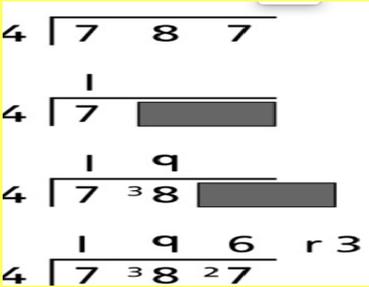




What Matters Statements - PStep 3 Lookup

Sum 2	Week beginning: 27.06.22	Year Group: 5	Class Teacher: JB, CMM, TDL
	Literacy	Numeracy	Topic
Dydd Llun Monday	DIRT - Reflection time	<p>LO: Use short division to divide 3-digit numbers by 1-digit numbers. Abacus Lesson 131. Launch Screen 5.27.1b to show $787 \div 4$ and ask children for an estimate of the answer (787 is about 800, so $800 \div 4$ gives an estimate of 200). Remind children of the steps in short division of a 3-digit number: Find how many of the divisors are in the 100s digit, remember what this digit is worth and write the answer in the 100s column. Move any left 100s to the 10s column. Repeat for the 10s digit, moving any left-over 10s to the 1s column. Divide the 1s. Read the answer to the division and check that it makes sense, using the estimate for reference. Demonstrate using these steps to find the answer $787 \div 4$, using a sticky note on the screen to cover 87. Then remove the sticky note as you proceed with the division to cover just the 7 then remove it altogether.</p> 	<p>Rubicon Dance workshop - JBZ 1.15-2.15 TDL 2.15-3.15 LO: Research a para- athlete During this activity, you will be reading statements and each pupil must decide if they agree or disagree. One side of the room will be designated as agree, the other disagree and they will stand on the side representing their opinion. Try To discourage “sitting on the fence”. Begin With A Simple Statement Such as “ready salted crisps are the best flavour” as a demonstration. They must choose their sides and present their arguments. Pick a few people from each side to tell you why they chose the side they did and what their thoughts are. This can lead to open honest discussion, as well as debate where you can encourage active listening, clear communication, and respect for differing views.</p> <p>Read the following statements, countdown as they pick their side, and debate!</p> <ul style="list-style-type: none"> ■ Anyone in the world should be allowed to take part in sports competitions. ■ Men and Women should be allowed to compete against each other in the same sport. (Feel free to choose a specific sport such as football). ■ Athletes should be paid more than para-athletes. ■ Everyone in the UK should be made to have 60 minutes of physical activity per day. ■ Sport should just be for fun; people shouldn't be paid for it. <p>Explore Where These Discussions Take You As A Class</p>

		<p>Chilli 1 - Gui 5.27.1 Chilli 2 - Y5 TB3 p55 Chilli 3 - Y5 TB3 p56</p>	<p>but finish off with a teacher led discussion around diversity and inclusion within sport. Birmingham 2022 is being led by the motto “theGamesforEveryone”, consider what this means to them. Why Should The Commonwealth Games be for everyone and how does the Queen’s Baton Relay Help To Promote This?</p> <p>One children have completed this, they can complete research into a para-athlete of their choice in preparation for creating a fact file.</p>
Description of Learning.		<p>M&N - I can use the four arithmetic operations confidently, efficiently and accurately with integers and decimals, and I can combine these using distributive, associative and commutative laws where appropriate.</p>	<p>LLC - WM3 - I can respond to others’ points of view. LLC - WM4 - I can make connections between what I hear, read and view.</p>
Cross Curricular Skills LNF/DCF		<p>LNF - Numeracy I can divide 3-digit numbers by a 2-digit number.</p>	
<p>Dydd Mawrth Tuesday</p>	<p>JBz - Complete Wednesdays lesson over 2 days TDL - LO: To engage an audience using appropriate clarity, tone, expression and vocabulary. Recap on what they know about the Queen’s Baton relay. Explain that inside the Baton is a message from the Queen to be read out at the opening ceremony of the games. Ask the children to think about what the message might say. Remember as well as celebrating sporting achievement the Commonwealth is all about the calling together of different nations and celebrating together. The children can work in pairs to write a sentence that might be included. Share their ideas. Next read her message from the games in Glasgow in 2014. “To you, the Commonwealth athletes, I send my good wishes for success in your endeavours. Your accomplishments over the coming days will encourage us all to</p>	<p>LO: Use short division to divide 4-digit numbers by 1-digit number <u>Abacus lesson 132</u> Explain that today we are going to learn how to use short division to divide 4-digit numbers by single-digit numbers. But it is not really much harder as the process is just the same! Demonstrate the method to work out $5296 \div 4$. Show the division on Screen 5.27.2b. First, ask children to estimate the answer. ($5300 \div 4$ will be a bit more than 1300.) Drag the rectangle on the screen to cover the last three digits and ask, How many fours are in five? Agree there is only 1, and write it in the 1000s column. Agree that there is 1 left over. Move the rectangle along so that the 2 is exposed. Write the 1 before the 2. We now have twelve hundreds. How many fours in twelve? 3. Three what? Three hundreds. Write the 3 in the 100s column. Move the rectangle to reveal the 9. How many fours in nine? 2. Two what? Two 10s. Write 2 in</p>	<p>LO: To be able to bowl overarm. Recap the work from last week where children began to bowl overarm. Begin the session by practising the techniques they worked on last week so that children can become more confident in the motions they have to go through. Move this on by then working on different bowling techniques when children are confident in their techniques, looking at being able to bowl different lengths, different paces and bowling spin if children are particularly confident with bowling overarm.</p> <p>Drill 1 – Children will begin by practising the drills from last week, looking at overarm bowling with the ball bouncing in the hoop to recap the techniques and ensure they are still bowling with accuracy when using an overarm method.</p> <p>Drill 2 – Children will begin to bowl whilst running, working on the same method as before but by now including a run up, ensuring they can still bowl with</p>

strengthen the bonds that unite us. You remind us that young people, those under 25 years of age, make up half of our Commonwealth citizens; and it is to you that we entrust our values and our future. I offer my sincere thanks to the many organisations and volunteers who have worked diligently to bring these Games to fruition, and indeed to the spectators here in the stadium and to the millions watching on television. Together, we all play a part in strengthening our friendships in this modern and vibrant association of nations.”

Read through her message together and decipher all that she means. Now tell the children that she has written a new message which is travelling around the Commonwealth countries right now and will arrive in Alexander stadium in Birmingham on the opening ceremony on the 28th July 2022. In pairs the children can write a message that they think would inspire both the athletes and the spectators of all the commonwealth countries. They can decorate their final message so it looks attractive as it’s pulled out the baton. If time allows read out their messages to the class at the end of the lesson.

the 10s column. How many left over? 1 left over. Remove the rectangle and write the 1 before the 6. How many fours in sixteen? Write 4 in the 1s column. Agree the answer.
Chilli 1 - IP 5.27.2b
Chilli 2 - Gui 5.27.2
Chilli 3 - IP 5.27.2c

accuracy when running and that they can bowl at or before a line.

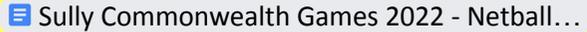
Drill 3 – Depending on confidence, children will begin practising different bowling techniques. Least confident children will work on bowling different lengths, using hoops to aim at to help them with this, whilst more confident children will then work on bowling in different patches and looking at beginning to take pace off the ball or putting more pace in.

Description of Learning.	<p>LLC - I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.</p>	<p>M&N - I can use the four arithmetic operations confidently, efficiently and accurately with integers and decimals, and I can combine these using distributive, associative and commutative laws where appropriate.</p>	<p>HWB - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>
Cross Curricular Skills LNF/DCF	<p>LNF Writing - I can adapt my writing style and structure to suit the audience, purpose and context</p>	<p>LNF - Numeracy I can divide 3-digit numbers by a 2-digit number.</p>	<p>HCI - have the confidence to participate in performance.</p>
<p>Dydd Mercher Wednesday</p>	<p>LO: To structure my writing in a pamphlet using headings, subheadings, captions, images and paragraphs.</p> <p>Look at the official commonwealth games website below: https://www.birmingham2022.com/ Using the information they have gathered during the week plus any additional information they can find on the website, the children are going to design a pamphlet to advertise the 2022 Games. It must include the following information: Chilli 1</p> <ul style="list-style-type: none"> ● Where it's taking place ● When - Dates ● Sports included ● Countries involved <p>Chilli 2 (Chilli 1&2)</p> <ul style="list-style-type: none"> ● Information on the Queen's Relay Baton ● Motto and mascot <p>Chilli 3 (Chilli 1,2 &3)</p> <ul style="list-style-type: none"> ● Charities ● Youth Programs <p>The children must design their pamphlet so it is informative, clear and neat, eye-catching (including images and different size fonts), headings and subheadings.</p>	<p>Goal Free Maths LO: Use reasoning skills. Reasoning - Google Drive</p> <p>Select a goal free task and ask children to write down what they know just by looking at the question. What can they see? What are the numbers/pictures? What are the colours?</p> <p>Children stick the question in their books and write what they know in bullet points underneath the picture.</p> <p>Then, show children the reasoning question related to the picture. View - Hwb (gov.wales)</p> <p>Ask children the same question, what do they know? Remind children about the RUCSAC method.</p> <p>Ask children to have a go at the question based on what they know.</p> <p>Whole class feedback on how we would tackle this question (s)</p>	<p>LO: <u>TDL - Finish Cuban Artwork/ Research into their para athletes.</u></p> <p>JBz - On google classroom Read through the power point on Christianity. Then complete the answers in full sentences in their topic books.</p> <p>Extension - complete their own research about Christianity. What else can they found out. Write up your findings using pictures, subheadings and their own sentences.</p>

	<p>TDL Conduct research into a para athlete.</p>		
<p>Description of Learning.</p>	<p>LLC - I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.</p>	<p>M&N - WM2 - I can model problems, using expressions and equations involving symbols or words to represent unknown values</p>	<p>Hum WM4 - I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.</p>
<p>Cross Curricular Skills LNF/DCF</p>	<p>LNF Writing - I can use and adapt different structures within my writing.</p>	<p>Numeracy - Conceptual understanding - I can understand and use basic mathematical concepts in a variety of ways.</p>	<p>EIC - are knowledgeable about their culture, community, society and the world, now and in the past.</p>
<p>Dydd Iau Thursday</p>	<p>Fire Service 10- 11 LO: Use A wide variety of vocabulary to describe athletes. What Is an adjective? It is a describing word! Adjectives are used to describe a noun or pronoun such as a person,place,idea,or thing. Ask The Class to come up with a list of adjectives which they think describe an athlete (On Google Jamboard) Share back some of these ideas. <i>Generally, children will use words like strong, fast, muscly and have set views as to what a sports person would be like.</i> Try to challenge their perception of this. Discuss: Does the idea of an athlete change depending on the sport? Runners, SumoWrestlers, Weightlifters, Basketball Players, Cyclists, they all have</p>	<p>LO: I can apply mathematical structure to solve a problem. Explain to the children that we have to come up with a way to decide who wins each sport in our commonwealth sports. There are 8 teams: Jamaica, Kenya, Solomon islands, India, Australia, New Zealand, Pakistan and Canada. The children can work in pairs. Question 1 If everybody was to play everybody, how many matches would that be? Write up all the possible matches. You can use initials for speed eg SI v NZ. The children can now work as a team (2-4) Question 2</p>	<p>LO:To use skills I have learnt to perform in a tournament. As a whole year group divide the children into 8 mixed ability teams. The children must get in their teams and then we will split the children in half. Four teams will be playing hockey and four will be playing rugby 7's. The children will then go outside and recap on the rules of rugby 7's and hockey from their lessons earlier on in the year. They will then have a mini warm up game to remind them of how it is played. For the remainder of the hour the children will play everybody in their group so they play 3 matches each. They will score 3 points for a win, 1 point for a draw and 0 points for a loss. If there is a tie then goal difference/points scored will decide the order. During the second hour the children will compete in the other sport in the same</p>

	<p>completely different body types. Encourage the class that anyone can be an athlete, it's just about finding your personal strengths and weaknesses.</p> <p>Now think about para-athletes and show the class some pictures of Commonwealth Para-athletes. Para-sports are sports played by persons with a disability. They were first part of the Commonwealth Games in 1994 and unlike other sporting events the para-sports are fully integrated, and all medals are included in a nations medal tally.</p> <p>Has this changed their opinion on what an athlete is or could be? What do they think about the para-athletes? Would they like to change or add to their athlete adjectives?</p> <p>Children can write adjectives around a picture of a para - athlete that best describes the attributes they need.</p> <p>Chilli 1 - Write adjectives around their chosen athlete.</p> <p>Chilli 2 - Write short sentences such as: <i>Athletes who compete in cycling need to have <u>excellent endurance</u> to compete in their field.</i></p> <p>Chilli 3 - Children write sentences with adjectives and describe <u>why</u> they think this.</p>	<p>That is too many matches to play. How can we organise the event with less matches? Find a way that is fair to all teams. Eg 2 groups A and B of 4. 1st in group A plays 2nd in group B and vice versa. Then 3rd in group A plays 4th in group B and vice versa. Then semi's and finals. Playoff places can be played (for 5th, 6th, 7th and 8th) Write the structure to your tournament approach.</p> <p>Discuss what ways the children come up with. Which do they think is the easiest to organise? Which is the fairest?</p> <p>The children can work individually</p> <p>Question 3</p> <p>After discussing the different approaches, which tournament organisation would you choose for our next event? Eg. hockey Why would you choose this approach? Give reasons - Less matches, fairer, easier to organise, less time, etc.</p> <p>Chilli 1 - Question 1 Chilli 2 - Question 1 and 2 Chilli 3 - Question 1, 2 and 3</p>	<p>groups. These will be group A and Group B. From the results there will be a playoff for 1st and 2nd, 3rd and 4th, 5th and 6th and 7th and 8th place. The results will be recorded on our commonwealth leaderboard. For the remaining weeks the children will compete in a variety of commonwealth sports events and add their totals to the leaderboard.</p>
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<p>Description of Learning.</p>	<p>LLC - WM2 - I can develop my vocabulary and pronunciation through listening and reading, and use new words and phrases in a variety of contexts</p>	<p>M&N - I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data. ACL - are questioning and enjoy solving problems.</p>	<p>HWB - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p>
<p>Cross Curricular Skills LNF/DCF</p>	<p>Writing- Vocabulary, Spelling and Grammar - I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes.</p>	<p>LNF Proficiency - I can recognise, model and apply the underlying mathematical structures and ideas within problems, in order to formulate and solve them.</p>	<p>HCI - have the confidence to participate in performance.</p>
<p>Dydd Gwener Friday</p>	<p>LO: Write a non-chronological report</p> <p>Following yesterday's lesson; children are to create an athlete fact file/ profile for a para athlete.</p> <p>Show Children an example of a WAGOLL: Richard Whitehead Fact File Ellie Simmonds</p> <p>What do they think are the key features of this report?</p> <p>Feedback as class.</p> <p>Using the information they have gathered from the week, children will make their own fact file in their book on the para athlete they've been researching.</p> <p>Explain to children that a fact file is a form of a non-chronological report - <i>ask children what this means.</i></p> <p>Discuss with children the features of a non-chronological report, what should it include?</p> <p>As a class come up with a success criteria of features that should be included.</p>	<p>LO: I can collate and record relevant data in an appropriate way to show results.</p> <p>Carrying on from yesterday's lesson the children are given the results from the group matches from our netball tournament.</p> <p>Task 1 From these results the children have to calculate the points scored for each of our teams. if there are 3 points for a win, 1 for a draw and 0 for a loss. They then need to count how many goals they scored (GF), how many they conceded (GA) and then calculate the goal difference (GD). Note the answer will be a negative number if they score less than they concede. From their results they have to calculate the order of the teams in both groups from 1st to 4th.</p> <p>Task 2 Complete a bar graph to show the points scored for each team in the first round.</p> <p>Task 3 The children use the results to then select the correct teams to play each other in the next round.</p> <p>Task 4 Using the results from the final the children have to work out the positions for the netball tournament.</p>	<p>LO: To ask and answer questions using 'oes' and 'nag oes'</p> <p>Introducing a new topic: Y dref. Introduce and drill new language patterns using flash cards. · Play games to consolidate all language patterns, eg Circle game and Battleships.</p> <p>Introduce loop game and sentence pattern: . Oes sinema yn y dref? Oes, mae sinema yn y dref. Nag oes etc...</p> <p>Then, using the map of 'Y Dref' children to practise the language pattern with a partner asking if there are certain buildings in the town.</p>

		 Chilli 1 - Task 1 and 2 Chilli 2 - Task 1, 2 and 3 Chilli 3 - Task 1, 2, 3, and 4	
Description of Learning.	LLC - WM2 -I can listen to and understand information about a variety of topics, summarising the main points.	M&N - I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs. ACL - understand how to interpret data and apply mathematical concepts.	LLC - WM2 -I can listen to and understand information about a variety of topics, recall it and summarise the main points in my language of choice.
Cross Curricular Skills LNF/DCF	Writing- Vocabulary, Spelling and Grammar - I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes.	LNF Data - I can collect relevant data to answer posed questions.	Listening - Developing Vocabulary - I can listen to build my vocabulary, develop my pronunciation, intonation/accents and sentence structure, and use these in my own communication.