**Week Commencing:** 7.6.21 This week we are learning the following in Year Five:

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| **Maths** | **English**  | **Topic/other subjects** |
| **For the next two weeks Year Five pupils are working with their Year Six teachers as part of extended transition to enable pupils to make the very best start to Year Six.** |
| MondayL.O: Multiplying numbers up to 4 digitsby a 1-digit numberPupils are reminded of the method for short multiplication and rehearse using it. | MondayL.O: Cold task-instruction writingPupils independently write a set of a instructions on a subject of their choice. | **Welcome to Year Six session:**Pupils have the chance to be introduced to the routines in year six, look at their timetable, understand how SATS tests work and ask the questions they have about life in year six.**Spaghetti challenge:**Pupils complete an activity where they work in small groups to build the tallest tower of spaghetti and marshmallows they can.Pupils will focus on working collaboratively, supporting each other and making decisions as a group.**Designing a Shaduf:**Pupils begin a DT project on building a Shaduf, an Ancient Egytpian machine that enabled farmers to lift water from the river Nile and use it to water their fields.This week, pupils will explore how Shadufs were built, what they were used for and the design the Ancient Egyptians favoured. |
| Tuesday:L.O: Multiplying 2-digit numbersPupils use long multiplication to multiply 2 digit numbers by 2 digit numbers. | Tuesday:L.O: Exploring the meaning of unfamiliar vocabularyPupils develop their understanding of the vocabulary in our model text, a set of instructions for making a Shaduf. |
| Wednesday:L.O: Multiplying 2-digit numbers-consolidation sessionPupils consolidate their understanding of using long multiplication to multiply 2 digit numbers by 2 digit numbers. | Wednesday:L.O: Recording a news report on fingerprintsPupils record a news report on fingerprints, working in groups to each deliver a section of the report and using green screen technology. |
| Thursday:L.O: Multiplying 3-digit numbers by 2-digit numbersPupils use long multiplication to multiply 3 digit numbers by 2 digit numbers. | Thursday:L.O: Identifying features of instruction textsPupils work in pairs to identify the features of instruction texts and explain why they help to make an instruction text effective. |  |
| Friday:L.O: Arithmetic testPupils complete an arithmetic test to support their NFER tests next week. | Friday:L.O: Shared write-opening paragraphPupils write their own version of the opening paragraph to an instruction text on building a Shaduf. |
| **Notes for the week:***L.O means learning objective. This is the skill we focus on each day.*You can also revise timestables on <https://ttrockstars.com/> Additional activities are also provided on <https://mathswithparents.com/> Class: 6RCClass Code: 300350Class: 6NWClass Code: 312591 | **Notes for the week:**Try to read a book every day. You can find E-Books on [www.oxfordowls.com](http://www.oxfordowls.com) Complete the reading comprehension on <https://readingonyourhead.com/> each week. | **Notes for the week:** |

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| **Spelling:** | **Guided reading:** | **Reading skills** |
| Monday:L.O: Monday-introducing new spellingsIntroduce the new word list using the Monday slide on the spelling sheets. Discuss meaning, on the spelling sheets split into syllables and sounds, work together word by word. | Monday:L.O: Reading activityThis activity asks children to complete an activity based on the text we are reading this week.See the guided reading resources for the activity. | Monday:L.O: Speed read, summarise and sequence.Speed read: pupils read as far as much of the text as they can in 30 seconds then mark how far they got. Give them the chance to repeat several times.Summarise: Explain in a few sentences what has happened in the extract.Sequence: Put the events in the chapter into time order.See the reading skills resources for the activity. |
| Tuesday:L.O: year 3/4 and Year 5/6 wordsIntroduce this week’s year three and four words using the Tuesday slide on the spelling sheets. Discuss meaning, use the spelling sheets to split into syllables and sounds, work together word by word. | Tuesday:L.O: Pre readThis activity asks children to read this text we are focusing on this week then make notes on what they have read.See the guided reading resources for the activity. | Tuesday:L.O: fastest finger first and vocabulary questionsFastest finger first: ask pupils to find a range of words in the text as quickly as they can.Vocabulary questions: Answer the questions then mark together, answers are on the last page of the resources.See the reading skills resources for the activity. |
| Wednesday:L.O: independent workUsing the Wednesday slide on the spelling sheets, practice the words independently. It is good to write them in sentences if you are comfortable with the spellings. | Wednesday:L.O: Vocabulary activityThis activity asks children to answer vocabulary questions based on the text we are studying this week.See the guided reading resources for the activity. | Wednesday:L.O: fastest finger first and retrieval questionsFastest finger first: ask pupils to find a range of words in the text as quickly as they can.Retrieval questions: Answer the questions then mark together, answers are on the last page of the resources.See the reading skills resources for the activity. |
| Thursday:L.O: paired workToday you will need a partner | Thursday:L.O: Comprehension activityThis activity asks children to answer comprehension questions based on the text we are studying this week.See the guided reading resources for the activity. | Thursday:L.O: character motivations.This activity asks children to answer questions based on why characters have acted as they have. Answer the questions then mark together, answers are on the last page of the resources.See the reading skills resources for the activity. |
| Friday:L.O: spelling testAsk an adult to test you on this week’s words. | Friday:L.O: Marking vocabulary activityThis activity asks children to mark the questions they answered yesterday. It is best to do this session with an adult so you can discuss your answers and correct them.See the guided reading resources for the activity. | Friday:L.O: speed read and using evidenceSpeed read: pupils read as far as much of the text as they can in 30 seconds then mark how far they got. Give them the chance to repeat several times.Evidence questions: these questions ask pupils to find evidence in the text that helps them to understand and answer the questions.See the reading skills resources for the activity. |
| **Notes for the week:**All the resources you need for the week are on the VLE and the Home Learning Resources page. | **Notes for the week:**All the resources you need for the week are on the VLE and the Home Learning Resources page. | **Notes for the week:**All the resources you need for the week are on the VLE and the Home Learning Resources page. |