Weekly Overview of Learning

Year Group: 5 **Week beginning: 06.03.23**

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	**LI: We are learning to identify and use determiners in sentences.**	**LI: We are learning to explore the structure and the theme of a myth (Theseus and the Minotaur).**	**LI: We are learning to describe a mythical creature** **LI: We are learning to write a character description of a mythical creature.** **(over two lessons).**		**LI: we are learning to create and describe our own mythical creatures.**
Speaking and Listening Focus	**Children will work in groups to identify and discuss words that are determiners, giving explanations for why they think this. Children will engage in conversations agreeing and disagreeing with their peers.**	**Children will maintain attention and actively listen to the myth, Theseus and the Minotaur . Children will ask relevant questions to extend their understanding about the myth. Children will participate in discussions to scan for evidence of mythical features**	**Children will use think-pair-share techniques to describe characters, they will actively listen and provide adequate responses using sentence stems to guide their thinking.** **The children will be guided to discuss the mythical creatures they have pictures of to discuss within their small groups, children will then share their thoughts in small groups as well as the whole class.**		**In this lesson, children will be encouraged to explain their descriptive choices using some presentational sentence stems.** **Within this lesson, children will have the opportunity to ask their peers relevant questions about their mythical creature.**
Key vocabulary and Key Bloom's higher order thinking questions	**Key vocabulary** determiners definite articles indefinite articles demonstrative determiners numbers/quantifier determiners pronouns and possessive determiners **Blooms questioning** What is a determiner? Why are determiners important in sentences? How do determiners change the meaning in the same sentence? How can you identify determiners in a sentence?	**Key vocabulary** Beginning Build up Problem/Conflict/Dilemma Resolution Ending Setting Characters **Blooms questioning** What do you need to include in the structure of a myth? What examples of cohesion are in the structure of the myth? How can you write a successful beginning?	**Key vocabulary** accidental angel appear believe creatures deity demon disappear dragon famous **Blooms questioning** What is a mythical creature? Why were mythical creatures important in Greek myths? What was their purpose? What qualities do mythical creatures have that are different to mortals?		**Key vocabulary** gods heaven hero heroine immortal monster mortal nymph underworld **Blooms questioning** What powers will your creature have? How will you apply descriptive language within your description? How will you extend your sentences to include extra information using adverbials,

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		How can you write a successful build up? How can you write a successful problem? How can you write a successful resolution? How can you write a successful ending?		subordination and FANBOYS? How will you know when to begin a new paragraph?
Activities	At the start of this lesson, children will retrieve what they already know about determiners. As a class, we will work through the lesson learning the seven different groups of determiners and understanding how determiners can change the meaning of a sentence. Children will work in groups to match names of determiners to examples of determiners and to examples in sentences to secure understanding. Children will then identify determiners in sentences and as a challenge, write their own sentences using a range of determiners.	Children will discuss what needs to be included when writing a myth focussing on the structure of a myth. As a class, we will read through Theseus and the Minotaur and practise our note taking to highlight what happens at the beginning, build up, conflict, resolution and ending of the myth. Children will record this on their worksheet, identifying techniques that build cohesion in the myth. We will also reflect on the ongoing theme that the author has created in the myth to understand the purpose of the text.	In this lesson, children will retrieve information about previous mythical creatures they have learnt about in their reading of myths. They will also explore other beasts they may find interesting or know of from their previous learning. Within their lesson children will discuss the features of beasts - their descriptions will be based on their appearance, personality and their effect on others. In groups they will generate sentences, words and phrases to add to their working wall. In the latter part of the session , children will use these ideas to write a character description of the beast their table is working on describing. Children will be shown how to groupo their ideas together using cohesive devices.	In this lesson, children will use their work from the lesson before to create their own mythical creatures to use in their myths. They will be reminded of how to construct cohesive paragraphs as well as use cohesive devices within their work. Children will be provided with vocabulary and scaffolds to use within their writing, they will use peer feedback to discuss strengths and areas for improvements.

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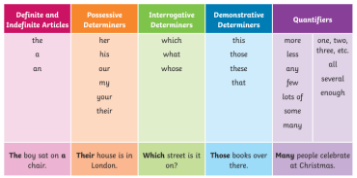
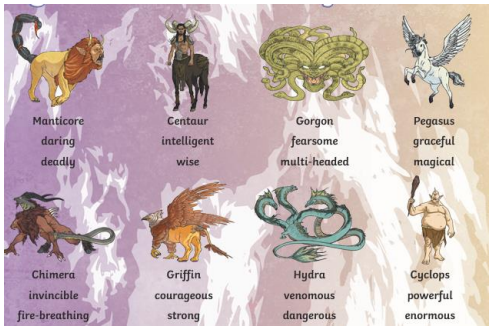
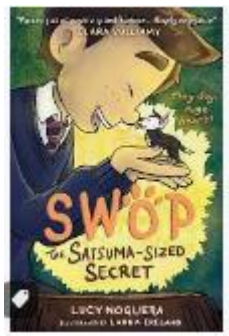
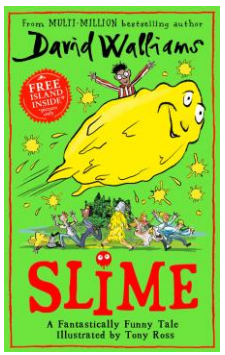
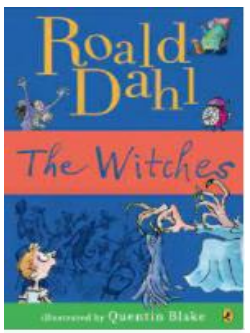




Personality

What powerful adjectives will you use?
What embedded clauses will you use?
What relative clauses will you use?
What metaphors will you create?

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Class Text – Reading Aloud 10-15 mins each day	**Diamond** TEXT – Swop the Satsuma-Sized Secret Author - Lucy Noguera 	**Pearl** TEXT – Slime Author - David Walliams 	**Emerald** TEXT – Matilda Author – Roald Dahl 	**Jade** TEXT - The Witches Author - Roald Dahl 	

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Maths -	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI: We are learning to compare and order decimals (step 8)	**LI; We are learning to compare and order decimals up to 3 decimal places (step 9)**	**LI: We are learning to read, write and order numbers with decimal numbers (step 9)**	**LI; We are learning to round decimal numbers to the nearest whole number (step 10)**	**LI: We are learning to round to one decimal place (step 11)**
Key vocabulary and key questions	**Key Vocabulary:** Decimal fifths Tenth Equivalent Partitioned Whole Value Digit **Key Questions:** • How do you compare two numbers? • Which column in the place value chart do you need to look at first? • How can you compare two numbers that have the same number of tenths/hundredths? • Which number is greater, or ? • What does "ascending"/"descending" mean?	**Key Vocabulary:** Decimal fifths Tenth Equivalent Partitioned Whole Value Digit **Key Questions:** • What is the same and what is different about 1.4 and 1.305? • What are the digits in each number worth? • How can you represent these numbers on a place value chart? • Which place value column in the chart has the greatest value? Which has the next greatest value? • How can a place value chart help to show you which number is greater? • How can you work systematically to order numbers in a list?	**Key Vocabulary:** Decimal order ascending descending value whole **Key Questions:** Can you identify which number holds the highest value? Which column does this digit go in? Can you compare the numbers?	**Key Vocabulary:** Decimal fifths Tenth Equivalent Partitioned Whole Value Digit **Key Questions:** Which integers (whole numbers) lie either side of this decimal number? • Where would the decimal go on this number line? • How can you work out which whole number a decimal number is closer to? • Which whole number is the decimal closer to? How do you know? • What is halfway between these two whole numbers? • When a decimal number has fewer than 5 tenths, does it round to the next or previous whole number? How do you know?	**Key Vocabulary:** Decimal fifths Tenth Equivalent Partitioned Whole Value Digit **Key Questions:** • How can you work out what numbers with 1 decimal place are either side of a number with two decimal places? • Which number with 1 decimal place is your number closer to? How do you know? • What number is halfway between the two numbers to 1 decimal place? • How do you round a number that is halfway between the two numbers to 1 decimal place?

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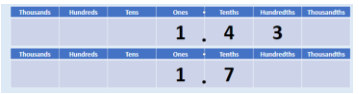
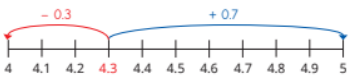
Activities	In Year 4, children ordered and compared decimal numbers with up to 2 decimal places. In this small step, that learning is extended to include numbers with 3 decimal places. For this step, the number of decimal places in each number will be the same. Representations such as place value charts and counters and number lines can be used to support children's understanding. To begin with, the numbers will have different digits in the column with the greatest value. Children identify the column with the greatest value in each number and identify which number has the greater digit in this column. They then order numbers in a similar way. They progress to two numbers with the same digit in the column with the greatest value so that they use the next column (or the next) to determine which number has the greater value. **Which statement is correct?** **3.89 > 0.389 x 10** **12.8 ÷ 100 < 1.028** **51.4 > 0.514 x 1,000**	In this small step, children compare decimal numbers that have a different number of decimal places. A common misconception with this learning is thinking that numbers with more decimal places are greater, for example 0.365 > 0.41. Using place value counters on a place value chart to build numbers supports children in developing their understanding. They should recognise that 0.41 has more tenths than 0.365 – it does not matter that it has fewer decimal places. Using place value charts supports children to recognise that they need to start comparing the numbers from the place value column that has the highest value, and that if this is the same, they need to look at the next column. When progressing to ordering sets of numbers, encourage children to work systematically through the list, starting by comparing the place value column that has the greatest value, then working their way down.	In this lesson, the children will discuss vocabulary that will be used during the lesson. The children will discuss the value of each column and compare a range of numbers. The children will then apply these skills to word problems.  	Earlier in Year 5, children rounded whole numbers within 1,000,000. In Year 4, they rounded decimal numbers to the nearest whole number. In this small step, children round numbers with 1 and 2 decimal places to the nearest whole number. This extends to rounding to 1 decimal place in the next step. Begin by recapping what whole numbers are and which integers are either side of a decimal number. Place value charts and counters allow children to explore how far away each integer is on either side of the decimal number. Using a number line supports understanding of rounding and helps determine which whole number is closer. Children decide whether the number is greater or smaller than the halfway point between the integers. When the number is exactly halfway between two whole numbers, explain that the convention is to round to the greater of the two, for example 6.5 rounds to 7 	In this small step, children build on the previous step by rounding to 1 decimal place. They see which numbers with 1 decimal place are either side of a number with 2 decimal places. From here, they work out which number with 1 decimal place is closer. As with rounding to the nearest whole number, a number line is a useful visual aid. When rounding to 1 decimal place, if the digit in the hundredths column is 5, children learn that the number rounds to the greater of the two numbers with 1 decimal place. It is important that children understand that integers, including zero, can also be written as numbers with 1 decimal place, for example 3 = 3.0 For this step, only numbers with up to 2 decimal places will be rounded, as rounding numbers with 3 decimal places is covered in Year 6 

Music – Sing Up	**RE – Widening Horizons**	**PE – Get Set 4 PE**

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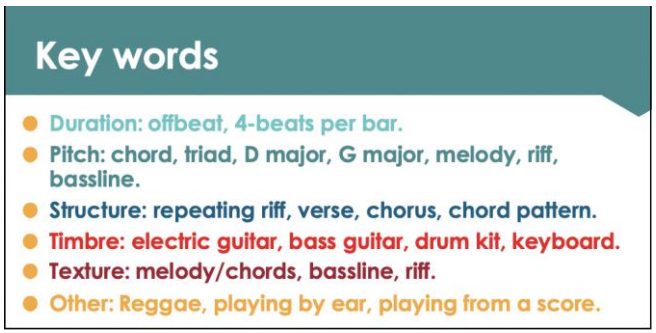
LI: We are learning to sing in harmony and play a melodic riff by ear.

About the unit
Three little birds is a Bob Marley Reggae classic. This unit aims to provide some social and historical context to the globally famous music genre. Children will learn about features of the music through listening to classic tracks, singing the song, and adding instrumental riffs and a percussion backing to create a full class performance.

In this lesson children will –

- know that a triad is a three-note chord, made of the 1st, 3rd, and 5th notes in a scale. We also know what they sound like because we have sung them.
- Instead of numbers, use the letter names of notes, like with the G major triad.
- In music, we only use the letters A, B, C, D, E, F, and G. There is no H, I, J etc.
- in this unit they are going to learn two new chords – G major and D major. This will allow them to play the chorus of *Three little birds* on instruments. To play D major they need to learn about sharps, flats, and scales in different keys.



LI: We are learning to understand how events in the Passover story link with symbols on the Seder table.
LI: we are learning to understand how eating the foods on the Seder table helps the Jewish community today to relive the Passover story.

In this lesson children will learn how Passover is celebrated and understand the importance of a seder plate and the different types of food placed on the plate.

They will use vocabulary from the lesson to further show their understanding through written work.

Haggadah – a special book from which the story of the Israelites fleeing Egypt is read
Hebrew – an ancient language that is the official language of Israel
Jewish – a person whose religion is Judaism
Judaism – one of the world's oldest religions
Maror – a bitter herb eaten as part of the Seder meal
Matzot –an unleavened bread
Seder – means 'order' in Hebrew.
Seder plate – an important part of the Seder meal, this plate has five sections to hold some special Seder foods
Symbol – something that represents or reminds you of something else
Torah – Jewish holy book

Unit Yoga lesson 3- Monday
LI: We are learning to create our own flow showing quality in control, balance and technique.

This week in yoga the children will create their own flows using the different actions that they have learnt from the previous week. They will focus on how their breath changes as they change to different actions.

Unit Hockey lesson 3 Wednesday
LI: We are learning to develop our skills by receiving the ball with control.

The children will develop their skills by learning new ways to receive and trap the ball by creating a barrier using their hockey stick.

Art - Kapow | **Spanish – Language Angels** | **PSHE - Jigsaw**

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LI: We are learning to identify and compare features of art installations.

The children will be exposed to a range of installations this week and will discuss the following questions as a class before independently analysing an installation.

What can you see?
Is it artwork?
How did the artist create it?
What do you think is successful and unsuccessful about it?
What would you name this artwork, and why?
What words would you use to describe it?
Does the artwork remind you of anything?

LI: We are learning to fully conjugate the Spanish regular AR verb -llevar (to wear).

In this lesson, children will recap the previous twenty one nouns and their articles of clothing in Spanish. Children will practise saying small phrases such as 'Para la escuela me llevo…' which means 'For school I wear…'.
The main activity will focus on reciting, practising and memorising the conjugated verb 'to wear' in Spanish which is 'llevar'. Children will also practise how to spell these. As a challenge, children will recap the previous topic of weather to say phrases such as 'When it is nice weather, I wear…'

New Key Vocabulary:
llevar - to wear
(Yo) llevo - I wear
(Tú) llevas - You wear
(Él) lleva - He wears
(Ella) lleca - She wears
(Nosotros) llevamos - We (masculine) wear
(Nosotras) llevamos - We (feminine) wear
(Vosotros) lleváis - You all (masculine) wear
(Vosotras) lleváis - You all (feminine) wear
(Ellos) llevan - They (masculine) wear
(Ellas) llevan - They (feminine) wear

LI: We are learning to explore basic first aid procedures including recovery position and know how to get help in emergency situations.

This week in PSHCE the children will discuss when we should call for first aid. They will look at a range of scenarios and discuss the possible risks as a class.

1. **Your friend is skateboarding in the park, falls off and bangs their head on the concrete. They are breathing but not conscious. The park is empty of people but there are some shops nearby.**

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing

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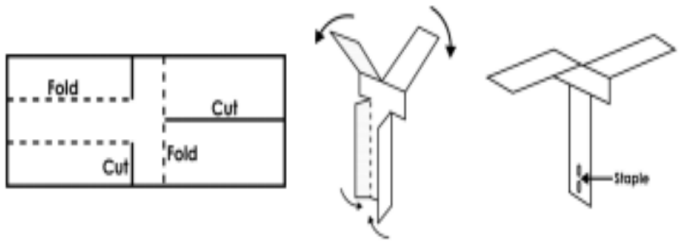
LI: We are learning to explain and investigate the force air resistance
LI: We are learning to investigate whether surface area affects air resistance

By the end of this lesson children should be able to:
Understand and explain what air resistance is
Make a hypothesis on how air resistance works
Compare gravity and air resistance
Work scientifically to investigate whether surface area affects air resistance (experiment)

Key vocabulary
gravity
air resistance
drag
resist
newtons
Newton Meter
move
effect
force
push
pull
lift



LI: We are learning to compare Athens with Sparta.

In this lesson, children will recap ordering key events in Ancient Greece as a recap. As a class, we will explore Athens and Sparta in detail using secondary sources.

Children will research the similarities and differences of the two city-states, specifically looking at politics, education, culture and society. As an activity, children will use comparative frames to show these similarities and differences using key vocabulary such as democracy, oligarchy, power, civilisation and trade.

Children will also be encouraged to think about the UK political system and give reasons why the UK has a democratic political system.

L.I. We are learning to apply our understanding of microcontrollers to design a project. (over two weeks 2/2)

This is the final part of this project, carried over from last week.

In this lesson, learners will apply their understanding of microcontrollers and selection by designing a project to meet the requirements of a given task. To support their understanding, learners will identify how selection might be used in real-world situations, then they will consider how they can apply this knowledge when designing their project. Learners will produce design sketches to show how their model will be made and how they will connect the microcontroller to its components.

Learning objectives
To design a physical project that includes selection

- I can identify a real-world example of a condition starting an action
- I can describe what my project will do
- I can create a detailed drawing of my project

Key vocabulary
Selection, condition, action, repetition

Homework

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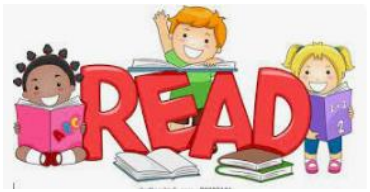
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back 13.3.23**

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 -** **Doodle Spell** Log in to your account at least 3 times this week. **This week's spellings are –** *gravity* *resistance* *drag* *resist* *newtons* *move* *effect* *force* *push* *pull* You will find the meaning of these words during your reading activities this week.	 **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! **Maths Homework** – You will be assigned an extra on a doodle this week exploring decimals.	 **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 have breakfast on the Eiffel Tower or dinner at Buckingham Palace?** **Send in your reply on Google Classroom.** Discuss your question with your family, ready for Talk Tuesday next week.