

Weekly Overview of Learning

Year Group: 5

Week beginning: 10.06.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to infer from the text.</u></p>	<p><u>LI: We are learning to create suspense in our writing</u> (cold task)</p>	<p><u>LI: We are learning to evaluate the suspense in our writing.</u></p>	<p><u>LI: We are learning to compare and contrast two characters from the book, Coraline.</u></p>	<p><u>LI: We are learning to explain the different ways the author, Neil Gaiman, uses comparisons and contrasts to portray characters and settings effectively.</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own</p>	<p>Children will work independently to create their piece of writing.</p>	<p>Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes. Children will use comparative and contrasting vocabulary with evidence from the text.</p>	<p>In this lesson we will use think-pair- share to listen to one another. Children will share their ideas with their peers to practise sentence structure and use of dialogue, focusing on authors techniques.</p>

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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Mystery curious loneliness bravery eerie atmosphere neglected fear attention <u>Blooms questioning</u> Who are the characters Coraline meets in the other world? Describe Coraline's feelings when she first enters the other world. Explain the differences between Coraline's real parents and the other parents. How does Coraline's curiosity lead her to discover the other world? What actions does Coraline take to explore the other world once she finds the door? Compare Coraline's real home with the home she finds in the other</p>	<p><u>Key vocabulary:</u> language choices sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia pace repetition thoughts actions <u>Blooms questioning:</u> What key events in the plot have happened in the book so far? What is tension and suspense? How will you use the identified techniques to create atmosphere and tension within your writing? What impact will describing a character's thoughts impact the mood within your writing? How can you use show not</p>	<p><u>Key vocabulary:</u> language choices sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia pace repetition thoughts actions evaluate suspense <u>Blooms questioning:</u> How will you use the identified techniques to create atmosphere and tension within your writing? Did you describe the setting effectively using ambitious vocabulary to portray tension? Which similes and metaphors did you use in your writing? Have we included enough suspense in our writing? Have we built tension and</p>	<p><u>Key Vocabulary:</u> characters traits compare contrast similarities differences evidence similarly equally both as well as in contrast alternatively although whereas <u>Blooms questioning:</u> What characters can you name from the book, Coraline? What are some key traits of mother and other mother? Why does other mother behave differently to mother? What evidence from the book supports your points? Can you compare and contrast the two? How does the author effectively portray differences between mother and other mother?</p>	<p><u>Key Vocabulary:</u> characters settings Other Mother Other Father Other World traits compare contrast similarities differences evidence similarly equally both as well as in contrast alternatively although whereas author techniques portray vivid image reader effective <u>Blooms questioning:</u> How does the author use comparisons and contrasts between Coraline's world and the Other World to portray characters?</p>
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	<p>world. What are the key similarities and differences? Why does Coraline begin to feel uneasy about the other mother and other father? How effective is the author in creating a sense of mystery and suspense in this chapter?</p>	<p>tell to build suspense? Do similes or metaphors have more impact?</p>	<p>atmosphere effectively? Have you used key details from the book in the appropriate context? What could you improve on in your hot task to portrait suspense more effectively?</p>		<p>What different techniques are used by the author to portray characters vividly and effectively? Can you identify a technique used to build characters in the book and provide evidence? What key themes and messages is the author trying to portray by comparing and contrasting the two different worlds?</p>
Activities	<p>In this lesson, children will be inferring from the text to answer questions using PEE paragraphs. The class will practise how to do this successfully as a class. Following this, children will independently answer some inference questions noting that there is not a right or wrong answer for these - the children</p>	<p>In this lesson, children will work independently to write their cold task. They will be using their knowledge from the previous two lessons of setting and characters in Coraline to write a description of Coraline's entry into the other flat. Children will think about building tension, mystery and suspense effectively using a variety of</p>	<p>In this lesson, children will reflect on their cold task writing and evaluate their writing against a criteria. They will then complete a self-evaluation sheet and discuss what they can include in their next piece of writing to make it more suspenseful when planning and drafting for their hot task writing.</p>	<p>In this lesson, children will first read chapter 4 of Coraline and will recap the characters introduced as well as the plot so far. Then, the class teacher will look at extracts from the book describing Coraline's flat and her other flat and will model using the evidence to complete a comparative and contrasting frame. Building on this, children will then work as a class to find evidence for Coraline's father and Other Father in the book and will use this information,</p>	<p>In this lesson, children will build on their learning from the previous lesson to develop a more enhanced understanding of the characters and authors intent in the book, Coraline. Firstly, children will recap the contrasts and comparisons identified between the two flats, two fathers and two mothers using evidence and page numbers from the book to support their points. Then, children will look at different author techniques that have been used to portray the</p>

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just need to back up their opinions using evidence from the text.

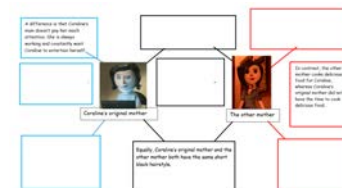
figurative language and grammatical structures.



My Reflection	Teacher's General Reflection
<p>How clearly and well you address the criteria of your task</p> <p>The criteria of your task is my GEM Task and I will make sure that in my Task, I will:</p> <ul style="list-style-type: none"> Use a range of figurative language Use a range of grammatical structures Use a range of punctuation Use a range of vocabulary Use a range of sentence structures Use a range of paragraph structures Use a range of text structures Use a range of text features Use a range of text elements Use a range of text devices Use a range of text effects Use a range of text techniques Use a range of text strategies Use a range of text tactics Use a range of text methods Use a range of text procedures Use a range of text processes Use a range of text practices Use a range of text protocols Use a range of text conventions Use a range of text standards Use a range of text norms Use a range of text customs Use a range of text traditions Use a range of text customs Use a range of text traditions 	<p>How clearly and well you address the criteria of your task</p> <p>The criteria of your task is my GEM Task and I will make sure that in my Task, I will:</p> <ul style="list-style-type: none"> Use a range of figurative language Use a range of grammatical structures Use a range of punctuation Use a range of vocabulary Use a range of sentence structures Use a range of text structures Use a range of text features Use a range of text elements Use a range of text devices Use a range of text effects Use a range of text techniques Use a range of text strategies Use a range of text tactics Use a range of text methods Use a range of text procedures Use a range of text processes Use a range of text practices Use a range of text protocols Use a range of text conventions Use a range of text standards Use a range of text norms Use a range of text customs Use a range of text traditions Use a range of text customs Use a range of text traditions

with the help of the class teacher, to complete a comparative and contrasting frame on the interactive whiteboard. To consolidate their understanding and deepen their thinking, children will independently complete the comparative and contrasting frame for Coraline's mother and other mother ensuring they use key vocabulary and evidence from the text. After this, children will create a comparative and contrasting paragraph using the key details identified in their frames as well as evidence from the text, to analyse Coraline's mother and her Other Mother. They will also start to think about the purpose for the portrayal of the characters and the author's intent for the reader. After, children will read chapter 5 of the book and discuss key questions to build their understanding of key events.

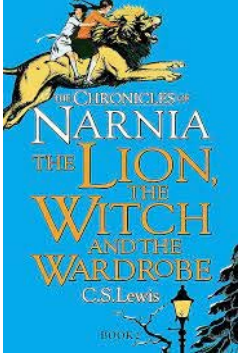
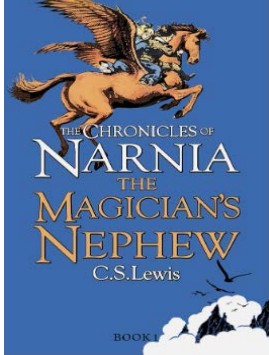
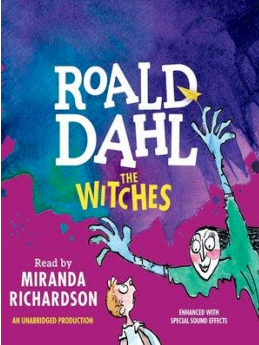
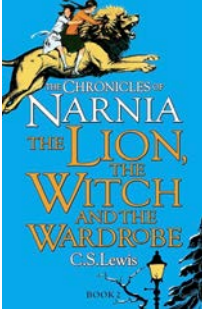
characters effectively such as mirroring between characters, ongoing themes and repetition between both worlds. As a class, the children will work together to write this information into a cohesive paragraph. Then, to consolidate their learning, children will write a comparison and contrasting paragraph about the characters and settings introduced so far as well as describing the effects this has on the reader.



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Class Text - Reading Aloud 10-15 mins each day	Diamond TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis	Emerald TEXT - The Magician's Nephew Author - C.S. Lewis	Jade TEXT - The Witches Author - Roald Dahl	Pearl TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis
				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths -	<u>LI: We are learning to interpret negative numbers in context, such as temperature.</u>	<u>LI: We are learning to solve and use our critical thinking to answer reasoning questions.</u>	<u>LI: We are learning to compare and order negative numbers.</u>	<u>LI: We are learning to find the difference between positive and negative numbers.</u>	<u>LI: We are learning to evaluate our learning of negative numbers.</u>
Key vocabulary and key questions	Key vocabulary: negative number negative 5 positive 5 increase decrease annotating visualising recording	Key vocabulary Decide Assess Back it up Problem solving Calculations Evidence Accurate Reasonable	Key vocabulary: negative number negative 5 positive 5 less than more than equal to greater smaller	Key vocabulary: negative number negative 5 positive 5 difference greater smaller	Key vocabulary: negative number negative 5 positive 5 number line less than more than equal to greater

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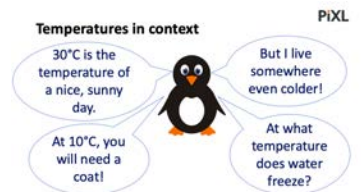
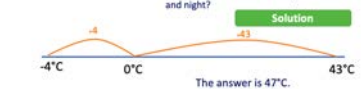
	<p>Key questions: What does a negative number represent? Where might you see a negative number in real life? If the temperature is negative, is it warmer or colder than a temperature that is a positive number? What temperature is the freezing point? If the temperature drops, will the number value increase or decrease? What do we use to measure temperature? If the temperature is a negative number, what might you wear if you went outside?</p>	<p>Justify Prove Operation</p> <p>Key questions: What is the problem asking you to find or solve? What information do you already have? What additional information might you need? Can you break the problem into smaller, more manageable parts? How can you check if your solution makes sense? Can you think of different ways to approach this problem? How can you use logical reasoning to justify your answer? What patterns or relationships do you notice in the problem? How can drawing a picture or diagram help you understand the problem better?</p>	<p>ascending descending</p> <p>Key questions: Where is the number on the number line? How can you use a number line to compare numbers? When comparing numbers on a number line, are the greater/smaller numbers on the right or the left? Are negative numbers greater or less than positive numbers? What temperature is warmer/colder, So which number is greater? How do you know that -8 is less than -3?</p>	<p>Key questions: Where is the number on the number line? How can you use a number line to find the difference between two numbers? How many jumps are there from to ? Does it matter if you count forwards or backwards? How far away from zero is ? What is the overall difference?</p>	<p>smaller ascending descending difference</p> <p>Key questions: What is a negative number? Explain the difference between negative and positive numbers. How do you represent a negative number on a number line? Describe what happens when you add two negative numbers together. If the temperature drops from 5°C to -3°C, by how many degrees did it drop? Compare the results of adding two negative numbers to the result of subtracting a positive number from a negative number.</p>
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Activities					
<p>Activities</p>	<p>In this lesson, children will explore the key words 'negative', 'positive', 'increase' and 'decrease' and explain the connections between them. They will look at negative numbers in context, understanding how negative numbers apply to real-life situations.</p> <div data-bbox="257 606 616 798"> <p>Temperatures in context PIXL</p>  </div> <p>Children will gain an understanding of key phrases and learn that water freezes at 0°C. Children will recap how to put negative and positive numbers in ascending order and descending order. Following this, children will work in pairs to problem solve and use their critical thinking to solve a range of reasoning questions.</p> <div data-bbox="257 1292 616 1492"> <p>Problem solving PIXL</p> <p>The average summer temperature of the Sahara desert is 43°C in the daytime and -4°C at night time.</p> <p>What is the difference in temperature between day and night?</p>  <p>The answer is 47°C.</p> </div>	<p>In this lesson, children will be practising PIXL questions and following modelled steps to better understand the mathematical vocabulary, concepts and strategies when answering reasoning questions.</p>	<p>In this small step, children compare and order integers that include negative numbers. A common misconception is to apply the abstract "rules" of positive numbers to negative numbers. For example, children may believe that because 10 is greater than 3, then -10 must be greater than -3. Number lines are a key representation to help address this misconception. By comparing positive numbers and reflecting on their positions on a number line, children can begin to generalise that greater numbers lie to the right on a number line. Therefore, because -3 lies to the right of -10, it is greater. It can also be helpful to discuss real-life contexts to support this understanding. For example, children may be comfortable with the fact that, for example, -5 degrees is colder than -1 degree and can then apply this to show that $-5 < -1$</p>	<p>In this small step, children look at finding the difference between positive and negative numbers. As with previous steps, vertical and horizontal number lines are a key representation in supporting this understanding. To begin with, children count either forwards or backwards in 1s through zero, seeing that the difference is the number of jumps between the two numbers. They then look at more efficient strategies by jumping to and from zero and adding the two jumps together to find the difference. For example, to find the difference between -4 and 3, they can jump 3 from 3 to 0 and then 4 from 0 to -4. The difference is $3 + 4 = 7$. Contextual problems, such as finding the difference between temperatures or distances above and below ground, are very common, so this step is key for working with negative numbers.</p>	<p>In this lesson, children will showcase their learning in this topic and complete an end of topic assessment. Children will self mark their answers to identify and correct their mistakes. Children will work in pairs to consolidate their learning of negative numbers by completing additional reasoning questions to further their understanding.</p>

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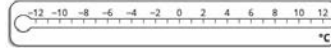
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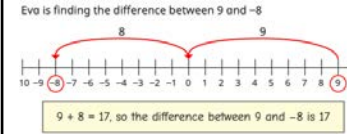
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Once children are confident with comparing two numbers, they can begin to order groups of integers that include both positive and negative numbers.

Write the temperatures in order, starting with the coldest.



▶ 9 °C, 0 °C, 3 °C ▶ -9 °C, 0 °C, -3 °C ▶ 8 °C, -1 °C, -3 °C



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Music - Sing Up

Unit: Kisne Banaaya- Lesson 2

LI: We are learning to pronounce the lyrics of the song correctly and learn to play the melody.

This song, Kisne Banaaya, is from India and Pakistan explores how our world, and the different creatures that inhabit it, came into existence. Pupils will learn choreography to support the learning and understanding of the song (in Hindi), learn to sing the song comparing different performances and play an instrumental accompaniment on tuned percussion.

Children will be tested if they can remember the names of the 'pure notes' from the Indian Classical scale and see if they can remember what objects were represented in the action through dance. As a class, the children will rewatch the video of the dance for Kisne Banaaya and join in with Seetal. They will listen to the pronunciation audio track and join in with Gunwant. Children will look at the meaning of each word and combine the saying of the word with the accompanying action.



RE - Widening Horizons

Pilgrimage- Lesson 10

LI: We are learning to understand and explain that Jews make special journeys to places of religious significance (AT1).

LI: We are learning to compare my special place to someone else's.(AT2)

In this lesson, children will recap about what they have already learned about pilgrimages and similarities and differences between different religions. Children will be introduced to Judaism and the pilgrimages that Jewish people make. They will learn about Passover, Shavuot and Sukkot - festivals where Jewish people make the pilgrimage to Jerusalem and learn that Jerusalem is considered to be their holiest city. Children will also read about the Western Wall and understand the importance by reading and watching a video. As a class, children will discuss key questions to retrieve information about the Wailing Wall and following this, children will use what they have learned and Chromebooks to create an informative poster about the Jewish Pilgrimages.



PE - Get Set 4 PE

Cricket Unit

LI: We are learning to develop placement of a ball into space. Children will learn to grip the bat with their dominant hand at the bottom and keep their elbow high as they learn to develop placement of a ball into space.



Rounders Unit

LI: We are learning to focus on developing batting technique. Children will learn to keep their eyes on the ball when learning how to bat and to always stand sideways on to the bowler. Children will practise striking through the ball. Children will reflect on their strengths and their areas of improvement while practising.



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Art - Kapow	Spanish - Language Angels	PSHE - Jigsaw
<p><u>Topic 4: Architecture - Lesson 1 Observational drawing</u></p> <p><u>LI: We are learning to apply observational drawing skills to interpret forms accurately.</u></p> <p>In this lesson, children draw their own front door from memory. This task is set as children see their own door daily therefore it is assumed it will be easy. After a few minutes, children will discuss how difficult the activity is and think about why drawing something so familiar to us from memory can be hard as a hook to the start of this topic.</p> <p>Children will learn that they will be drawing a house. It may be a real house from the school field, it may be from photographs or it may be from google map street view. Before drawing, children will need to use observational drawing skills to draw what they see accurately, identifying details and features of the building that they need to consider when drawing. Prior to starting their artwork, children will foresee what they think will be tricky features to draw and any challenges they may face.</p>	<p><u>LI: We are learning to develop our understanding of key facts of the history of the modern Olympic games.</u></p> <p>Children will be learning another technique to help them decode longer text in Spanish. This will also help them remember key facts from the modern Olympic games.</p> <div data-bbox="813 635 1473 1005" data-label="Image"> </div>	<p><u>Bike Week and Its Importance</u></p> <p><u>LI: We are learning to understand the purpose of Bike Week.</u></p> <p><u>LI: We are learning to recognise the health, environmental and social benefits of cycling.</u></p> <p>Children will start with a brief discussion, thinking about who here has a bicycle and how often they ride it. They will learn that Bike Week is an annual event that encourages people to ride their bikes more often. Then, we will watch a short video about Bike Week highlighting its activities and benefits.</p> <p>Children will research the benefits of cycling, discussing how cycling helps keep us fit and healthy, how cycling reduces pollution and helps the environment and talk about the fun of cycling with friends and family. Children will be asked to share their own experiences of cycling and how it makes them feel. During the week, children will have the opportunity to design a poster that encourages others to participate in Bike Week.</p>

Science - Wellington Curriculum

Topic (History) - Wellington Curriculum

Computing

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End of topic assessment: Earth and Space.

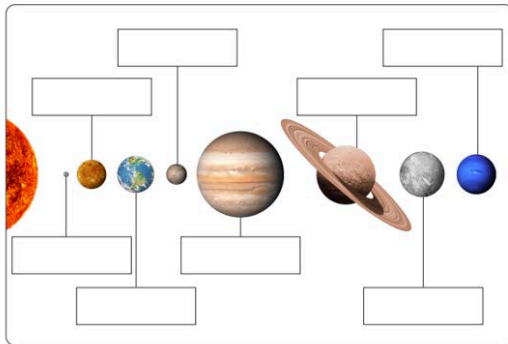
Children will be taking an end of unit test that aims to evaluate students' understanding and knowledge acquired throughout the topic. The assessment will cover key concepts, practical skills, and scientific thinking developed during the lessons:

- Solar system
- The moon and its phases
- Movement of earth
- Lunar eclipse

Science- Earth and Space assessment

Question 1a

Use the useful words to label the planets on this diagram of the Solar System.



Useful words

- Earth
- Jupiter
- Mars
- Mercury
- Neptune
- Saturn
- Uranus
- Venus

Groundbreaking Greeks-lesson 3

LI: We are learning to use evidence from different Ancient Greek sources and identify bias.

In this lesson, children will use their knowledge of primary and secondary sources to examine a range of artefacts and sources from ancient Greece to learn more about everyday life. While examining the artefacts, children will make predictions based on their prior knowledge and will also think about the reasons for the creation of the artefact, inferences they can make about the ancient Greeks from the source and evaluate its reliability providing reasons and justifications for these. Children will then complete the table for each artefact or source.

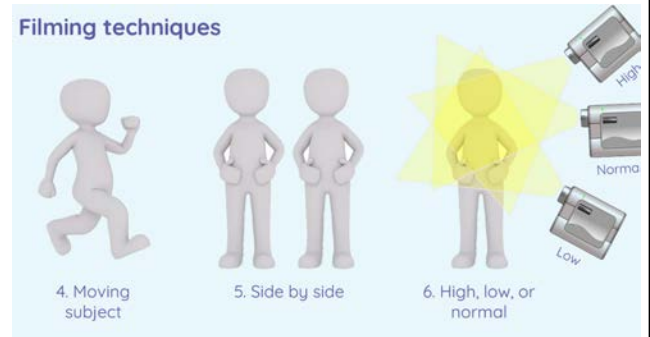
Source	Who produced the source?	Why was it created?	What can you infer about the Ancient Greeks from this source?	Do you think this source is reliable? Why or why not?
1.				
2.				
3.				
4.				
5.				

Lesson 2

LI: We are learning to use a digital device to record video

Learners will explore the capabilities of a digital device that can be used to record video. Once they are familiar with their device, learners will experiment with different camera angles, considering how different camera angles can be used for different purposes.

Filming techniques



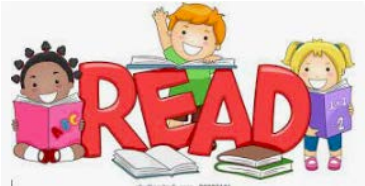






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Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

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 - this week we would like you to complete your extras on Doodle English.</p> <p>Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p>	 <p>Doodle Maths - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the green zone yet?</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>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p>Send in your reply on Google Classroom.</p>