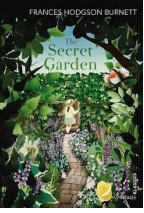


# Weekly Overview of Learning

Year Group: 5

Week beginning: 06.11.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to use our senses to describe a setting.</u>	<u>LI: We are learning to recognise and use relative clauses.</u>	<u>LI: We are learning to use metaphors and powerful imagery to describe a setting.</u>	<u>LI: We are learning to plan our setting description.</u>	<u>LI: We are learning to draft our setting description.</u>
<b>Speaking and Listening Focus</b>	Children will use relevant strategies to build their vocabulary.	Children will use relevant strategies to build their vocabulary and their knowledge of relative clauses.	Children will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	While listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, and use this information to write their setting description.	Children will use relevant strategies to build their vocabulary to draft their description.
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<p><b>Key vocabulary</b></p> <p>sensory language five senses hear taste touch smell figurative language noun phrases expanded noun phrases adjectives similes metaphors show, don't tell describe setting</p> <p><b>Blooms questioning</b></p> <p>What are the five senses? What is sensory language?</p>	<p><b>Key vocabulary</b></p> <p>relative pronoun relative clause subordinate clause who where when which that whose whom parenthesis extra information technical vocabulary commas</p> <p><b>Blooms questioning</b></p> <p>What is a relative clause?</p>	<p><b>Key vocabulary</b></p> <p>metaphors powerful imagery sensory language show not tell figurative language expanded noun phrases describe relative clause</p> <p><b>Blooms questioning</b></p> <p>What is a metaphor? Why do writers use metaphors? What is imagery? Why do writers use powerful imagery to</p>	<p><b>Key vocabulary</b></p> <p>Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><b>Blooms questioning</b></p> <p>What features are needed to create a successful setting description? What are some common sensory details used to enhance a setting's description?</p>	<p><b>Key vocabulary</b></p> <p>Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><b>Blooms questioning</b></p> <p>What features did I use well in my setting description? What steps of learning do I need to improve my setting description? What writing targets do I</p>

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	<p>Why do writers use sensory language?                  What words in the text describe things we can see, hear, taste, touch or smell?                  How can we use show, don't tell to describe the senses?                  How can sensory language enhance the reader's understanding of the text?                  What figurative language can be used to describe a setting?</p>	<p>Why do writers use relative clauses?                  Where is the relative clause in the sentences?                  What punctuation is needed when using relative clauses?                  How can you use relative clauses to provide additional information about a noun?                  How can you use relative clauses to clarify technical vocabulary?</p>	<p>describe a setting?                  What meanings are conveyed by metaphors?                  What figurative language can be used to describe a setting?                  Evaluate the author's choice of metaphors and powerful imagery, do you think it is effective at describing a setting? Why or why not?</p>	<p>What descriptive words or phrases can be used to convey the mood of a setting.                  How does an author's choice of words can help readers visualise and understand a setting?                  How does the setting contribute to the overall tone of a story?                  How will you use sensory details, mood, and pacing to engage your readers?</p>	<p>have to do better next time?                  What am I going to remember to do when I complete my hot task?</p>
<b>Activities</b>	<p>In this lesson, children will learn about sensory language and why it is used in writing to describe a setting. Children will revisit sensory language that they may have used before and think of sensory language examples in the class text, <i>The Secret Garden</i>. Children will then have a go at writing sensory language examples using the five senses for a variety of different setting pictures. As a class, children will examine how they can uplevel their sensory language even further by choosing improved</p>	<p>In this lesson, children will learn about relative clauses and will understand that they are a specific type of subordinate clause - they help to add more information to sentences and they directly link to the noun which you are describing or modifying. Children will then learn about relative pronouns. As a class, children will look at a range of questions about relative clauses, After, children will consolidate their learning by completing a worksheet with a range of questions.</p>	<p>In this lesson, children will learn about metaphors and powerful imagery, and how these can be used to describe a setting. In pairs, children will create metaphors and powerful imagery, using the five senses, to describe a variety of setting pictures. As a class, children will think about how they can uplevel their metaphors and powerful imagery even further by using expanded noun phrases, personification and relative clauses. Children will then complete the worksheets, writing metaphors and</p>	<p>In this lesson, children will re-read their cold task of their setting description. Children will discuss in groups what they need to do in order to write a successful setting description. Children will use a planning sheet for their setting description that will be inspired by the garden from the key text, <i>The Secret Garden</i>. Children will use their ideas from previous lessons to ensure they have planned for a setting description with all the</p>	<p>In this lesson, children will discuss what important elements they have included in their plan. Children will peer-check plans to make sure they have included everything on the success criteria. Following this, children will draft a description of the garden using their plans.</p>

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adjectives and expanded noun phrases. Children will then complete the worksheets and write sensory language for the setting of a garden.



**Relative Pronouns & Adj. Clauses**  
 introduce adjective clauses  
 tell about the nouns they modify

who whom whose  
 which that

**CREATING CONNECTIONS**

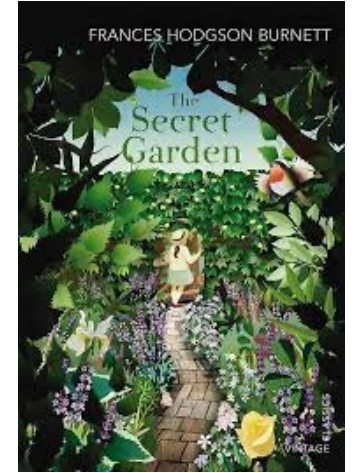
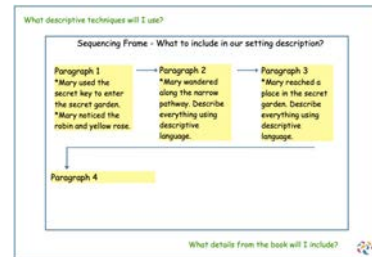
- The boy who sang the solo is my brother's best friend.
- Mom couldn't find the grocery list that she wrote before she left.
- The player whose jersey got ripped during the game is one of the team captains.
- The gentleman to whom I spoke seemed quite friendly.
- The earthquake which measured 6.9 on the Richter scale, caused billions in damages.

powerful imagery to describe pictures linked to the book, The Secret Garden.



descriptive features.

Setting	Language	Techniques
Example: The garden was like a hidden treasure chest waiting to be discovered.	Example: It was a living canvas, where nature was the artist, and every season was a new stroke of color.	Example: The secret garden's fragrance drifted in the air, perfuming the surroundings with a sweet earthiness.
Identifying features of the setting (Context/Atmosphere)	Identifying features of the setting (Language/Style)	Identifying features of the setting (Techniques/Devices)
Examples: Found the weathered gate. Flanked by the towering walls.	Examples: The grass was a deep green with a yellow, golden glow.	Examples: The path beneath the trees hummed with the pulse of life.
Identifying features (Color)	Identifying features (Sound)	Identifying features (Smell)
How does it make you feel?	How does it make you feel?	How does it make you feel?



**Class Text**  
 - Reading Aloud  
 10-15 mins each day

**Diamond**  
 TEXT - Matilda  
 Author - Roald Dahl

**Emerald**  
 TEXT - Charlie and The Chocolate Factory  
 Author - Roald Dahl

**Jade**  
 TEXT - The Witches  
 Author - Roald Dahl

**Pearl**  
 TEXT - The Roald Dahl Treasury  
 Author - Roald Dahl

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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to find fractions that are equivalent to a non-unit fraction</u>	<u>LI: we are learning to recognise equivalent fractions.</u>	<u>LI: We are learning to convert improper fractions into mixed numbers.</u>	<u>LI: We are learning to convert mixed numbers into improper fractions.</u>	<u>LI: We are learning to compare fractions that are less than one.</u>
<b>Key vocabulary and key questions</b>	<p><b>Key vocabulary</b> integer divide equal parts whole denominator numerator</p> <p><b>Blooms questioning</b> • What does "equivalent" mean? • When are two fractions equivalent? • How can you use the diagram to see if the two fractions are equivalent? • How can you use your knowledge about unit fractions to help with non-unit fractions? • How do you use a fraction wall to find equivalent fractions? • What multiplication/division facts can you use?</p>	<p><b>Key vocabulary</b> integer divide equal parts whole denominator numerator</p> <p><b>Blooms questioning</b> • What does "equivalent" mean? • When are two fractions equivalent? • How can you use a fraction wall to check if the fractions are equivalent? • What are the common factors of the numerator and the denominator? • Are there any other factors you could use? • What is the relationship between the numerator and the</p>	<p><b>Key vocabulary</b> Improper fraction Mixed fraction Denominator Numerator Integer Divide Equal parts Whole</p> <p><b>Blooms questioning</b> How many are there in one whole? • How many are there in 2/3/4 wholes? • What does each part of a mixed number represent? • What is an improper fraction? • How many cubes do you need to represent the improper fraction? How can you use the cubes to make wholes? What do the</p>	<p><b>Key vocabulary</b> integer divide equal parts whole denominator numerator</p> <p><b>Blooms questioning</b> How many are there in one whole? • How many are there in wholes? • How many are there altogether in the mixed number? How can you write this as an improper fraction? • How many cubes do you need to represent the mixed number? How many cubes do you need for each whole? How many more cubes do you need? How many cubes</p>	<p><b>Key vocabulary</b> integer divide equal parts whole denominator numerator</p> <p><b>Blooms questioning</b> If two fractions have the same denominator/numerator, how can you decide which is greater? • How can you use equivalent fractions to help? • How can you use a diagram to find equivalent fractions? Do the bars need to be the same size?</p>



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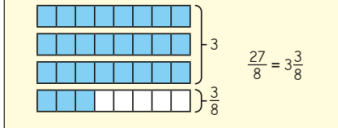
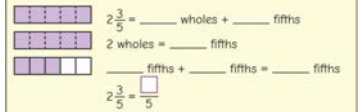
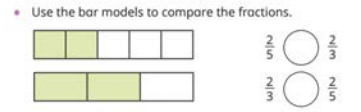
		denominator of the fractions?	remaining cubes represent?	do you need altogether?	
<b>Activities</b>	<p>Building from the previous step, in this small step children find fractions that are equivalent to a non-unit fraction. Children continue to use a variety of representations, including fractions of shapes, number lines and parts of a fraction wall as well as the abstract form, to understand the relationships. They complement this conceptual understanding by using multiplication and division facts to find missing numerators or denominators when working in the abstract. The understanding gained in this and the previous step will help children to recognise equivalent fractions in the next step and prepare them for when they add and subtract fractions with different denominators later in the block.</p>	<p>Children develop their learning from the previous two steps to recognise pairs and larger sets of equivalent fractions. Various methods are explored, including looking for common factors and multiples to establish whether fractions are equivalent, and also looking at the multiplicative relationship between the numerator and denominator. The use of diagrams and other pictorial representations are used throughout to support children's understanding of the abstract methods. The key point of this step is to recognise equivalent fractions, and although this includes some simplifying, there is no need to focus on writing fractions in their simplest form, which is covered in Year 6.</p>	<p>Children encountered fractions greater than 1 and mixed numbers in Year 4. They may need reminding that an improper fraction is one where the numerator is greater than or equal to the denominator and a mixed number consists of an integer and a proper fraction. Children use objects and diagrams to make wholes to support converting improper fractions into mixed numbers. Once they are confident with this as a concept, they move on to a more abstract approach using division and remainders. Understanding the whole is key to their understanding. This skill is important for adding fractions and adding mixed numbers later in the block.</p>	<p>This small step builds on the previous step and relies on children's understanding of the whole. Children convert from mixed numbers to improper fractions by identifying how many of the equal parts each whole is worth and using this to work out how many equal parts are needed for the integer part of the mixed number. They then add on the number of parts in the fractional part of the mixed number and finally write the answer as an improper fraction. As in the previous step, cubes, bar models and other representations can be used to support children's understanding.</p>	<p>Building on their knowledge of equivalent fractions, in this small step children compare fractions where the denominators are the same or where one denominator is a multiple of the other. They also compare fractions with the same numerator or by considering their position relative to one half. Diagrams will help children to see which is the larger fraction and they should continue to use fraction walls and bar models until they are confident with the general rules. The next step builds on this knowledge, with children ordering sets of fractions using the same techniques. They will also use equal denominators when adding and subtracting fractions and mixed numbers later in the block.</p>


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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p><b>Unit: Keep the home fires burning</b></p> <p><b>LI: We are learning to compare musical pieces and learn Verse 2 of Keep the home fires burning</b></p>  <p>Keep the home fires burning is an emotional ballad from 1914 celebrating the brave service of those at war and provides a good introduction to the social and historical context of songs and music written around the time of World War 1. Beginning by learning the song, the unit</p>	<p><b>LI: We are learning to recall what we know about leaders.</b></p> <p>In this lesson, children will be starting their new topic. Children will be completing a defining frame on what they already know about leaders. They will be reinforced to use key vocabulary, prior knowledge and any background cultural information.</p> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Recall</li> <li>Record</li> <li>Leaders</li> <li>Religious leaders</li> <li>Respect</li> <li>Communities</li> </ul>	<p><b>OAA-Lesson 2</b></p> <p><b>LI: We are learning to develop strong communication and negotiation skills to solve challenges.</b></p> <p>In this lesson, children will start by playing a game of infinity team tag to encourage communication amongst teammates. Children will reflect on their efforts and think about how they could be better at communicating. Children will then play 'build it' which will test and challenge the children's communication and problem solving skills. The final activity will be a game of 'human machine' where children will be in groups and compete against each other. The machines will involve children using skills such as bouncing balls, hopping, skipping,</p>

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leads onto composing a fanfare using the chord of C, and playing a fanfare as a class ensemble

## Key vocabulary

Duration: crotchet, quavers, dotted quaver/semiquaver, minim, semiquavers, rhythm.

Pitch: C major triad, arpeggio, notes C, E, and G, octave above, octave below.

Structure: 2-bar phrases, verse/chorus.

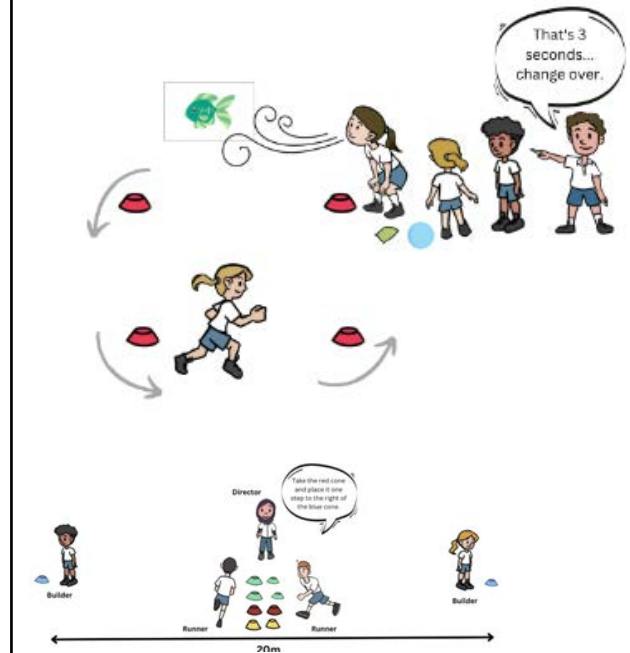
Tempo: steady beat, bpm (beats per minute).

Timbre: trumpet, bugle, brass instruments.

Texture: unison, harmony.

Other: fanfare, symphony.

squats and catching.



## Badminton-Lesson 2

**LI: We are learning to return the shuttlecock using an overhead clear.**

In this lesson, children will begin by recapping the 5-1 and stretching. Children will then practise using the overhead clear and the backhand overhead clear. Children will then play ocean break in groups of six, where they will practise their overhead clear. Children will then play 3 v 3 on opposite sides of the net and will then progress to playing to six. Children will then reflect on One thing you have learnt about how to score a point.


- One thing they have learnt about an overhead clear.

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		<ul style="list-style-type: none"> <li>● One thing they improved on or did well.</li> <li>● One thing they still need to work on.</li> </ul> 
<p><b>Art - Kapow</b></p>	<p><b>Spanish - Language Angels</b></p>	<p><b>PSHE - Jigsaw</b></p>
<p><b><u>LI: We are learning to develop drawn ideas through printmaking (over two lessons)</u></b>                  In this lesson, children will look at the picture from the last lesson and discuss what has inspired them about the picture. Children will look carefully at 'Moonwalk' and discuss what materials or techniques they are going to use when they copy the image.                  Children will then continue to create their own piece inspired by 'Moonwalk', experimenting with drawing and printmaking techniques. To end the lesson children will discuss colour choices made by Teis Albers on a 'moonwalk' picture.                  While some children are creating their plans for this artwork, some children will start their printing of their retro-inspired background using paint.</p>	<p><b><u>LI: We are learning to develop a bank of vocabulary for the unit by introducing a further ten feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafeteria.</u></b>                   In this lesson children will revise the vocabulary learnt last week and add on a further ten items so that they have a wider bank of vocabulary to use when they describe what they would like to order to eat and drink by the end of the unit</p>	<p><b><u>LI: We are learning to understand that cultural differences sometimes cause conflict</u></b>  <b><u>LI: we are learning to be aware of my own culture</u></b>                   In this lesson children will be learning about how cultural differences could cause differences. Children will learn how to deal with these conflicts by turning them into learning moments.</p> <p><b>Vocabulary</b>                  Culture                  Conflict                  Difference                  Similarity                  Belong                  Culture wheel</p>

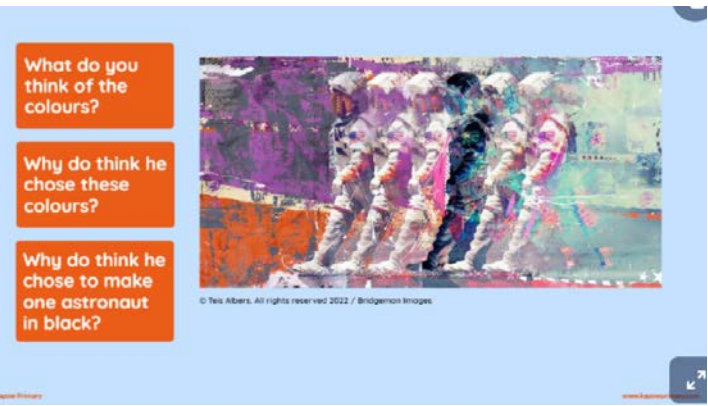
















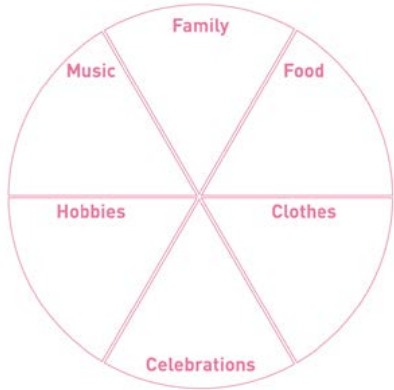










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 <p>What do you think of the colours?</p> <p>Why do think he chose these colours?</p> <p>Why do think he chose to make one astronaut in black?</p> <p>© Teis Albers. All rights reserved 2022 / Bridgeman Images</p>	<table border="1"><tr><td>un</td><td>una</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	un	una									
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Science - Wellington Curriculum

Topic (History) - Wellington Curriculum

Computing

# Weekly Overview of Learning

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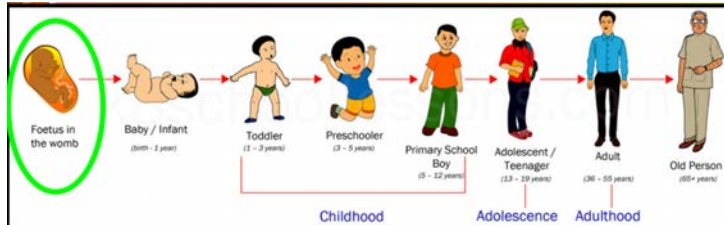
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## LI: we are learning to describe the changes as humans develop from birth to old age.

Children in this lesson will be learning about the human gestation period. They will be completing different questions about the stages an embryo goes through.

### Key Vocabulary:

Foetus  
Embryo  
Uterus  
Fertilisation  
Womb



## LI: We are learning to describe how California's soil fertility, drainage and climate make it ideal for citrus fruit farming.(Over two lessons)

In this lesson, children will start by discussing the definitions of key words such as soil fertility, drainage and climate- recapping prior learning. Children will then move on to looking at citrus fruits and their features. Children will sort pictures of fruits to check their understanding of citrus fruits. The lesson will then focus on California, looking at the location and climate of California. Children will then watch a video which provides further information on citrus farming in California. Using information from the video, slides and Chromebooks, children will consolidate their knowledge by producing an information poster on citrus farming in California and will then present their posters to the class.



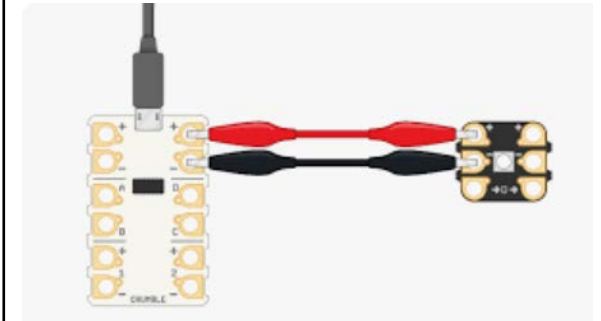
California is famous for growing oranges. Oranges grow best in naturally rich soil with good drainage. Most of California's citrus farms are in the San Joaquin Valley. The valley has rich, loamy soil that is perfect for growing oranges.



When it is time to harvest the oranges, they are picked by hand to avoid bruising. Each fruit is individually wrapped for protection. The oranges are transported in a dry, cool box to keep them fresh.

## LI: We are learning to write a program that includes count-controlled loops.

In this unit, learners will develop their knowledge of a Crumble controller further by connecting additional devices (another sparkle and a motor) to the controller and construct programs to control more than one of these. They design sequences of actions for these output devices to carry out. Then apply their understanding of repetition by using count controlled loops when implementing their design as a program.

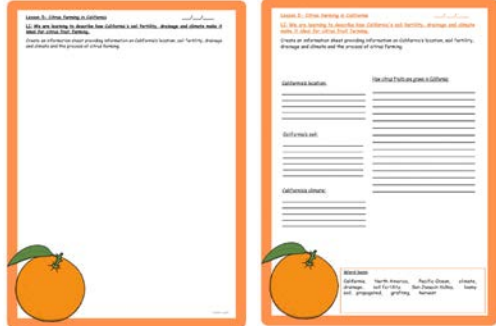


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## Homework

### Maths Weekly Homework

Please complete the worksheet converting improper fractions to mixed numbers.

### English Weekly Homework

Please complete the homework given out on paper. Your task is to annotate the picture of the garden with descriptive techniques.

### Weekly Spelling

Please complete your Doodle Spelling Assignment for homework and make sure you are confident on the spellings before your spelling test.

Words with 'silent' letters: wrestle wrapper island aisle debris mortgage castle yacht guarantee guilty

All homework is due on Monday 13th November, thank you.

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

### Due back

Reading

English Homework

Maths

Topic/Other foundation subjects  
including writing  
**REMINDERS** - trips/events/items to  
bring in

Spelling and Grammar

# Weekly Overview of Learning

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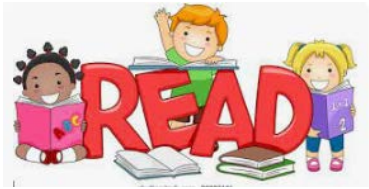
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## Reading Tasks

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 we would like you to complete your extras on Doodle English.

**Doodle Spell** - this week, please go on to Doodle Spell and complete your Doodle Extras please.



**Doodle Maths** - Log on to your account at least three times this week.

Work to reach your target - are you in the **green** zone yet?

**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!

Homework - this week you will have some questions to complete on decimals and negative numbers



## Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.

**This week's question is -**

Discuss your question with your family, ready for Talk Tuesday next week.

**Send in your reply on Google Classroom.**