



Primary Weekly Overview

Primary Planning

Class: Hawthorn Year 5

Week beginning:08.2.21

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.

Theme of the week: Community

Reading:

This week we are going to go on a reading adventure!

- 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

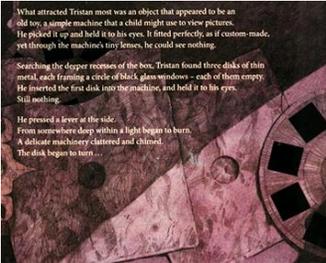
Please continue to read a book at home. I would like you to read for twenty minutes, three times a week please. You could read just after lunch time, like we do at school.

I have posted some more videos chapters of our class book too – which you can watch anytime this week!



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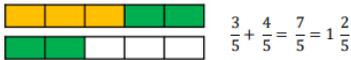
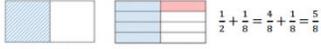
English - daily video lesson on google classroom

<p>Learning Goal: To generate vocabulary for a diary entry In this lesson, we will be generating vocabulary to use when writing a diary entry. We will be focusing on how to generate adjectives for key nouns, and then moving this on to adding verbs and adverbs to describe what a character might be doing at a certain point of the story. We will use the vocabulary we've generated together to create sentences describing</p> <ol style="list-style-type: none"> 1. What Tristan saw when he looked through The Viewer 2. What Tristan felt when he saw those images 3. What he did when he felt that way 	<p>Learning Goal: To understand the features of a diary</p> <p>In this lesson, we will be looking closely at dairy entries. We'll be understanding why people write diary entries and what are the main features of a diary entry.</p> <p>We will consider:</p> <ul style="list-style-type: none"> Purpose Audience Language Layout Punctuation 	<p>Learning Goal: To write a diary entry</p> <p>In this lesson, we will write a diary entry from the prospective of Tristan from The Viewer. We'll use a plan and success criteria to help us write.</p> <ul style="list-style-type: none"> -I have used adjectives before my nouns to describe them in a more detailed way -I have used verbs and adverbs to describe what I saw and did -I have used fronted adverbials to say 'when' events took place 	<p>Learning Goal: To write an alternative ending to a story</p> <p>In this lesson, we will be reading the rest of The Viewer and discussing its ending. Then, we will make up our own alternative ending and prepare to write that.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Learning Goal: To develop reading for pleasure through discussion of favourite characters</p> <p>In this lesson, we explore how reading builds empathy. We will share recommended reads and explore character traits in order to describe a favourite character. When we talk about reading for pleasure, we just mean the reading that we do that is really enjoyable for us. The reading that makes us happy that we want to do. That could be reading nonfiction. It could be reading fiction. It could be reading blogs. It could be reading anything that you choose.</p>
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Maths – daily video lesson and worksheet on google classroom

<p>Learning Goal: Add and subtract fractions</p> <p>We will recap understanding of adding and subtracting fractions with the same denominator. We will use bar models to support understanding of adding and subtracting fractions.</p> <p>How many equal parts do I need to split my bar into?</p> <p>Can I convert the improper fraction into a mixed number?</p> <p>How can a bar model help me balance both sides of the equals sign?</p> <p>Here is a bar model to calculate $\frac{3}{5} + \frac{4}{5}$</p>  <p>$\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1 \frac{2}{5}$</p>	<p>Learning Goal: Add fractions within 1</p> <p>We will add fractions with different denominators for the first time where one denominator is a multiple of the other.</p> <p>We will use pictorial representations to convert the fractions, so we have the same denominator.</p> <p>We will always write our working alongside the pictorial representations so we see the clear links.</p> <p>Mo is calculating $\frac{1}{2} + \frac{1}{8}$</p> <p>He uses a diagram to represent the sum.</p>  <p>$\frac{1}{2} + \frac{1}{8} = \frac{4}{8} + \frac{1}{8} = \frac{5}{8}$</p>	<p>Learning Goal: Add fractions within 1</p> <p>We will add more than 2 fractions where two denominators are a multiple of the other.</p> <p>We will use a bar model to continue exploring this.</p> <p>Can I find a common denominator?</p> <p>Do I need to convert both fractions or just one?</p> <p>Extension:</p> <p>Jack has added 3 fractions together to get an answer of $\frac{17}{18}$</p>  <p>What 3 fractions could he have added?</p> <p>Can you find more than one answer?</p>	<p>Learning Goal: Add 3 or more fractions</p> <p>We will continue to represent adding fractions using pictorial methods to explore adding two or more proper fractions where the total is greater than 1.</p> <p>We can record our totals as an improper fraction but then convert this to a mixed number using our prior knowledge.</p> <p>Annie is adding three fractions. She uses the model to help her.</p>  <p>What could her three fractions be?</p>	<p>Learning Goal: Add any fractions</p> <p>How does the pictorial method support me to add the fractions?</p> <p>Which common denominator will we use?</p> <p>How do my times-tables support me to add fractions?</p> <p>Which representation do you prefer? Why?</p> <p>Extension:</p> <p>The sum of three fractions is $2\frac{1}{8}$</p> <p>The fractions have different denominators.</p> <p>All of the fractions are greater than or equal to a half.</p> <p>None of the fractions are improper fractions.</p> <p>All of the denominators are factors of 8</p> <p>What could the fractions be?</p>
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Topic

Learning Goal: To understand the range of activities carried out by Ancient Egyptian women on a daily basis.
 What do you think Ancient Egyptian women did throughout an ordinary day?

- Describe a day in the life of an Ancient Egyptian woman.
- Identify a range of everyday objects found in Ancient Egyptian homes.
- Understand how a water clock works.
- Make a simple water clock.

Learning Goal: To understand the range of foods eaten by Ancient Egyptians and list ingredients used in their diet.

- Describe the diet of Ancient Egyptians.
- Understand that bread was the staple diet for all Ancient Egyptians (both rich and poor).
- Prepare some Ancient Egyptian food for a feast.
- Taste a range of Ancient Egyptian foods.



**Well-being
Wednesday**

Learning Goal: To discover details of the Ancient Egyptians education system

- Explain that only some boys and no girls went to school in Ancient Egypt.
- Describe how papyrus was made.
- Work out some calculations using Ancient Egyptian numbers.



ICT

Learning Goal: I can add point-scoring and levels to game code.
 A variable is the name for something which can be given a numerical value and that this value can be changed as desired within the code.
 We can make our own variable by clicking on the 'Variables' option in the 'Code' tab.

Success Criteria:
 I can identify new features to be added to a game.
 I can create a variable.
 I can use code to increase the value of a variable.
 I can add relevant messages that are linked to a final value.



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Additional

**Well-being
Wednesday**

RE
Learning Goal: I can explain how religions focus on community cohesion to bring about peace.
 Explain the role Western religions play in promoting peace through community cohesion.
 Discuss the different things each religion does to achieve this.
 Explain that today's task involves cutting out the actions and sticking them in a pyramid formation of importance.