




# Y5 planning week Twenty-six week beginning 28<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>				
	<p><b>Main learning objective:</b> To write from a characters POV To understand the features of a diary entry</p>	<p><b>Main learning objective:</b> <b>Maths:</b> <b>To be able to multiplying 2 x 2 and 3x2 digit numbers</b></p>				
<table border="1"> <tr> <td data-bbox="120 943 300 1018"> <p><b>Approach</b></p> </td> <td data-bbox="322 943 582 1018"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="120 1018 300 1243"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1018 582 1243"> <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> Starter: Find and watch a film clip from A series of unfortunate events when the children are meal preparing for Count Olaf.</p> <p>Once you have watched it sequence the events in order. You can do this as bullet points or as a story board. Focus on these 3 main areas:</p> <p>Letter and worry</p> <p>Library &amp; Shopping trip</p>	<p><b>Monday:</b> Complete white rose arithmetic assessment. Make a note of anything you are not sure of.</p> <p><b>Tuesday:</b> Complete the white rose reasoning test. Make a note of anything you are not sure of.</p> <p><b>Wednesday:</b> Recap multiplying 2 x 2 digits. <a href="https://vimeo.com/488553863">https://vimeo.com/488553863</a> Watch the video and complete the worksheet.</p>
<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>Thursday:</b> TT rockstars and numbots</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>Cooking Puttanesca sauce and Roast Beef</p> <p>Think about how each of the characters would react to what is happening and write down the feelings for each character.</p> <p>Watch video clip again after and add any more notes to your writing.</p>	<p><b>Friday:</b> Recap multiplying 3 digits by 2 digits. Watch the video and complete the worksheet.  <a href="https://vimeo.com/488555095">https://vimeo.com/488555095</a></p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><b>Tuesday:</b> LO: To use relative clauses beginning with who, which, where, when, whose or that.</p> <p>To choose words and phrases that fit the subject they are describing</p> <p>Recap on the events from yesterday's lesson. Choose Alan Peat sentences that could be used with each of the events, which sentences work well – which don't work well?</p>	
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Look at these 3 types of Alan Peat style sentences, could you use any of these?</p> <p>3 bad - dash</p> <p>many questions?</p> <p>Some; others</p>	
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p>if, if, then</p> <p>Can you use a subordinating clause? Look at the examples below.</p> <p>The Baudelaire Children were upbeat about their situation <b>although</b> Count Olaf was clearly not a caring guardian.</p> <p>Count Olaf was not a caring guardian <b>although</b> the Baudelaire children were upbeat about their situation.</p>	

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**Although** Count Olaf was not a caring guardian the Baudelaire children were upbeat about their situation.

Choose Alan Peat sentences that fit with the events from Monday's lesson. Then try 3 part sentences using subordinating conjunctions. Look at the examples above to help you.

**Wednesday:** LO Use paragraphs to separate mood, change in time or place etc. To use topic sentences to begin paragraphs.

Using write a line miss a line, write your first draft of the section of diary from Violet's Point of view.

The note – how would Violet feel? What memories did being asked to cook bring back?

What did Violet feel about the amount of people to cook for? Final sentence: Violets reaction to Justice Strauss calling.

**Thursday:** If you haven't already, edit the first draft you wrote yesterday. Make sure you have included:

Short sentence for impact.

Subordination to add detail.

Range of punctuation.

**Friday:** Copy up your diary entry in best.






**FOUNDATION SUBJECTS:**

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

<p><b>Week 2</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>Main learning objective:</p> <p><b>History: Where was I when – Michael Rosen project</b></p> <p><b>Complete and write poem</b></p> <p><b>Science: Irreversible changes (linked to bread making)</b></p> <p><b>Music: Hip Hop</b></p> <p><b>RE- Easter story</b></p>	<p><u>Foundation</u> (offline and online)</p>  <p><b>Computing: Spreadsheets session 6</b></p> <p><b>French: No French due to MR project</b></p> <p><b>PSHE: No PSHE Due to end of term activities</b></p> <p><b>DT: Make bread rolls</b></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><b>History:</b> Log onto digi maps using login details from last week. Have a look at another place that is significant to you. E.g. somewhere you have been on holiday.</p> <p><b>Science:</b> Go outside and look for irreversible and reversible changes.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx">https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx</a> Watch this video first to make sure you can remember what a reversible and irreversible change is. Make a table of reversible and irreversible changes.</p> <p><b>Music:</b> Perform the Fresh Prince of Bel- Air rap.</p>	<p>bread you would like at home. Mix the ingredients and knead the dough. Can add patterns to bread or plait it.</p> <p>This also links to our science topic. Yeast combined with liquid and sugar gives off a gas. Combined ingredients can't be changed back to original state.</p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>		
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