

Weekly Overview of Learning

Year Group: 5 Week beginning: 16.01.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to define and explore examples of personification	LI: We are learning to skim and scan a text to help us retrieve and recall information from a text.	LI: We are learning to use and apply subordinating conjunctions.	LI: We are learning to describe using 'show me not tell me'. when writing.	LI: We are learning to explore and identify the features of a setting description.
Speaking and Listening Focus	We will discuss how we can elaborate basic vocabulary so it has an impact on the reader.	When reading the text, we will focus on decoding new vocabulary and fluency.	We will assess how children are listening and to their peers' ideas through think, pair and share.	We will focus on expressing feelings and emotions during the input where the children will be encouraged to show expression.	We will assess how children are listening and to their peers' ideas through think, pair and share.
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key vocabulary</u> The leaves waved in the wind. The water beckoned invitingly to the sweaty swimmers. Love is blind The first rays of morning tiptoed through the meadow. The wind howled in the night.</p> <p><u>Key questions:</u> How can you personify _____? What is the difference between personification and a metaphor?</p>	<p><u>Key vocabulary:</u> skimming scanning keywords analyse relevant</p> <p><u>Blooms questioning</u> Can you find and copy a word that means the same as ____? How can you quickly find keywords to help you answer a question? How can you analyse a question? Explain what scanning and skimming is.</p>	<p><u>Key vocabulary:</u> After ... While ... Because ... Even though ... Although ... Unless... When ... Firstly ...</p> <p><u>Blooms questioning</u> Describe Timbavati using a range of subordinating conjunctions How can you uplevel this sentence using subordinating conjunctions</p>	<p><u>Key vocabulary:</u> swampy sun-drenched veld abundant adapted arid biodiverse endangered established evasive</p> <p><u>Blooms questioning</u> Can you identify where I have used figurative language? Can you identify what I have described? How could you describe _____? How can you uplevel this sentence?</p>	<p><u>Key vocabulary:</u> adjectives Expanded noun phrases Similes Metaphors Fronted adverbials Sentence starters - ing/-ed</p> <p><u>Blooms questioning</u> Which features of a setting description can you identify? Suggest ways in which you could improve this sentence Describe the image that is being cast in your imagination?</p>
Activities	Children as a class, will come up with examples of personification to describe images of Timbavati. Children will be reading a passage and upleveling by adding personification.	In this lesson, we will explicitly go through skimming and scanning. including, what are they and how do we effectively skim and scan a text. This will then enable the children to successfully answer questions from chapter 6 and 7	In this lesson children will be using subordinating conjunctions in their writing. We will then go on to writing 5 sentences of our own to describe Timbavati using a range of subordinating conjunctions.	In this lesson the children will be describing images using 'show me not tell me'. This will encourage the children to describe what they can see using elaborate vocabulary, figurative language and a range of fronted adverbials.	In this lesson children will be reading through the descriptive writing, using the checklist they will identify the features the author has managed to include. They will then go on to giving the author feedback on how to

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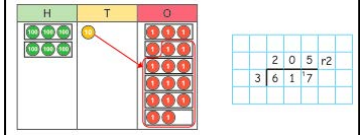
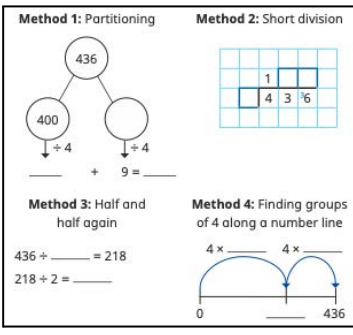

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Maths - Multiplication and Division	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to divide with remainders.</u>	<u>LI: We are learning to divide using efficient division methods.</u>	<u>LI: We are learning to solve problems with division.</u>	<u>LI: We are learning to solve problems with multiplication and division.</u>	<u>Topic Assessment</u>
Key vocabulary and key questions	<p>Key Vocabulary: remainder divide groups exchange column short division</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does “remainder” mean? • How can you use your times-tables to know if a division by 2/5 will have a remainder? What other divisibility rules do you know? • What do you notice about the size of the remainders compared to the number being divided by? • What is the greatest possible remainder you can get when dividing by ? • How do you know this answer is incorrect, just by looking at the size of the remainder? 	<p>Key Vocabulary: short division long division part-whole model place value chart remainder</p> <p>Key Questions:</p> <p>Which method do you find the easiest?</p> <ul style="list-style-type: none"> • Which method do you find the most efficient? • How would you explain how this method works? • What is the most efficient way to divide by ? • What happens if you double one factor and halve the other? • How can you use factor pairs to help you? • How can you divide multiples of ten? 	<p>Key Vocabulary: calculation efficient method mental strategy short division long division divide calculation</p> <p>Key Questions:</p> <p>What operation do you need to do? How do you know?</p> <ul style="list-style-type: none"> • Why can you multiply or divide the numbers in any order? • What strategy can you use to solve this problem? • How do the words in the problem tell you what to do? • Is there a more efficient method? • What calculation do you need to do? How do you know? • Could you have worked it out a different way? 	<p>Key Vocabulary: calculation operation multiplication/multiply division/divide formal methods informal methods mental strategies</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What operation do you need to do? How do you know? • Why can you multiply or divide the numbers in any order? • What strategy can you use to solve this problem? • How do the words in the problem tell you what to do? • Is there a more efficient method? • What calculation do you need to do? How do you know? • Could you have worked it out a different way? 	<p>Key Vocabulary: All key vocabulary taught in the topic.</p>

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Activities	<p>In previous years, children have looked at division with remainders informally. In this small step, they move on to formal calculations that result in a remainder. The formal written method for short division continues to be used alongside familiar models. Children use place value charts and counters so that they associate the remainder with the amount “left over”.</p>  <p>The progression of examples is carefully chosen to focus children's attention on the link between the remainder and the number being divided by. They should generalise that a remainder must be less than the number being divided by. Remainders are represented in the calculation as r1, r2 and so on. In this step, the focus is on completing and understanding the calculation procedure.</p>	<p>So far in this block, children have divided numbers with up to four digits in a range of contexts, using various methods. They have used informal methods to understand the structure of division and the formal written method to promote efficiency. In this small step, children consolidate their knowledge and understanding of division and begin to make decisions regarding the most efficient or appropriate methods to use in a range of contexts. They begin by looking at informal methods, such as partitioning, using known facts, factor pairs and number lines, and then compare these to the formal written method. They make decisions about which method they prefer or which would be more efficient for a given problem.</p> 	<p>In this lesson, children will use their understanding of division to answer exam style reasoning questions.</p> <div data-bbox="1025 347 1377 550" style="border: 1px solid black; padding: 5px;"> <p>There are 357 people at a wedding. They are sitting at tables in groups of 8 Tiny works out how many tables are needed.</p>  <p>Explain why 45 tables are needed.</p> </div> <p>Children will look at worded problems and select the important information and understand clearly what the question is asking them to find out.</p> <div data-bbox="1025 758 1377 869" style="border: 1px solid black; padding: 5px;"> <p>A minibus can seat 6 people. 71 people are going on a trip. How many minibuses are needed?</p> </div> <p>Children will write calculations to find the answer and decide to use either formal methods or informal methods to find the answer. Children will practise checking their answers using a different method.</p>	<p>In this small step, children apply their knowledge of multiplication and division to solve problems. The main focus of the step is on giving children the opportunity to choose which operation is needed in order to answer a particular problem, and then to solve the problem.</p> <div data-bbox="1406 542 1758 710" style="border: 1px solid black; padding: 5px;"> <p>A hockey pitch is 91 m long and 55 m wide. What is the area of the pitch? The area of a field is 25,000 m² How many hockey pitches might fit in it? How do you know what calculation to do?</p> </div> <p>Pictorial representations, such as bar models, can support children's understanding. Children also develop their understanding of the remainder when performing a division in context. For example, if pencils come in packs of 4 and a class needs 30 pencils, how many packs are needed? Children may recognise that they need to divide 30 by 4, which is equal to 7 remainder 2. However, in order to answer this question correctly, they need to be aware that 8 packs are needed. In a different context, 7 remainder 2 may mean only 7 full packs can be made.</p>	<p>In this lesson, children revise the topic and will demonstrate their learning of Multiplication and Division in an informal assessment. Answers will be shared and discussed so children can identify any mistakes or errors.</p>

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Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

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LI: We are learning to play rhythms and melodies by ear.

We will be starting a new piece of work in music this term called Madina tun Nabi, this is a modern nasheed (Islamic song) that is all about the holy city of Madina in Saudi Arabia. The title is translated as 'the city of the Prophet'.

We will start the lesson by challenging the children to recall notes from the previous lesson's bassline. In groups, the children will learn to -

- Practise echo playing rhythms and melodies by ear.
- Learn both parts of the chorus.
- Learn about the song and what it is about.

They will also use tuned Instruments – as many notes D-G-A-D (the 'Ds' an octave apart) on a range of tuned percussion (xylophones, chime bars, glockenspiels) and pitched instruments (guitars, ukuleles), as well as apps.

Key questions for the lesson include:

What notes do we need to know for this piece of music?
Why is this song important?

Key Words:

Pitch: melody, octave, G major, D major, drone, microtone, vocal decoration.

Structure: introduction, verse, chorus.

Texture: call-and-response, a cappella/ unaccompanied, accompaniment.

Other: improvisation, Nasheed, Arabic music.



L.I. We are learning to identify how Sikhs worship their God throughout their day.

Children are learning about and from the religious and spiritual insights, beliefs and practices of Sikhism. This week's focus is on Worship in Sikhism. The children will begin by recapping about commitment and how Sikhs commit to their religion. Children will also reflect on how they have shown commitment in their lives. Children will learn about the place of worship and the teaching of Guru Granth Sahib (the holy book for Sikhs). The children will learn through reading text and watching a video about how Sikhs make commitments to God. The children will complete an activity reflecting on their opinion of which practices show the most commitment to God in Sikhism and explain how this is a commitment to God/worship their God throughout the day.



LI: we are learning to explore different methods of travelling, linking actions in both canon and synchronisation.

Unit Dance

Lesson 2 - THEME: Dance by Chance

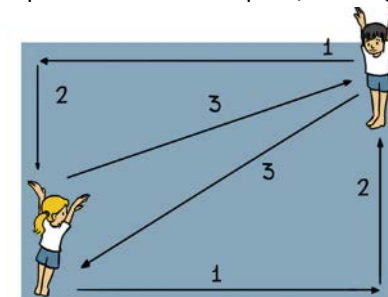
To understand how changing dynamics changes the appearance of the performance.

The children will be looking at dynamics, ordering dynamics and matching dynamics with actions. The children will work with their partners to share and explore ideas, show awareness and provide feedback through peer assessment.



Unit Gymnastics




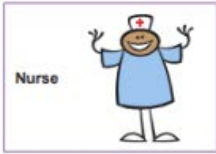

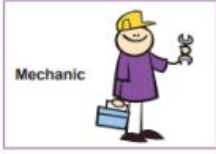





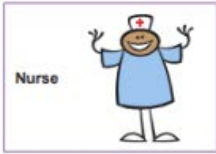

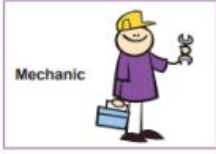





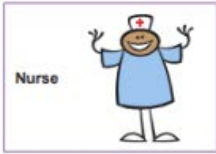

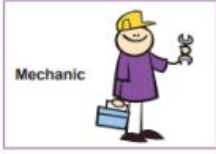




The children will be exploring different ways to move across the mat: spin, slide, jump and roll. The children will explore each action in pairs, working on synchronisation.



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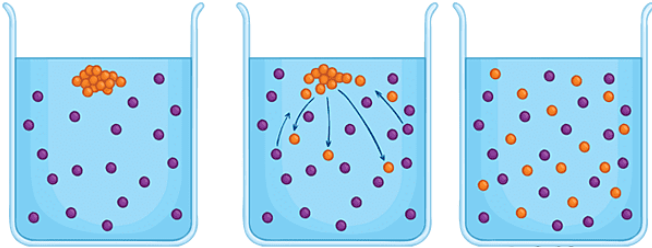

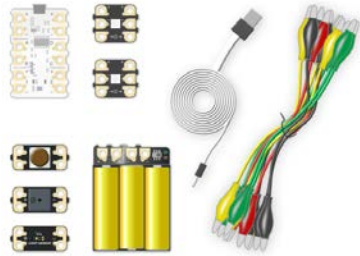
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Art - Kapow	Spanish – Language Angels	PSHE - Jigsaw								
<p>Continue from Art last week.</p> <p>Art - (lesson over two weeks) <u>LI: We are learning to explore paint as a media for collage.</u></p> <p>The children will be creating their own patterned paper using paint which will be used the following lesson to create a collaged background. The children will then sketch an animal that can be found in a warm climate over their collage.</p> 	<p style="text-align: center;"><u>Unit: ¿Qué tiempo hace?</u></p> <p><u>Lesson 2</u> LI: we are learning to consolidate our vocabulary to tell the weather ¿Qué tiempo hace?</p> <p>Skills we will develop: To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.</p> <p>Activities we will complete: A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!</p> <p>By the end of this unit, we will be able to:</p> <ul style="list-style-type: none"> ● Recognise and recall the 9 weather expressions in Spanish from memory. ● Ask what the weather is today and give a reply in Spanish. ● Describe the weather in Spain, in Spanish using a weather map with ● <u> </u> symbols. 	<p>PSHCE - Dreams and Goals Piece 2 LI: we are learning to identify how a range of jobs are carried out by people I know. LI: we are learning to explain the contributions made by people in different jobs.</p> <p>The children will explore a range of jobs, comparing their similarities and differences. The children will analyse how each job contributes to society, which will open up a discussion on which jobs they believe are most important to them and why. We will link last week's learning, discussing why certain jobs pay more. This will open the children to discuss topics such as 'why are footballers paid more than nurses?'</p> <table border="1" data-bbox="1505 769 1944 1391"> <tbody> <tr> <td>  <p>Doctor</p> </td> <td>  <p>Nurse</p> </td> </tr> <tr> <td>  <p>Teacher</p> </td> <td>  <p>Mechanic</p> </td> </tr> <tr> <td>  <p>Charity worker</p> </td> <td>  <p>Footballer</p> </td> </tr> <tr> <td>  <p>Police Officer</p> </td> <td>  <p>Chef</p> </td> </tr> </tbody> </table>	 <p>Doctor</p>	 <p>Nurse</p>	 <p>Teacher</p>	 <p>Mechanic</p>	 <p>Charity worker</p>	 <p>Footballer</p>	 <p>Police Officer</p>	 <p>Chef</p>
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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>L.I. We are learning to explain the process of dissolving, observe and record results</u></p> <p>In this lesson children will be investigating which mixture is the most soluble. They will be carrying out an experiment in which they will mix sugar to water and then salt to water. Children will then explain what a fair test is, the different variables in the experiment and their prediction.</p> <p><u>Key questions:</u> <i>Which materials are soluble?</i> <i>Can you get a product that has dissolved back into a solid state?</i> <i>How does a material dissolve?</i></p> 	<p><u>L.I: we are learning to identify and explain the differences between a physical and political map of Africa.</u> <u>L.I: we are learning to explain why it is hot near the equator and what it is like living there.</u></p> <p>Within this lesson, children will begin by looking at a blank map of Africa, children will be required to identify key physical locations on the map. They will look at a physical map of Africa and discuss the different colours that they show – desert/mountains/rivers/lakes/forests/coast – contrast this with a political map of Africa – children will be asked to think about the urban and rural areas. How might these be different?</p> <p>They will be provided with both maps on A4, in talk partners children will annotate the differences and similarities. They will then move on to applying their knowledge of physical and political maps to create their own maps.</p> <p>On their maps, they will label some physical features: Nile river, Lake Victoria, Congo River, Kalahari Desert, Lake Malawi, Mount Kilimanjaro, Red Sea, Med Sea, Indian Ocean, Atlantic Ocean, Sahara Desert.</p> <p>From here begin to discuss the equator – does anyone know where the equator is? What is the equator? What might the climate be like in the countries close to the equator? Children will use video clips and picture packs to support their learning.</p> <p>The lesson will end with children sharing their learning with each other.</p> 	<p><u>L.I. We are learning to write a program that includes count-controlled loops.</u></p> <p>In this lesson, learners will connect a Sparkle and a motor to the Crumble controller. Learners will design sequences of actions for these components. They will then apply their understanding of repetition by using count-controlled loops when implementing their design as a program.</p> <p>Learning objectives</p> <p>To write a program that includes count-controlled loops</p> <ul style="list-style-type: none"> • I can connect more than one output component to a microcontroller • I can use a count-controlled loop to control outputs • I can design sequences that use count-controlled loops <p>Key vocabulary Microcontroller, output component, motor, repetition, count-controlled loop</p> 

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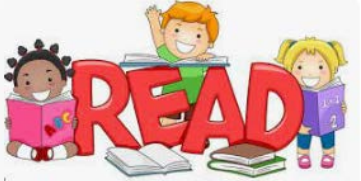






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Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.


Due back 23.1.23

Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p>Reading Tasks</p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>  <p>Try and login to Bug Club and Reading Eggs.</p>  	 <p>English Homework</p> <p>This week you will have a comprehension activity to complete based on The Butterfly Lion.</p> <p>Doodle Spell</p> <p>Log in to your account at least 3 times this week.</p> <p>Creating nouns using -ness suffix</p> <p>Happiness, hardness madness nastiness silliness tidiness childishness willingness carelessness</p>	 <p>Doodle Maths – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p> <p>Doodle Extra: complete the set extra on your account.</p> <p>Times Tables Rockstars:</p>  <p>Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p>	 <p>Talk Tuesday</p> <p>Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</p> <p>This week's question is -</p> <p>If you could go anywhere, where would you go? Why?</p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p>

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	<p>foolishness</p>	<p>Maths Homework – this week children will complete the sheet given applying their learning to answering word problems. This will be set on Google Classrooms.</p> 	
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