</a></p> <p>LOGIN DETAILS</p> <p>Username: RM141SW</p> <p>Password: blarps6479</p> <p>PIN: 4177</p> <p><b>Use this tool to find a place which is significant to you and create a screen grab and put on Power Point. You can then use street view to look at the place using a different view or google maps or google earth etc.</b></p>	<p>including increased risk of heart disease, lung cancer, stroke, asthma etc.)</p> <ul style="list-style-type: none"><li>• How many young people (aged 11 – 15) do you think are non-smokers? (NB: this was 3% in 2017.)</li><li>• If a friend asks someone to do something quite risky, why might it sometimes be difficult to say no to them? (People don't like looking inferior or weak in front of their friends. They could be worried that they will be teased or made fun of - maybe at school or online.)</li><li>• What is the best way for someone to stand up to a friend who is asking them to do something which is quite risky? (Look confident, speak clearly, give a reason, keep it friendly, keep repeating the point etc. For further ideas on developing assertiveness skills see the Y5/P6 lesson <i>Being Assertive</i>.)</li></ul> <p>Consider the following scenario:</p> <p>Chris has a new game for his computer which he has saved up for ages using money from his paper round and his birthday. His best friend Tyler comes round to play it with him after school. Before he goes home, Tyler asks if he can borrow it to show his brother. Chris is not sure about lending it out but Tyler keeps pestering him saying things like, 'I always lend you my stuff. Come on, be a mate.'</p> <p>What thoughts might be running through Chris's head as he decides what to do?</p> <p>Think about the risks if he does or doesn't lend the game to Tyler.</p> <p>Complete the <i>What should Chris do?</i> Activity sheet.</p>
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**You can then look at a map of the area from the 1800's to compare.**

**Then the Literacy part is to write a poem about the significant place or event which took place there.**

**PE:**

**Warm-Up: Stuck in the Mud:** Explain the game using the [Lesson Presentation](#). Re-cap on how to push the ball.

Choose 3 or 4 children to be the taggers. Children play the game.

They must push the ball gently through the tagged player's legs otherwise they will need to chase after it on the other side.

## Plenary questions

- Why would it be hard for Chris to decide what to do in that situation?
- Without mentioning anyone's name, can anyone remember a time when a friend asked them to do something they were not sure about? What did they ask you to do? How did you feel about it?
- Is it easy or hard to stand up to (be assertive with) a friend?
- What would be the best thing Chris could do in this situation?

**FRENCH: Intro:** show the [Silent letters PowerPoint](#) slide 1. Explain that as in English, in French some letters are silent, mainly at the end of words. In English it's different and you can find silent letters at the beginning or in the middle of words. As children to tell you some words in English that have silent letters (draw out **g**nome, **k**nee, **k**night, **th**ought, **h**igh for example). Write down which letters in the short paragraph that they read and heard were silent.

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

**Write down your chosen bread recipe and the ingredients needed to make enough for 30 children.**

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## **What have We Learnt so Far?**

What hockey skills have we learnt so far?

What other skills might we need to learn to be able to play a game of hockey?

You will need to learn how to tackle and shoot to play a game of hockey.

**Tackling:** Explain the focus of the lesson using the **Lesson Presentation**. Explain how to block tackle using the **Lesson Presentation**. See PowerPoint.

**Tackling Position:** Practise getting into the correct position for block tackling without a ball.

## **Cool-Down: Stretching:**

**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

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	body to find the pulse whilst listening. <a href="#">Learn to Sing the Song - The Fresh Prince Of Bel Air:</a>	
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