AVANTI HALL

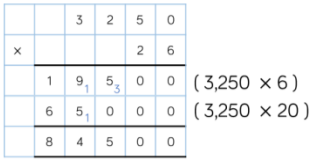
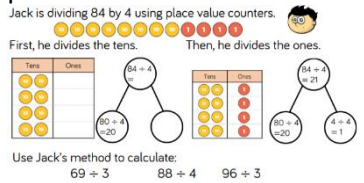
Primary Planning: Year 5, Class Hawthorn

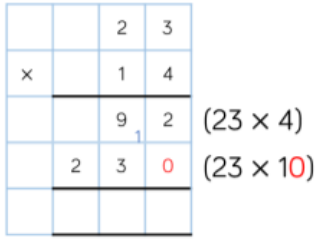
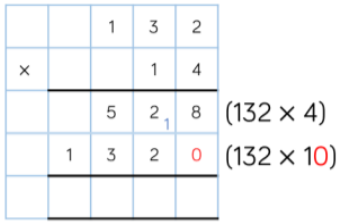
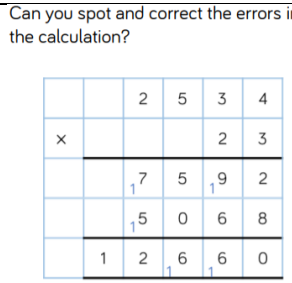
Week beginning: 11.1.21

Planned learning for English, Maths, Topic, R.E. and P.S.H.E.

Reading - **Keep reading!**
Please choose a book at home which will be your reading book for this week. It might be something you've already started to read. It doesn't have to be a story book – it could be an information book, instruction manual, comic or a magazine...whatever is going to keep you interested! I would like you to read for twenty minutes, three times a week please. You could read just after lunch time, like we do at school.
I am going to post some videos of the first few chapters of our class book too – which you can watch anytime this week!

	English				
	Monday 11th January	Tuesday 12th	Wednesday 13th	Thursday 14th	Friday 15th
	LG: Examine the structure of the information pages We are going to look at one page from our information book. How do the pages work? Explore the structure and information on the pages. Are there any patterns in how the information is presented? We will create a template for writing a new page in this book. **See Powerpoint and activities on Google Classroom.**	LG: explore the difference between active and passive sentences We will explore the difference between active and passive sentences by looking at the subject and whether they are doing the verb or not. Perform a series of actions and write a sentence to describe the action as an active and a passive sentence, e.g. Joy threw the keys on the floor. The keys were thrown on the floor.	LG: investigate the order of clauses We will choose some of the complex sentences from the text. Record on strips of paper. Children cut up strips into clauses and underline verbs. Investigate the order of clauses and explain why the author has used the order that they did. Create our own sentences using the structures to write about something else. Record them, ensuring the correct punctuation is used.	LG: identify and use a variety of noun phrases How is so much information shared in so few words? Remember last week when we labelled an image? What sort of information did you put as labels (can you name it)? Explore the use of noun phrases, identifying those used, writing them out on strips of paper and identifying patterns. Use images of other animals from the book and label them using a range of noun phrases.	SPAG challenge cards There is another challenge card for you to complete. You might need to check some vocabulary on the glossary I sent last week. **See Powerpoint and activities on Google Classroom.**

		Look through the text and identify the passive verbs. What effect do they have on the text? Try rewriting the sentences to make them active and reflect on the difference. **See Powerpoint and activities on Google Classroom.**	**See Powerpoint and activities on Google Classroom.**	**See Powerpoint and activities on Google Classroom.**	
	Maths				
	Monday	Tuesday	Wednesday	Thursday	Friday
	LG: Multiply 2-digit by 2-digit We are going to move on from the area model and work towards more formal multiplication methods. **See video link and activities on Google Classroom.** 1.We are going to multiply our top 2-digit number by the ones column first (23 x 4) We can do this by 3 x 4= 12 (carry the one the tens column) Then 2 x 4 = 8...+ 1 (which we carried) 2.Now we multiply our top 2-digit number by the tens column (23 x 10) Multiplying by 10 is easy, right? The digits move one	LG: Multiply 3-digit by 2-digit We will use multiplication to find area and solve multi-step problems. Methods previously explored are still useful e.g. using an area model. **See video link and activities on Google Classroom.** Why is the zero important? What numbers are being multiplied in the first line and the second line? When do we need to make an exchange? What happens if there is an exchange in the last step of the calculation?	LG: Multiply 4-digit by 2-digit **See video link and activities on Google Classroom.** Look at the numbers in each question, can they help you estimate which answer will be the largest? Explain why there is a 9 in the thousands column. Why do we write the larger number above the smaller number?  (3,250 × 6) (3,250 × 20)	LG: Multiply 4-digit by 2-digit Now we will build on our understanding of multiplying 4-digit numbers by 2-digit numbers. It is important that we understand the steps taken when using this multiplication method. Methods previously explored are still useful e.g. grid **See video link and activities on Google Classroom.**	LG: Divide 2-digit by 1-digit How can we partition 84? How many rows do we need to share equally between? If I cannot share the tens equally, what do I need to do? How many ones will I have after exchanging the tens? If we know 96 ÷ 4 = 24, what will 96 ÷ 8 be? What will 96 ÷ 2 be? Can you spot a pattern?  Jack is dividing 84 by 4 using place value counters. First, he divides the tens. Then, he divides the ones. Use Jack's method to calculate: 69 ÷ 3 88 ÷ 4 96 ÷ 3 **See video link and activities on Google Classroom.**

	place to the left, and we fill the space with a zero 3.Last, add our answers together (92 + 230)  	 		 	
	Topic				ICT
	Monday	Tuesday	Wednesday	Thursday	Friday
	LG: To build mastabas and pyramids using Lego bricks and nets. Today we will Explain how the structure of pyramids developed over the years. Describe the purpose of the pyramids. Make 3D models of pyramids using 2D nets. **See Powerpoint and activities on Google Classroom.**	LG: Plan and carry out an enquiry to find the best way of moving 'blocks' up a ramp. Today we will Appreciate what a hard task it was for the Ancient Egyptians to build the pyramids. Understand that we cannot be sure of the methods that were used to build pyramids. Understand that friction is a force that slows down objects moving across a surface. Plan an enquiry to find the best way to pull a 'block' up a ramp. Present their findings.	LG: To make a model of The Sphinx. Today we will Describe the shape of The Sphinx at Giza. Understand the importance of The Sphinx to the Ancient Egyptians. Make a model of The Sphinx.  **See Powerpoint and activities on Google Classroom.**	LG: To understand how figures were represented in Ancient Egyptian art and draw and paint a figure in the Ancient Egyptian style. Today we will Explain why it is thought that pyramids were no longer built for Pharaoh's tombs during the New Kingdom. Describe the Ancient Egyptian style of depicting people. Draw and paint a figure in the Ancient Egyptian style.	LG: I can design my own character and back drops What was the aim of the Maze Game created last lesson? What could be done to make the game more interesting or exciting? Can you create a more challenging maze backdrop than the last one? Can you design a new character for your game? How about a background? **See Powerpoint and activities on Google Classroom.**

		See Powerpoint and activities on Google Classroom.		 **See Powerpoint and activities on Google Classroom.**	
	PSHE/RE				
			PSHE LG: I can understand how retailers try to influence our spending How do manufacturers and retailers try to influence the way we spend our money? How can we be 'critical consumers'? We will be thinking about the advertising techniques used for different products and the full cost of products in order to identify which one is the better deal. **See Powerpoint and activities on Google Classroom.**	RE LG: I can explain how different religions view peace We are going to look at how the main 6 religions view peace. We will think about their stories and religious texts. We are going to play a game to match the belief with the correct religions to test our understanding. **See Powerpoint and activities on Google Classroom.**	