Weekly Overview of Learning

Year Group: 5 **Week beginning: 23.01.23**

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English Reading and Writing	**Monday**	**Tuesday**	**Wednesday and Thursday**	**Friday**
	LI: We are learning to explore and identify the features of a setting description.	**LI: We are learning to apply our knowledge of descriptive writing techniques to describe a setting**	**LI: We are learning to draft our setting description of Timbavati.**	LI: We are learning to develop and apply our editing and proofreading skills to our setting description using a checklist.
Speaking and Listening Focus	**Through think, pair share the children will listen to each others ideas and share these with the class.**	**The children recall vocabulary from the book using the correct pronunciation.**	**The children will explore and analyse the vocabulary from the book in their own plans by discussing the most powerful and effective for their description.**	**In pairs the children listen and share ideas on how they can uplevel their work as a class.**
Key vocabulary and Key Blooms higher order thinking questions	**Key vocabulary:** adjectives Expanded noun phrases Similes Metaphors Fronted adverbials Sentence starters - ing/-ed **Blooms questioning** 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?	**Key vocabulary:** adjectives Expanded noun phrases Similes Metaphors Fronted adverbials Embedded and subordinate clauses Show me not tell me **Blooms questioning** How can you challenge yourself with your writing? How do you think Bertie felt at different points in chapter 3? Can you recall vocabulary from chapter 3?	**Key vocabulary:** veld compound majestic sorrow enclosed dejected **Blooms questioning** Which vocabulary from the book have you included in your description? How many language features have you included in your plan? How can you include speech in your description?	**Key vocabulary** analyse expand enhance elaborate proofreading editing apply **Blooms questioning** How can you uplevel your description? Can you identify which writing/language features you have included in your draft? Which writing features do you feel you applied with accuracy?
Activities	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 go on to discuss which feature was the most powerful and stood out.	In this lesson the children will produce ideas to describe Timbavati. They will use a range of writing features to help them achieve detailed ideas that they will be able to use in their draft: adjectives Expanded noun phrases , similes, metaphors, fronted	In this lesson the children will draft their setting description of Timbavati. They will think about a range of writing features that they will include in their final draft.. We will continue to explore and encourage the children to use elaborate vocabulary from the book.	In this lesson the children will respond to teacher marking and uplevel their draft. Once they have completed that, they will take part in editing stations where they uplevel their work, focussing on a different writing feature each time.

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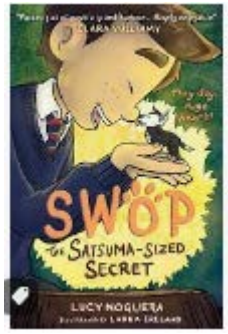
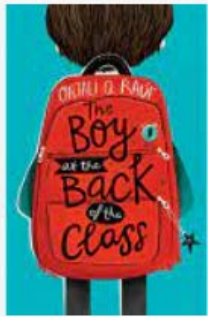
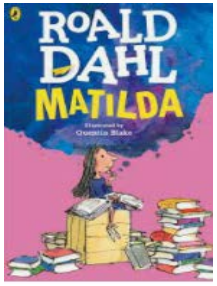
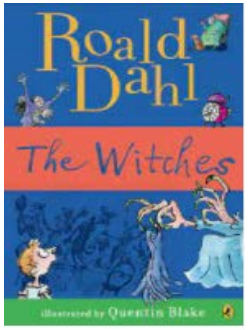
		adverbials, embedded and subordinate clauses, show me not tell me		

Writing feature	Tick
Powerful adjectives	
Prepositions	
Expanded noun phrases	
Similes, metaphors & personification	
Sentence starters- fronted adverbial of time /place/ing/eg	
Subordinating conjunctions	
Vocabulary from the book	
Show me not tell me	

Class Text – Reading Aloud 10-15 mins each day	**Diamond** TEXT – Swop the Satsuma-Sized Secret Author - Lucy Noguera 	**Pearl** TEXT – The Boy at The Back of the Class Author - Onjali Q. Raúf 	**Emerald** TEXT – Matilda Author – Roald Dahl 	**Jade** TEXT - The Witches Author - Roald Dahl 

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Maths - Multiplication and Division	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI: We are learning to multiply unit fractions by an integer.	**LI: We are learning to multiply non-unit fractions by an integer.**	**LI: We are learning to solve fraction word problems**	**LI: We are learning to multiply mixed numbers by integers**	**LI: We are learning to calculate a fraction of a quantity using concrete and pictorial representations**
Key vocabulary and key questions	**Key Vocabulary:** Integer Multiply Unit Fractions Bar model Numerator Denominator **Key Questions:** How can you write this multiplication as a repeated addition? How does this help you to work it out? • How can you represent this question as a bar model? • When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? • What is your answer as a mixed number? What is it as an improper fraction? • What happens if the integer you are multiplying by is the same as the denominator? Does this always happen?	**Key Vocabulary:** Integer Multiply Non unit Fractions Bar model Number lines Numerator Denominator Improper Fractions Mixed Number Fractions **Key Questions:** How can you write this multiplication as a repeated addition? • How can you represent this multiplication as a bar model? • When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? • What is your answer as a mixed number? What is it as an improper fraction? • How do you know that 5× 2 = 6 10 cannot be correct?	**Key Vocabulary:** fraction problem solution bar model **Key Questions:** What is a fraction? Who has more….? What is the fraction amount….? How do you use division and multiplication to find the fraction of an amount? How will you check your answers?	**Key Vocabulary:** Integers Mixed Numbers Multiply Partition Proper Fractions **Key Questions:** How could you partition this mixed number? • When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? • What do you need to do if you have an improper fraction in your answer? Could you work it out another way? Which way is most efficient? • Have you written your answer in its simplest form?	**Key Vocabulary:** Counters Sharing Equal Groups Multiplying Dividing Unit Non-Unit **Key Questions:** How can you share the counters equally? • How do you know the counters are in equal groups? • If you know 1 of a number, how do you find the number? • What do you need to do when you cannot share your tens counters equally? • How do you find a fraction of an amount?

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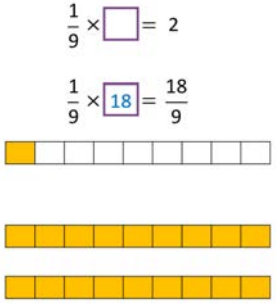
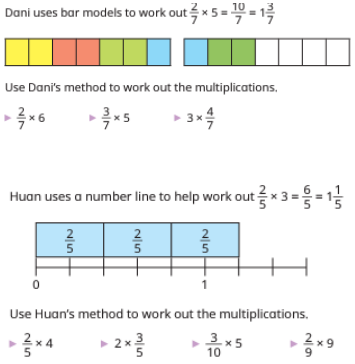
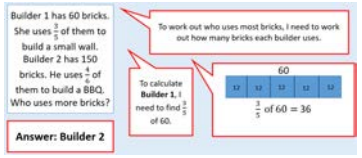
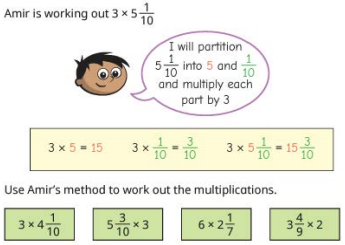
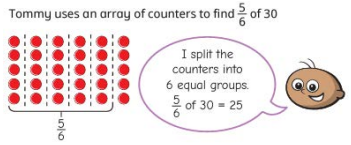
Activities	In this small step, children encounter multiplication number sentences with fractions, multiplying unit fractions by an integer. Make links to multiplication as repeated addition: if children know that 1 5 × 4 = 1 5 + 1 5 + 1 5 + 1 5, this will link back to previous learning and avoid the common misconception of multiplying both the numerator and the denominator by the integer. Bar models are a useful representation and can show the calculations in multiple or single bars. When answers are greater than 1, encourage children to write their answers as a mixed number. They may also find a number line useful. This learning is built upon in the next few steps, when children multiply non-unit fractions and mixed numbers.  	In this small step, children build on the previous step to multiply non-unit fractions by integers. As in the previous step, children make the link between multiplication and repeated addition, and use bar models and number lines to support calculations. However, they should become more fluent and recognise the generalisation that they need to multiply the numerator by the integer and leave the denominator the same. Children need to be able to convert improper fractions to mixed numbers and could use number lines or other representations to help. In the next small step, children combine their learning from the first two steps to multiply mixed numbers by integers.  	In this lesson we will be looking at fraction word problems which we may be asked in tests. The lesson begins by explaining a suggested teaching strategy for these question types. The intention of this strategy is to develop pupil confidence in tackling such questions through high-quality modelling. Using the teach, model and apply format, it will take pupils through this strategy with two modelled questions. Pupils will then have the opportunity to apply this independently. The children will use talk quite a lot in the lesson to work out what questions are asking and discuss the strategies involved.  	In this small step, children build on their learning from the first two steps to multiply mixed numbers by integers. Children need to be secure in their understanding of multiplying proper fractions by integers before adding the extra challenge of multiplying mixed numbers. In this small step, children build on their learning from the first two steps to multiply mixed numbers by integers. Children need to be secure in their understanding of multiplying proper fractions by integers before adding the extra challenge of multiplying mixed numbers.  	In this small step, children calculate a fraction of a quantity, building on understanding from previous years. The step focuses on using concrete and pictorial representations to support learning. Children begin by using real-life objects or counters and sharing them into equal groups. This helps children to identify the relationship between dividing by the denominator and multiplying by the numerator. They start by finding unit fractions of amounts and, when they are secure in their understanding, move on to non-unit fractions. Children will build on this understanding in the next step, in which they focus on more abstract methods. 

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
LI: We are learning to understand Islamic music and Nasheed. Following on from last week, we will continue to learn the 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'. By the end of the lesson, children will: ● Learn more about Islamic music and Nasheed. ● Learn the introduction and Verse 1 of Madina Tun Nabi and recap the Chorus. 	**LI: We are learning to explore the teachings of the Guru Granth Sahib.** Children are learning about and from the religious and spiritual insights, beliefs and practices of Sikhism. This week's focus is on the Holy Book in Sikhism. The children will begin by recapping what they know about the Guru Granth Sahib. Children will learn about the teaching of Guru Granth Sahib (the holy book for Sikhs), diving deeper to understand the meaning of some of the passages . The children will learn through reading text and watching a video. The children will complete an activity unpick the meaning of different quotes in the Guru Granth Sahib by creating a poster including explanations and illustrations.	**LI: We are learning to understand and use relationships and space to change how a performance looks.** **Unit Dance** Lesson 3 - THEME: Dance by Chance The children will be creating their own dances, using the actions they learnt last week. This week the children will focus on changes in levels, directions and pathways. They will also look at relationships in changes in formation, timing, matching and mirroring. LI: We are learning to be able to perform progressions of inverted movements **Unit Gymnastics** **Lesson 4** The children will use body tension to improve the control and quality of the following movements: bridge, cartwheel, fox's, rabbits and shoulder stands.
Art - Kapow	**Spanish – Language Angels**	**PSHE - Jigsaw**

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Continue from Art last week.

Art - (lesson over two weeks)

LI: We are learning to explore paint as a media for collage.

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.

Unit: ¿Qué tiempo hace?

Lesson 3

LI: We are learning to use new language in a listening exercise integrating weather and days of the week.

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.

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!

By the end of this unit, we will be able to:

- 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
- symbols.

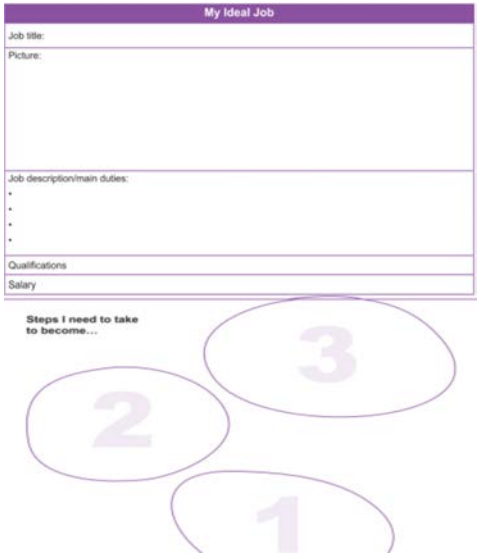
PSHCE - Dreams and Goals Piece 3

LI: We are learning to identify the job we would like to do when we grow up.

LI: We are learning to appreciate the opportunities that learning and education will provide me with in the future.

In this lesson the children will continue to review and reflect upon which job they would like to do when they grow up. The children will assess how their future career will positively impact society.

They will then research which qualifications and skills they will need to gain to reach their dreams and goals.



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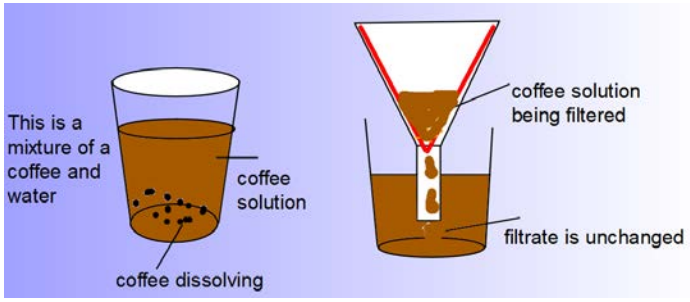
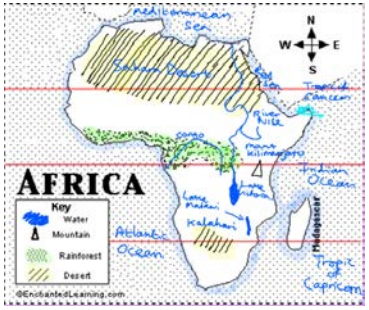
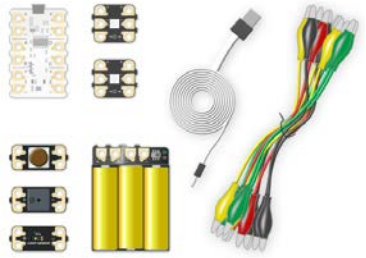
Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
L.I. We are learning to understand and explain how to separate mixtures and solutions and the processes involved. In this lesson children will be investigating what happens when they mix cornflour and water together. They will then go on to separating this mixture using filter paper. **Key questions:** *Which materials are soluble?* *Can you get a product that has dissolved back into a solid state?* *How does a material dissolve?* **Key vocabulary** *soluble* *insoluble* *dissolve* *solute* *solution* *filtrate*  	**LI: We are learning to identify and explain the differences between a physical and political map of Africa.** **LI: We are learning to explain why it is hot near the equator and what it is like living there. Over 2 weeks – Lesson 2/2** Within this lesson, children will begin by looking back at their maps of Africa. From here they will begin to discuss the equator. **Key Questions** 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. The lesson will end with children sharing their learning with each other.  	**LI: We learning to explain that a loop can stop when a condition is met** In this lesson, learners will be introduced to conditions, and how they can be used in programs to control their flow. They will identify conditions in statements, stating if they are true or false. Learners will be introduced to a Crumble switch, and learn how it can provide the Crumble controller with an input that can be used as a condition. They will explore how to write programs that use an input as a condition. **Learning objectives** • I can explain that a condition is either true or false • I can design a conditional loop • I can program a microcontroller to respond to an input **Key vocabulary** Microcontroller, output component, motor, repetition, count-controlled loop 

Homework

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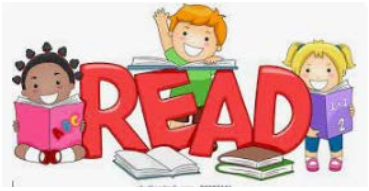
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back 30.1.23**

Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
Reading Tasks Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.  Try and login to **Bug Club** and **Reading Eggs.** 	 **English Homework** This week you will have Extras to complete on Doodle English. **Doodle Spell** Log in to your account at least 3 times this week. You will have your spelling list set on Doodle every Thursday.	 **Doodle Maths** – Log on to your account at least three times this week. We will be checking to see who has accessed their account the most!! Work to reach your target – are you in the green zone yet? **Maths Homework** – this week children will use DoodleMaths to support their understanding of fractions. **Times Tables Rockstars:** 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!	 **Talk Tuesday** Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family. **This week's question is -** ***Would you rather explore the desert or the rainforest? Explain your reasons why.*** Discuss your question with your family, ready for Talk Tuesday next week. **Trips -** Check Parentmail to give consent to attend the Gurdwara Gurdwara Trip - Wednesday 1st February (Diamond & Jade) Thursday 2nd February (Pearl & Emerald).