



Primary Weekly Overview

Primary Planning

Class: Hawthorn Year 5

Week beginning:01.3.21

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: Physical Health and Mental Well-being

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 develop a rich understanding of words associated with being hard - working</p> <p>In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences. We're going to be looking at illustrations for each word, which will help us really understand what these words mean.</p> <p>Then we're going to identify word pairs and synonyms and that's going to help us to again have a deeper understanding of the word and to be able to apply the word in lots of different contexts.</p> <p>gruelling laborious backbreaking</p>	<p>Learning Goal: To plan a biography</p> <p>In this lesson, we will plan our biography on Harriet Tubman, who led hundreds of enslaved people to freedom.</p> <p>We will use our previous notes from last week and collate them into a plan ready to write.</p> <p>What is an introduction?</p> <p>We will include general information and we do not go into specific detail yet.</p> <p>We need an introductory sentence, two or three general facts, and then a linking sentence.</p> <p>We will have an overarching intro to the topics.</p>	<p>Learning Goal: To write a biography (Part 1)</p> <p>In this lesson, we will write our first three paragraphs of our biography of Harriet Tubman.</p> <p>Harriet Tubman led hundreds of enslaved people to freedom along the route of the Underground Railroad.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Success criteria:</p> <p>I have used a range of sentence starters</p> <p>I have used a who/which relative clause</p> <p>I have used a range of formal 'and' / 'but' conjunctions</p> </div>	<p>Learning Goal: To write a biography (Part 2)</p> <p>In this lesson, we will complete their writing of a biography on Harriet Tubman.</p> <p>We will write our third paragraph of the main body and then their conclusion.</p> <p>What should we put in the last paragraph of our main body of writing?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The Civil War</p> <p>Intro sentence:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>Linking sentence:</p> <ul style="list-style-type: none"> • _____ </div>	<p>Learning Goal: To edit a biography</p> <p>In this lesson, we will discuss what editing is and what an editor does. Then we will practise editing together. We will then edit our own writing.</p> <p>Editing is the process of making any necessary changes to a text or a video.</p> <p>When you edit, you decide what will stay and what will be changed.</p> <p>This is quite a tricky skill.</p>
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Maths – daily video lesson and worksheet on google classroom

Learning Goal: Subtraction - breaking the whole

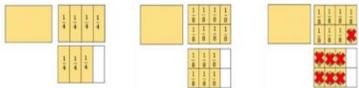
We will use prior knowledge of fractions to subtract two fractions where one is a mixed number and you need to break one of the wholes up.

Is flexible partitioning easier than converting the mixed number to an improper fraction?

Do we always have to partition the mixed number?

When can we subtract a fraction without partitioning the mixed number in a different way?

We can work out $2\frac{3}{4} - \frac{7}{8}$ using this method.



Use this method to calculate:

$$3\frac{1}{3} - \frac{5}{6} \qquad 4\frac{1}{5} - \frac{7}{10} \qquad 5\frac{2}{3} - \frac{4}{9}$$

Learning Goal: Subtract 2 mixed numbers

We will use different strategies to subtract two mixed numbers.

Building on learning in previous steps, we will look at partitioning the mixed numbers into wholes and parts and build on our understanding of flexible partitioning as well as converting to improper fractions when an exchange is involved.

Rosie has $20\frac{3}{4}$ cm of ribbon.

Annie has $6\frac{7}{8}$ cm less ribbon than Rosie.

How much ribbon does Annie have?

How much ribbon do they have altogether?

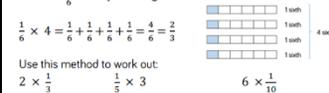
Learning Goal: Multiply unit fractions by an integer

We will be introduced to multiplying fractions by a whole number for the first time.

We will link this to repeated addition and see that the denominator remains the same, whilst the numerator is multiplied by the integer.

We will try to simplify fractions where possible.

Work out $\frac{1}{6} \times 4$ by counting in sixths.



Use this method to work out:

$$2 \times \frac{1}{3} \qquad \frac{1}{5} \times 3 \qquad 6 \times \frac{1}{10}$$

Learning Goal: Multiply non-unit fractions by an integer

We will apply prior knowledge of multiplying a unit fraction by a whole number to multiplying a non-unit fraction by a whole number.

We will use similar models and discuss which method will be the most efficient depending on the questions asked.

Whitney has calculated $4 \times \frac{3}{14}$



From the picture I can see that $4 \times \frac{3}{14} = \frac{12}{14}$



Do you agree?

Explain why.

Learning Goal: Multiply mixed numbers by an integer

We will use their knowledge of fractions to multiply a mixed number by a whole number.

We will use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying.

We will continue to explore visual representations such as the bar model.

Use repeated addition to work out $2\frac{2}{3} \times 4$

$$2\frac{2}{3} \times 4 = 2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} = 8\frac{8}{3} = 10\frac{2}{3}$$

Use this method to solve:

$$2\frac{1}{6} \times 3 \qquad 1\frac{3}{7} \times 2 \qquad 3\frac{1}{3} \times 4$$



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Topic				
<p>English Learning Goal: Give well-structured descriptions of feelings Thoughts and Feelings Watch a range of online video clips of roller coaster rides to gain the perspective of the rider. Describe how you think the rider feels as he or she is on the ride, including what kind of things they might be saying and thinking. Generate speech and thought bubbles for different videos and share them with the class.</p>	<p>Science Learning Goal: Plan different types of scientific enquiries to answer questions Plan and perform a fair investigation to discover suitable materials for building a log flume vessel. A log flume vessel must be buoyant and waterproof. Plan and perform a fair investigation to discover suitable materials for building a log flume vessel. Experiment with different materials to see how buoyant they are before creating a prototype. Test their suitability, capacity and speed.</p>	<p>Well-being Wednesday</p>	<p>Craft</p>	<p>ICT Learning Goal: develop programs that respond to timed events In this lesson, you will program your own interactive dance party. This activity requires sound as the tool was built to respond to music. This lesson introduces the core CS concepts of coding and event programming (using blocks).</p> 
				



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Additional

	<p>PSHE</p> <p>Learning Goal: to understand the purpose of failure</p> <p>In this lesson we will be thinking about failure. We will try some different activities to feel what it is like to find something difficult.</p> <p>What does fail mean?</p> <p>How does it feel to fail?</p> <p>How does it feel to succeed?</p> <p>How does it feel when we find something difficult?</p> <p>How can being positive help?</p> <p>How can we learn from failures?</p>	<p>Well-being Wednesday</p>	<p>RE</p> <p>Learning Goal: To explore and discuss what Jews believe about forgiveness</p> <p>Can you explain what sin is?</p> <p>Can you explain what it means to confess or repent?</p> <p>Can you explain what Jews believe about sin?</p> <p>Can you explain what commandments or rules are important to Jews?</p> <p>Can you explain the covenant relationship that Jews believe in?</p> <p>Can you consider how the Jewish belief in the covenant relationship affects how Jews think about forgiveness?</p>	<p>French</p>
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