



Primary Weekly Overview

Primary Planning

Class: Hawthorn Year 5

Week beginning: 18.1.21

Outline: This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga.

All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme.

Reading: What have you been reading recently? Comics, books, instructions to a game or the back of a cereal packet? Reading is important. Learning to read accurately, fluidly, and with good comprehension (understanding) will help you learn in all of your lessons. Did you know..., learning to read is also about listening and understanding as well as working out what's printed on the page? Through hearing stories, you learn about a wide range of words; this helps you to build your own vocabulary: the more words you know the more you will learn!

This week, there will be a new reading resource in your google classroom that you can choose to use to help you practise your reading skills; it uses lots of different types of text including stories, pictures, stories to listen to, and video clips. I think you will find this reading adventure exciting as you will learn about different destinations (places) in the U.K (United Kingdom). I wonder what you will find out about Scotland Year 5. How many new words will you learn? Remember the more words you know, the more you will learn

- We will be reading some different pictures, videos, poems and stories to find out more about a part of our country.
- We are going to use our skills and knowledge of:
- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarise/ Sequencing

Please continue to read a book at home. 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 have posted some videos of the first few chapters of our class book too – which you can watch anytime this week!



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English - daily presentation on Google Classroom

<p>Learning Goal: Note and develop initial ideas, drawing on reading and research where necessary</p> <p>This week we are working towards you making your own page about an animal of your choice.</p> <p>Choose your animal. Search for a video of facts for kids about your animal. e.g. 'red panda facts for kids' https://www.youtube.com/watch?v=sw2MaosHXgQ</p> <p>Watch video again but this time focus on making notes about what is special about them.</p> <p>Use the structure grid and put in information that you have found out. What do you still need to know? If you can't find that information, search on other sites or make it up.</p>	<p>Learning Goal: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Look at the information that you collected yesterday.</p> <p>How would you group your information and what would your topic sentence be?</p> <p>Create one paragraph into text orally (speak it to someone at home) and then write it.</p> <p>Ensure that you are using complex sentences and noun phrases to give lots of information.</p>	<p>Learning Goal: Use further organisational and presentational devices to structure text and to guide the reader</p> <p>You are going to write your full animal page today. Remember to follow the template for a page you made last week (Monday 11/01).</p> <p>You need to include:</p> <ul style="list-style-type: none"> -Noun phrases -Active and passive sentences -Complex sentences -A range of punctuation <p>Focus on writing page to complete each section from template.</p>	<p>Learning Goal: Propose changes to the grammar and vocabulary and punctuation to enhance effects and clarify meaning</p> <p>We are going to be revising and editing the text you wrote yesterday to check for all the elements taught throughout the sequence.</p> <p>Use a different colour pen/pencil to 'polish' your sentences.</p> <p>Look up any spellings you are unsure of in a dictionary or online.</p> <p>Make sure your word choices are the best they can be to clarify meaning.</p>	<p>Learning Goal: evaluate our writing and compare with previous task</p> <p>Present pages as a final, published version. Draw any pictures that you want to include as part of your page.</p> <p>These pages will all be put together to create a class book.</p> <p>You are going to compare and comment on your progress made from your elicitation task to this independent writing.</p>
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Maths – daily video lesson and worksheet on Google Classroom

Learning Goal: Divide 2-digits by 1-digit

We are going to explore dividing 2-digit numbers by 1-digit numbers involving remainders. We will continue to use the place value counters to divide in order to explore why there are remainders.

Remember: the remainder can never be greater than the number you are dividing by.

Teddy is dividing 85 by 4 using place value counters.

First, he divides the tens. Then, he divides the ones.

Use Teddy's method to calculate:
 $86 \div 4$ $87 \div 4$ $88 \div 4$ $97 \div 3$ $98 \div 3$ $99 \div 3$

Challenge:
 Whitney is thinking of a 2-digit number that is less than 50
 When it is divided by 2, there is no remainder.
 When it is divided by 3, there is a remainder of 1
 When it is divided by 5, there is a remainder of 3
 What number is Whitney thinking of?

Learning Goal: Divide 3-digits by 1-digit

We are going to apply our previous knowledge of dividing 2-digit numbers to divide a 3-digit number by a 1-digit number. We will use place value counters and part-whole models to support our understanding. We will divide numbers with and without remainders. We can partition the number into hundreds, tens and ones to divide:

Challenge:
 How many part-whole models can you make to calculate $132 \div 4$?

Learning Goal: Divide 4-digits by 1-digit

We will use our knowledge from last year of dividing 3-digits numbers by a 1-digit number to divide up to 4-digit numbers by a 1-digit number. They use place value counters to partition their number and then group to develop their understanding of the short division method.

Here is a method to calculate 4,892 divided by 4 using place value counters and short division.

Challenge:
Spot the mistake
 Explain and correct the working.

$39414 \div 4 = 9853.5$

Learning Goal: Divide with remainders

We will continue to use place value counters to partition and then group our number to further develop our understanding of the short division method. We will start to focus on remainders and build on our learning to understand remainders in context.

Muffins are packed in trays of 6 in a factory. In one day, the factory makes 5,623 muffins. How many trays do they need? How many trays will be full? Why are your answers different?

Challenge:
Always, Sometimes, Never?

A three-digit number made of consecutive descending digits divided by the next descending digit always has a remainder of 1

$765 \div 4 = 191 \text{ remainder } 1$

How many possible examples can you find?

Learning Goal: Assess our learning

We have finished this block of Maths learning. On google classrooms, there are some assessment style questions for you to have a go at.

Do not worry if you find some tricky – you might want to look back to the video lessons from the last 2 weeks to help you.

It is Ok to skip a question if you really do not know how to approach it, but having a go means I can see what you've got right and where you've got stuck so I can help you better!



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Topic

Learning Goal: Research and make notes on the life of Jean François Champollion; Write a biography or fact file about Champollion

We will understand that the Ancient Egyptians wrote using different scripts from ours. Explain that the Rosetta Stone enabled hieroglyphs to be translated.

Describe how Champollion was able to break the hieroglyph code.

Write a biography or fact file about Champollion.

hieroglyphic - demotic

	ḳ2 a		3 m(a)		VII se/s(a)
	ḥ n		n(a)		ḫ k(a)
	ḏ i		ny(a)/ne		ḳ q(a)
	ḏ l		w(a)		ṯ t(a)
	ḳ y(a)		l(a)		ṯ te
	ḥ w(a)		ch(a)		ṯ to
	ḫ b(a)		sh(a)		ḏ d(a)
	ḫ p(a)		s(a)/sh(a)	⋯	: word divider

Learning Goal: To write a diary as Howard Carter, Lord Carnarvon or Lady Evelyn Herbert about the events of November 1922.

We will explain why Howard Carter is described as a good archaeologist.

Describe the finding of Tutankhamun's tomb. Write a diary or radio play script about the discovery of Tutankhamun's tomb.



Learning Goal: To make an observational drawing of an Ancient Egyptian artefact.

We will explain that many Egyptologists were involved in the excavation of Tutankhamun's tomb. Understand that detailed record cards, drawings and photographs were made of the contents of the tomb. Make an observational drawing of an Ancient Egyptian artefact.



Learning Goal: To prepare questions to ask a well-known Egyptologist (and the appropriate answers)

We will explain where some of the most important Ancient Egypt sites can be found. Understand that many Egyptologists have worked at the Ancient Egypt sites. Discuss the controversy of the removal of Ancient Egyptian artefacts from Egypt



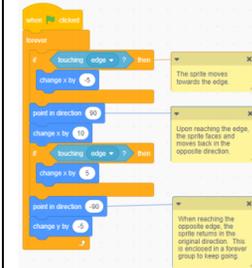
ICT Learning Goal: I can add features or effects to enhance a game.

What other effects could be added to the Maze Game now to enhance the final version?

Think of the possible code for some of your ideas from this lesson or last time.

What would make the game more exciting?

Here's a few ideas: sounds, speech bubbles, enemy movement, penalties, time limits, new levels...





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Additional

		<p>PSHE Learning Goal: I can discuss financial risk and borrowing and explain some consequences of this.</p> <p>Why do people borrow or take risks with money? What are the consequences of this?</p> <p>We will create a storyboard from the pictures in the presentation to show one way someone might need to borrow money and consider some of the consequences of this.</p> <p>See Powerpoint and activities on Google Classroom.</p>	<p>RE Learning Goal: I can state the similarities and differences between each religion's view on peace.</p> <p>We will discuss an overview of religion's view on peace to start to draw comparisons between the religions. We will create our own symbolic image to show differences and similarities between each religion's view on peace. What is your image of peace going to explain?</p> <p>See Powerpoint and activities on Google Classroom.</p>	
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