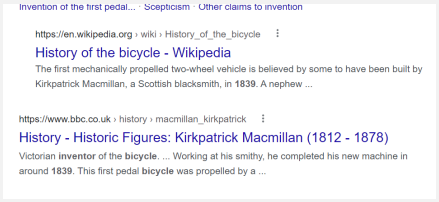
Sully School Key Stage 2 2021 -2022

Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

What Matters Statements - PStep 3 Lookup

Aut 1	Week beginning:	Year Group: 5	Class Teacher: JB, CMM, TDL
	Literacy	**Numeracy**	**Topic**
Dydd Llun Monday	**LO: I am learning to develop an understanding of character.** Display the statement 'Daniel is terrified of Spud Harper and his gang.' Allow children time to discuss in pairs to what extent they agree or disagree with this statement. They should refer to evidence from the text to support their answer. (Written answers could be displayed upon a whole-class scale from 'strongly disagree to strongly agree'.) What are the children's first impressions of Daniel? Do they think he will make a good main character? Why? Why not? They should compare him with the main character in Malamander? What are the similarities and differences? Display resource 1a. Explain that this will be a one page representation of the children's understanding of Daniel so far. They should add additional fast facts of their own choosing along with answering those detailed already. Complete an action-insight example with them so that they fully understand what is required. (e.g. action: Daniel returned the stolen items from Spud's gang to the other children. Insight: Daniel has good morals and is prepared to help others even when endangering himself.) Also explain that they must write an explanatory sentence about the character trait conveyed in each quote they have selected. The Nowhere Emporium 9-11 - Lesson …	**LO: Find and name angles** Angles Game Obtuse and Acute A game to be played in pairs. Decide who will be 'acute' and who will be 'obtuse'. 1) One of you draws a straight line. 2) The other now draws another line from the centre of the first line to create one acute angle and one obtuse. 3) The 'acute' person estimates their angle and the 'obtuse' estimates theirs. 4) They then work out the angle using a protractor to find out who was the closest. The one who was closest gets a point. 5) Repeat 10 times. **Angle Hunt** Ask children to go on an angle hunt around the school (Take pictures using Ipad/chromebooks). How many angles can they find? can they name each angle correctly - how do they know this is an acute/obtuse angle? **Challenge** Can you find a reflex angle?	**LO: Use more than one information source to identify the inventors of machines and inventions** Working in groups the children must organise their invention cards into date order. Clarify with the children the oldest and latest invention included in the set of cards. Explain the importance of using a variety of information sources to validate information. Show how using a Google Search you can find the information that you need… e.g. 'who invented bicycle in 1839' in Google  Show the children how we can visit each webpage to clarify the information that we believe to be true. Children use their Chromebooks and Google 'Safe Search' to identify the inventor for each of their inventions / machines and write a short description for each invention (what it is). They must then use this information to create a timeline of inventions in their topic books (double page spread) that includes… • The name of the invention • A drawing of the invention • The date it was invented • Who invented it • A description of the invention

			Timeline can be in the shape of a road etc. to make the best use of space in their books (doesn't have to be a straight line) Historical Inventions display - link to cards
Description of Learning.	LL&C - WM4 - I can respond to what I hear, read and view expressing opinions and showing my understanding in my language of choice.	M&N - I can demonstrate my understanding of angle as a measure of rotation and I can recognise, name and describe types of angles.	Hum - WM1 - I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.
Cross Curricular Skills LNF/DCF	LNF Listening - I can listen to build my vocabulary, develop my pronunciation, intonation/accents and sentence structure, and use these in my own communication.	Numeracy - I can use angle as a measure of rotation.	DCF - I can adjust keywords and search techniques to find relevant information.
Dydd Mawrth Tuesday	**LO:Using the context to predict the meaning of new vocabulary.** Read Chapters 3-5 to the class. The children can follow along. Ask the following questions as you read the story: What does the phrase, 'the world around him was lost to blackness' (page 27) mean? Read up to page 30. Who do you think Vindictus Sharpe is? Who is the boy? Does the name 'Vindictus' sound like any other words you might have heard? Does it give you any clues as to his character? Give two examples from page 31 that suggest the master is nervous. Look at page 32. What do you think the boy likes about 'Alice in Wonderland' and 'Treasure Island'? Does the boy remind you of any other characters in any other books about magic? Give the children the worksheet below. Vocabulary They can then read through the list of words with their partner. Write down the sentences in the story where each word appears. Next talk to your partner about what you think each word means.	**LO: Place numbers to 100 000 on a line.** **Abacus Lesson 41** On the Number line tool 5.9.1a, show 0–100 000 and choose the number 72 459. Ask children to describe where this number is on the line, e.g. it is between 70 000 and 80 000 but closer to 70 000, about half-way between 70 000 and 75 000. Ask children to describe to their partners where the number 25 873 lies on this line. Take feedback, then display the number on the line. Repeat with 49 324. Choose 34 782. Which multiple of thousand is closer? So thirty-four thousand seven hundred and eight-two rounds to thirty-five thousand. Zoom in so that 34 700 and 34 800 can be seen. Zoom in so that 34 780 and 34 790 are visible. Which multiple of ten is closer? Point out that the thousands and the hundreds digits do not matter, we are looking at the '82'. Ring the multiple of ten which is closer. It is eighty, so thirty-four thousand seven hundred and eighty.	**LO: Practise dribbling and passing the ball** Warm-up: 'Groups of' game. Stretching: Children will then spread out and find a space for stretching. Stretches will be performed from head to toe, allowing joints and muscles to become more flexible. Skills practice 1: Demonstrate correct passing of the ball, specifically correct usage of the stick. Show a hit and a slide. In pairs, children to practice passing the ball to a partner, ask them to try both the hit and the slide, discuss which was the most accurate. How easy was it to receive the ball? Model putting the length of the stick down when receiving the ball. Pair to practice passing and receiving. Increase/decrease distance as appropriate. Skills practice 2: Split class into 2, still in pairs. Using half the length of the playground, a pair at a time children practice running with the ball and passing to their partner. When the first pair has reached half way, second pair can set off etc. Remind children that if

	Finally, use a dictionary or chrome book to check your ideas, then write down a definition. Chilli 1 - words 1-5 Chilli 2 - words 1-8 Chilli 3 - words 1-11	Ask children to write 57 236 on whiteboards. What multiples of ten come before and after this number? Draw a line above 57 236 and write the multiples of 10 at each end, with 57 236 roughly in the right place. Point out that the thousands and the hundreds digits do not matter to us, as we are looking at the '36'. Ring the multiple of ten which is closer. (40, so 57 240) Children show whiteboards. Chilli 1 - Y5 TB1 p73 Chilli 2 - Y5 TB1 p74 Chilli 3 - Gui 5.9.1	necessary they can still dribble the ball into a good position to pass, this is what you would do in a game situation. Game practice:The teams must try and score a goal by passing the ball to another member of their team who must stand in their scoring area. The game starts with the teams on the opposite side to their scoring area and they must pass and dribble the ball between their team to try and score. The ball must be passed 5 times between a team before they can score. Explain that for successful passing in a game, children need to ensure that they are looking for their teammates and looking to see who is ready to receive the ball. Progression: Teams can only score by passing the ball to a person standing in the hooped area. Children must still make 5 passes before they can score.
Description of Learning.	LLC WM2 - I can read texts, choosing strategies which best help me understand them.	M&N - I can apply my understanding of number value to round and approximate appropriately.	H&WB - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.
Cross Curricular Skills LNF/DCF	LNF Reading - I can use a range of strategies to make meaning from words and sentences, including: text organisation and prior knowledge of context.	LNF - The Number System - I can read and write numbers to 1 million and numbers to 3 decimal places. I can estimate by rounding to the nearest 10, 100, 1000 or whole number.	LNF - ListeningI can listen to, understand, infer, interpret and recall the general meaning of what I have heard.
Dydd Mercher Wednesday	**LO: I can identify and use relevant information in a text.** Group Guided Reading - Children to reread chapter 4 as a class. During the guided reading session… Explore the following statements and vocabulary with the children… What is a 'goatee'? What is an 'asylum'? What does it mean if you're 'scrawny'? Recap on the meaning of **'infer'** ask the children with their thinking partner…	**LO: Place decimals up to two places on a line.** **Abacus lesson 42** Use the Fraction and decimal number line tool 5.9.2a and show 0 to 10. Ask children up to the board to point to where numbers such as 4·5, 3·1 and 6·7 should go on the line. Use the tool to confirm. Remind children that we can write tenths as 1/10 or 0·1, so 6·7 can be written as 6 7/10. For each number, ring the nearest whole. Remind children that we round 4·5 up to 5.	**LO:To retell the Judeo-Christian Creation story using a method of their choice.** Read as a class the powerpoint on the Judeo-Christian Creation story. Copy of Creation powerpoint - Judaism and Christi… Recap on the facts: Christianity originated from Judaism, and Jesus was Jewish. Christianity as a religion began after his death. The Bible is split into two parts - the Old Testament and the New Testament. Read the creation story.

	Why do you think the man at the door stepped up so he was at the same level as the master? Find and copy a sentence which shows the orphanage was an unwelcoming place. Find and copy a sentence which shows the man arrived at an unusual time. Where do you think the boy is kept? Where do you think the boy has gone at the end of this chapter? Why do you think the master has no recollection of Vindictus Sharpe and last night's events? **Chilli 1** In the children's English books they are to copy and answer the following questions… What was the name of the orphanage? What was the name of the man at the door? What adjective is used to describe the man's shoulder? How long had the boy been at the orphanage? What was in the portraits? What does the boy enjoy doing? What colour were the master's eyes? Why was the master not scared of the boy? **Chilli 2 (Chilli 1 and…)** Predict what the child's 'condition' could be. **Chilli 3 (Chilli 1, 2 and…)** Explain the choice behind the title of this chapter. Summarise the character of 'the boy' in one word. Then, explain why you chose this word.	<u>Short task</u> Ask children to write a number between 3 and 4 with one decimal place on whiteboards. They then put whiteboards into two groups, one with numbers that round to 3 and one that round to 4. <u>Teaching</u> Zoom in on the Fraction and decimal number line tool 5.9.2a to show the range 0 to 1, and then again to 0 to 0·1. What does each little mark represent? Count in steps of 0·01 from 0 to 0·1. Remind children that 0·01 can be written as 1/100 and that 10/100 is the same as 0·1. Scroll along to show 0·1 to 0·2 and ask children up to the board to mark on numbers such as 0·15, 0·19. Zoom out to show the 0 to 1 line again. Display 0·45 and ask children to describe where this number lies, e.g. half-way between 0·4 and 0·5. Repeat to show numbers between 0·6 and 0·7, or between 0·1 and 0·2. Repeat with other numbers such as 0·79 and 0·32. Which decimals of one place do these numbers lie between? Is it closer to zero or to one? Scroll along to show the range 1 to 2. Display numbers such as 1·23, 1·72, 1·54 and 1·81. Ask children whether the number rounds to 1 or 2. Chilli 1- PSR.S 5.9.2 Chilli 2 - PSR.C 5.9.2 Chilli 3 - PSR.E 5.9.2	The children will then select one of the following ways of retelling the Judeo-Christian story of creation. ● Create a comic strip. ● Double page spread. ● Create a painting/drawing. ● Create a story book for a 3-7 year old. Chilli 1 children may use a word mat to support them. Children completing a comic strip may use the template. Once you have completed your task, look at somebody else's work who chose a different method than you. Think about the following questions when evaluating their work: How are the stories/similar different? Are the differences important? Do they affect the content of the story? Have they included all seven days? Have they sequenced (ordered) the story correctly? Have they contained all the relevant information? Have they added extra information? If so, is it accurate? Peer assess their work by writing WWW and EBI using a purple pen.
Description of Learning.	LL&C - WM2 - I can use inference and deduction to understand texts and can consider the reliability of what I read.	M&N - I can accurately place integers, decimals and fractional quantities on a number line.	Hum WM2 - I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.
Cross Curricular Skills LNF/DCF	LNF Reading - I can use inference and deduction to understand the text, and can consider the reliability of what I read.	LNF - The Number System -I can read and write numbers to 1 million and numbers to 3 decimal places.	LNF Writing - I can adapt my writing style and structure to suit the audience, purpose and context.

Dydd Iau Thursday	**LO:** Read Chapters 5-7.. What does it mean if you 'adjust' something? Define 'curious'. What does a 'futile attempt' mean? What is a 'vendor'? Discuss with their thinking partner why they think Mr Silver compares imagination to 'a tree'? Tell the children they are going to plan to retell the 'Opening Night' with key differences, using the book as the model description. Reread Pages 49 - 53 from the word 'Showtime'. Tell the children they are going to plan a short description of opening night changing key parts of the story listed on the worksheet below. They must change the given details into their own ideas. Plan of Opening Night Discuss ideas with their thinking partners, then share again as a class, before completing the worksheet. Chilli 1 - Teacher support Chilli 2 - Work with partner support Chilli 3 - Support a partner	**LO: Ordering decimals** Explain that the position of a digit in a number gives the value of that digit. The further left the digit, the greater its value. Ask children if they can read the number on slide 2. <u>Ask Children to answer the questions on slide 3 in pairs</u> What is the value of the selected digit? Write your answer using both numbers and words. Use only numbers for the last three questions. Go through the answers as a class and address misconceptions. Tell childrenIt is easier to put decimals in order if we have the same number of digits after the decimal point. <u>Slide 6</u> Example 1: put these decimals in order of size from highest to lowest. Tell children to work through the steps. On whiteboards complete the challenges on the remaining slides. Chili 1 - Chilli 1 Worksheet Chilli 2 - Chilli 2 Worksheet Chilli 3 - Chilli 3 Worksheet	**<u>P.E</u>** **LO: To ask for help from a team member to improve performance.** <u>Warm up:</u> Continuous Relay <u>Game: Dodgeball</u> Divide the balls evenly between both sides and place in the middle of each half. Players must have 1 foot in contact with their end-line before starting. The object is to eliminate all members of the opposing team by hitting them below the head (or below shoulders/waist/knees), by catching a ball thrown by a member of the opposing team or by forcing opposition players to move outside the court when a ball is thrown at them. If a player catches a ball thrown by the opposing team, the player who threw the ball is eliminated and team that caught the ball can reinstate an eliminated player. A ball becomes dead once it has hit the ground. Players can pick up dead balls and throw them back at the other team. Players are allowed to leave the court to gather balls, but cannot throw the ball until they are back inside the court. Once all the players on a team are eliminated, the game is over. At the end of each round have a team discussion. The children who were out first can ask the children who stayed in longer for a tactic that may help them in the next game. Ensure advice is given with respect. <u>Plenary</u> Choose a coloured gift card. Hand it to a player of your choice. Green - a message of praise for a team-mate. Amber - a message of support for a team-mate. Red - a message for a team-mate on how they can improve. <u>Guided Reading session</u>
Description of Learning.	LLC - WM4 - I can retell stories creatively.	M&N - I can accurately place integers, decimals and fractional quantities on a number line.	HWB WM2 - I can ask for help when I need it from people I trust.

Cross Curricular Skills LNF/DCF	LNF Writing - I can explore different ways to plan, draft and present my work appropriately.	LNF - The Number System -I can read and write numbers to 1 million and numbers to 3 decimal places.	LNF Listening - I can listen to and respond to others with questions and comments which focus on reasons, implications and next steps.
Dydd Gwener Friday	**LO:To write a description of Opening Night** Reread pages 49-53 from the Nowhere Emporium. Then using their plans from yesterday's lesson, children are to rewrite the opening night. Discuss the sections they are going to change. How are they going to link the parts together to retell the story of the opening night. In groups of 4 on their whiteboards the children can make a list of adjectives, adverbs they will use. Each group must come up with a simile to describe a different scene e. g. the birds flight, scents, performers, fuel, treasures in the shop. Each group feeds back to the class. Discuss the success criteria below: **Chilli 1** To write in the 3rd person To use adjectives **Chilli 2 (Chilli 1 and …)** To use speech marks. To use commas **Chilli 3 (Chilli 1, 2 and …)** To use adverbs To use similes	**LO: Compare and order numbers with up to two decimal places** **Abacus lesson 43** Write 3·2 and 2·3 on the board. Which is bigger? Why? Ask a child to come up and write < or > between the two numbers. Repeat with other numbers less than 10 with one decimal place, asking children to write an inequality on whiteboards. Short task Ask children to write a number between 3 and 4 with one decimal place on whiteboards. They put the whiteboards from their group in ascending order. Teaching Show the Number line tool 5.9.3 and zoom in between 3 and 4. Choose one group to write their numbers on the line between 3 and 4 to confirm their order. Write 2·34 and 2·43 on the board. Which is bigger? Discuss how the first number has three tenths but the second has four tenths, so is bigger. We need to compare the tenths before we compare the hundredths. Use the IWB to display the line from 2 to 3 and ask a child to compare and place the two numbers on the line to confirm which is larger. Write 3·67 and 3·81 on the board. Children write an inequality on whiteboards. Use the Number line tool 5.9.3 to confirm. Repeat with other pairs of decimals, such as 4·56 and 4·52, 8·76 and 6·78, 9·28 and 9·32.	**LO:To develop my vocabulary and pronunciation through listening and reading.** Introduce the Hamdden (leisure activity) vocabulary from the powerpoint eg nofio, gymnasteg etc. Do 'I say you say', using different intonations to practise pronunciation. Introduce the sentence patterns in turn… Beth wyt ti'n gwneud? Dw i'n gallu chwarae… Dw i ddim yn gallu chwarae… Wyt ti'n gallu….? Ydw/Nag ydw Mae James yn gallu…. Dydy James ddim yn gallu…. Practise with the teacher then in pairs. In their books the children can write down the vocabulary for the leisure activities by each picture. Then in their books they can write the following sentence patterns: Chilli 1 Beth wyt ti'n gwneud? Dw i'n gallu….. Dw i ddim yn gallu…. Chilli 2 (Chilli 1 and…) Mae James yn gallu…. Dydy James ddim yn gallu…. Chilli 3 (Chilli 1, 2 and …) Dw i'n gallu chwarae ……. achos mae'n ….. Dw i ddim yn gallu chwarae …… achos mae'n …..

		<u>Short task</u> Ask children to write a number between 5·2 and 5·3 with two decimal places on whiteboards. They then put the whiteboards from their group in ascending order. Teaching Choose one group to write their numbers on the line between 5·2 and 5·3 to confirm their order. Write the following numbers on the board and ask children to work in pairs to write them in order on whiteboards: 3·4, 3·21, 4·3, 3·9, 3·78. Take feedback. Ensure children realise that, e.g. 3·4 is more than 3·2, as 3·21 lies between 3·2 and 3·3, which are before 3·4 on the number line. Use the Number line tool 5.9.3 to confirm if necessary. Chilli 1- Gui 5.9.3 Chilli 2- Y5 TB1 p77 Chilli 3- Y5 TB1 p78	
Description of Learning.	LLC WM4 - I can use my imagination and experiment with language to create my own literature.	M&N - I can accurately place integers, decimals and fractional quantities on a number line.	LLC WM2 -I can develop my vocabulary and pronunciation through listening and reading, and use new words and phrases in a variety of contexts.
Cross Curricular Skills LNF/DCF	LNF Writing - I can adapt my writing style and structure to suit the audience, purpose and context	LNF - The Number System -I can read and write numbers to 1 million and numbers to 3 decimal places.	LNF Listening - I can listen to build my vocabulary, develop my pronunciation, intonation/accents and sentence structure, and use these in my own communication.