Sully School   Key Stage 2   2021 -2022

What Matters Statements - PStep 3 Lookup

Sum 1	Week beginning: 09.05.22	Year Group: 5	Class Teachers: JB, CMM, TDL
	Literacy	**Numeracy**	**Topic**
Dydd Llun Monday	LO:To understand there are differences in culture in different periods of time. Guided reading - Upto Slavery and the British Empire. British Empire facts! - National Geographic Kids (natgeokids.com) Read around the class choosing individual children to read a paragraph each. Check understanding of the text after each paragraph and explain unfamiliar vocabulary. Discuss the meaning of the following words: Imperialism Colonialism territories Empire Plantations Independence Indigenous people What do the children think about the methods the British used to grow their empire? Do they feel proud of our British heritage? Complete the answers from the document below: 📄 The British Empire	**LO: Understand what percentages are, relating them to hundredths.** **Abacus lesson 141** Write the percentage sign (%) on the whiteboard and ask children to discuss in pairs where they have seen this symbol. Take feedback, e.g. in sales where something is 40% off, or as a result of surveys, 85% of people prefer… Explain that the sign stands for per cent which means out of 100. Show the Fraction, decimal and percentage equivalence tool 5.29.1. Click to shade one square. What fraction of the whole square is shaded? 1/100. We can also say that one per cent of the whole square is shaded. Click to show 2%, 3%, 4%, 5%. Click on 'show percentage' and 'show fraction' each time. Click on the left arrow to highlight one row. What percentage is shaded now? How many hundredths? Can we write this in a simpler way? Click to show percentage and fraction, then click 'simplest form'. Repeat for two rows, three rows, four rows and five rows. Children write the percentage, then as hundredths, and then in simplest form each time. Click on the arrows by each row to highlight the whole square, then click to clear the very last square. What percentage is coloured now? So ninety-nine per cent is very close to the whole	**LO: Find locations of the British Empire on an atlas.** Class discussion - Has anybody heard of the British Empire? (What was it, who was in charge etc) Show Children the video: https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1 Explain that Britain used to rule over many countries around the globe. The British Empire was the largest Empire ever (Largest population and land mass). Work through PPT and discuss as a class: **Task** Children are to find former countries of the British Empire and label and colour on a map of the World. **Chilli 1** - Children to use map that is already labelled and colour in the countries that were part of the British Empire. List Top 3 Countries with Highest population in order. **Chilli 2** - Label and Colour blank map with support of British Empire map. List top 5 Countries with highest population. **Chilli 3** - Label and Colour blank map with support of British Empire map. List top 10 countries with highest population.

	Chilli 1 - Match the vocabulary to the correct meaning. Answer questions 1-3. Chilli 2 - Answer questions 1-8. Chilli 3 - Answer questions 1-10	thing. Click on the last square. And now? One hundred per cent is the whole square! Highlight 25 squares as a 5×5 square in the top left to show 1/4. What percentage is showing now? And fraction? How many squares are not shaded? What percentage is shaded? What fraction is shaded? Chilli 1- Gui 5.29.1 Chilli 2 - Y5 TB3 p73 Chilli 3 - Y5 TB3 p74	
Description of Learning.	Hum - I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.	M&N - I can demonstrate my understanding that non-integer quantities can be represented using fractions (including fractions greater than 1), decimals and percentages.	H: I can describe some of the relationships, links and connections between a range of societies. H: I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.
Cross Curricular Skills LNF/DCF	LNF Reading - I can read to build my vocabulary and develop sentence structures, and use these in my own communication.	Numeracy - I can calculate a percentage, fraction and decimal of any quantity with a calculator where appropriate.	Literacy -Reading Strategies: I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.
Dydd Mawrth Tuesday	LO:To describe how some different characteristics of communities and societies have changed. Guided reading - From Slavery and the British Empire to the end. British Empire facts! - National Geographic Kids (natgeokids.com) Discuss again if the children are proud of their British heritage? Have they changed their opinion from yesterday? Why do they think British people found it acceptable to behave this way? What do they think are the lasting effects of this period of history? Discuss when the abolition of slavery took place in Britain - Why do they think we are still	**LO: Know key equivalences between percentages and fractions** **Abacus lesson 142** Show Screen 5.29.2b of clothing items. Explain that it is the sales, and all these items are going to be reduced by 10%. Donna the shop assistant has got to work out how much needs to be knocked off each price. What fraction is equivalent to ten per cent? Show a blank 100-square on Fraction, decimal and percentage equivalence tool 5.29.2. Click to colour ten squares. We have coloured a tenth, that is ten out of a hundred. Point out that 10% is the same as 1/10. Write 10% = 1/10 on the whiteboard and read it together. Point to the jacket. What is a tenth of forty-five pounds? So 10% of £45 is £4·50. Click on the jacket to confirm. **Short task**	**P.E** Indoor P.E TDL/ Outdoor JBZ/CMM LO: Develop throwing skills/jumping skills in Athletics. Warm up - 5 minute jog around the field keep a pace. Carousel of activities Throws - Shot put - bean bag: Javelin - tennis ball: Discus - Quoits Jumps - Standing long jump 2 feet to 2 feet: Triple jump - hop step and a jump: High jump standing tuck jump/wall reach Plenary - Record one activity of their choice 3 attempts using a range of measuring equipment - tape measures, metre sticks, trundle wheel. **Topic** **LO: Research a country of the British Empire.** Research a country from the former British Empire. Use think jotters to note down information for Subheadings:

	talking about the unfair treatment of different races today? What can they do to help? Research the stories of famous figures who have fought for equality, such as Rosa Parks, Nelson Mandela and Martin Luther King. They can work on their own or in pairs of their choice. Find out: How they were treated in their life. What did they do to fight their cause? What personal hardship did they have to endure? What changes did they help to make? Who supported their movement? They can make notes in their think jotters or on google docs in readiness for tomorrow's lesson.	Ask children to find 10% of the other prices on slide 1. **Teaching** Click on each price tag to confirm. Show slide 2 of shoes and say that all these shoes are to be reduced by 20%. Ask children to talk to their partners about how we might find 20%. Take feedback and agree that we can find 10% (a tenth) and double it, explaining that because 20 is double 10, then 20% is double 10%. Show the blank 100-square on Fraction, decimal and percentage equivalence tool 5.29.2 again and click to colour two lots of ten squares. Explain that this is 2/10. (Some children may spot that this can also be written as 1/5.) To find twenty per cent we can find ten per cent and double it. Chilli 1- Y5 TB3 p75 Chilli 2- Y5 TB3 p76 Chilli 3- Y5 TB3 p77	● Population ● Language ● Culture ● Food/Drink ● Interesting facts Children are to then create a double page spread of this country in their topic books. To be continued on Thursday afternoon.
Description of Learning.	Hum - I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.	M&N-I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.	H: I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.
Cross Curricular Skills LNF/DCF	LNF Reading - I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate.	Numeracy - I can calculate a percentage, fraction and decimal of any quantity with a calculator where appropriate.	Literacy - Understand, response and analysis: I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate.
Dydd Mercher Wednesday	LO: To organise my presentation. Using their research from yesterday the children must create a powerpoint in readiness for a presentation on their famous figure in the fight for equality. The children can work independently or in pairs.	**LO: Find equivalent fractions, decimals and percentages** **Abacus lesson 143** Use Fraction, decimal and percentage equivalence tool 5.29.3. Click on five of the arrows on the left to highlight five rows and discuss what percentage of the square is	LO: Music Charanga Scheme - The Fresh Prince of Bel Air - Lesson 1 1. Listen and Appraise - begin to recognise the basic style indicators of Old School Hip Hop ● Listen and Appraise - The Fresh Prince Of Bel Air by Will Smith: Play the song. Use your

The powerpoint can include images, bullet points, maps, facts, quotes, interesting facts etc. The children are only going to put brief points on the powerpoint. They can then write some notes in their think jotters/paper about how they will expand each point orally for the presentation tomorrow.

The children will need some time to practise for their presentation tomorrow. They must try and memorise some of the facts by using the slides as a reminder of the points or as a starter. They can use flash cards to help but again they must not read straight from the card.

highlighted. What fraction and decimal is this equivalent to? Click on the 'Show percentage', 'Show fraction' and 'Show decimal' buttons to confirm. Ask children how 50/100 can be written in a simpler form. Select 'simplest form' to confirm. Show children how they can write the equivalence 50% = 1/2 = 0·5.

Reset the tool. This time use the arrow on the left to select one whole row. Point out that we have shaded ten squares. This is ten out of a hundred which is ten per cent. Ask children how we can write it as a fraction (10/100). Ask children if we can simplify this. Draw out that 10/100 is equivalent to 1/10. Ask children how we write 1/10 as a decimal. If necessary show 0·1 on a place-value grid by drawing the 10s, 1s, tenths and hundredths grid and reminding children that 0·1 is a tenth. Write the equivalence: 0·1 = 1/10 = 10%. Read this together.

Click to show 15 squares shaded. Point out that it is 15 out of a 100. Ask children to write the equivalence on whiteboards (percentage, fraction and decimal). Take feedback and point out that 15% is the same as 0·15 and 15/100. Praise children who realise that 15/100 can be simplified. Demonstrate that it is 3/20.

Click to show the top left-hand quarter of the square as shaded (using the arrows to help). Encourage children to see that 1/4 is equivalent to 25% or 0·25.

Click to show three rows shaded. Ask children how many out of 100 this is. 30/100 or 30%. Write 30/100 and ask children to write this fraction in its simplest form (3/10). How can we write three-tenths as a decimal? We can write it as zero point three.

Chilli 1 - IP 5.29.3b

body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.
● After listening, talk about the song and answer the questions together using correct musical language.
2. Musical Activities - Refer to the Unit Overview and use the Activity Manual for guidance
a. Warm-up Games - including vocal warm-ups - The Fresh Prince Of Bel Air:
b. Flexible Games - extension activity
c. Learn to Sing the Song - The Fresh Prince Of Bel Air: Start to learn to sing the song.
3. Perform
● Performance -The Fresh Prince Of Bel Air: Perform and share what has taken place in today's lesson - sing the song.

		Chilli 2 - IP 5.29.3a Chilli 3 - IP 5.29.3c	
Description of Learning.	Hum - I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.	M&N-I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.	EA - I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.
Cross Curricular Skills LNF/DCF	LNF - I can organise talk so that different audiences in different contexts can follow what is being said, including using formal language.	Numeracy - I can calculate a percentage, fraction and decimal of any quantity with a calculator where appropriate.	LNF - I can express interest and enjoyment.
Dydd Iau Thursday	LO: To engage the audience. The children are going to present their powerpoint. They must not read the slides but expand on the information given on each slide with further detail. They can use their flash cards if they have them. The children can then answer questions from their audience. As a class the children can feed back to the presenter about what they thought went well. They can also sensitively feed back on a way to improve it for next time. Once the presentations are finished each child can complete a self assessment on their own presentation. This can be based on the given success criteria below: Chilli 1 I can speak clearly and be understood I am prepared for my presentation Chilli 2 I can speak clearly and be understood I am prepared for my presentation I can use expression and vary my tone to engage the audience I can expand upon ideas on my powerpoint	**LO: Solve problems involving fraction and percentage equivalents** **Abacus lesson 144** Choose ten children who like jacket potatoes to stand at the front. Ask them to consider whether they prefer cheese, beans or chilli in a jacket potato. They move and stand by the appropriate heading made from cards on RS 874 Sorting cards - cheese, beans, chilli. The rest of the class work in pairs to write the headings on whiteboards and write the fraction out of 10 of children who prefer each filling, e.g. 3/10 prefer cheese. Together convert the fraction for each filling to a percentage, reminding children that 10% is equivalent to 1/10, so if 3/10 prefer cheese, then this is 30%. They write these under the fractions on whiteboards. Short task Children work in groups of 4. They vote for whether they prefer chips, pasta or rice. They write the fraction voting for each dish, and the percentage underneath. E.g. 3 out of the 4 children in our group preferred chips, so 3/4 or 75% preferred chips. Repeat for three dishes of their choice, e.g. curry, Sunday roast or noodles.	P.E Indoor CMM/ JBZ / Outdoor TDL LO: To learn **Topic** Research a country from the former British Empire. Use think jotters to note down information for Subheadings: ● Population ● Language ● Culture ● Food/Drink ● Interesting facts Children are to then create a double page spread of this country in their topic books. To be continued on Thursday afternoon.

	Chilli 3 I can speak clearly and be understood I am prepared for my presentation I can use expression and vary my tone to engage the audience I can expand upon ideas on my powerpoint I have good subject knowledge I can answer questions with confidence	Teaching Ask different groups to show whiteboards of fractions and percentages. The rest of the class have to say how many children preferred each dish. Say that a class of 28 children were asked whether they preferred football, swimming or cycling. Half preferred football, a quarter preferred swimming, what percentage preferred cycling? Children discuss in pairs, first working out what fraction must like cycling, and what percentage this is. Ask how many children preferred cycling. If it was 25% or 1/4, it is 1/4 of 28 or seven children. How many children preferred football? Repeat with: A different class of thirty children were surveyed. Chilli 1 - IP 5.29.4 Chilli 2 - Y5 TB3 p81 Chilli 3 - Gui 5.29.4	
Description of Learning.	LLC - I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.	M&N-I can use my knowledge of equivalence to compare the size of simple fractions, decimals and percentages and I can convert between representations.	H: I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.
Cross Curricular Skills LNF/DCF	LNF Speaking - I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience.	Numeracy - I can calculate a percentage, fraction and decimal of any quantity with a calculator where appropriate.	
Dydd Gwener Friday	LO: To use a range of strategies to read with understanding. **Revision Literacy Paper**	LO: **Revision Numeracy Paper**	LO: To understand and speak clearly. •Revise and drill language patterns: Ble mae'r sinema? Dyma'r sinema. Mae'r sinema ar y chwith. Oes sinema yn y dref? Oes, mae sinema yn y dref. Nag oes, does dim sinema yn y dref. Ble mae'r siop fara? Mae'r siop fara o flaen y siop losin.

			•Play games to consolidate all language patterns, eg Circle game and Battleships. •Sing preposition song to the tune of 'Agadoo'. •Activities to consolidate independent language skills, eg Map work – Find the different places on a map and ask and answer questions about shops / attractions in the town. Use the new and revised language patterns. Use language mat, such as 'Oes' to carry out question and answer session with a partner. •Writing activities to consolidate independent writing skills, eg write a description of a town. •Reading activities to consolidate independent reading skills, eg read another pupil's town description.
Description of Learning.	LLC - I can read texts, choosing strategies which best help me understand them.		LLC - I can understand the general meaning of what I hear and can communicate it in my language of choice.
Cross Curricular Skills LNF/DCF	LNF Reading -I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.		LNF Speaking - I can produce many speech sounds accurately.