

# Weekly Overview of Learning

Year Group: 5

Week beginning: 11.9.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to identify personal pronouns and possessive pronouns.</u>	<u>LI: We are learning to explain what a refugee is and empathise with emotions that a refugee may feel.</u>		<u>LI: We are learning to explore, understand and empathise with a character's feelings.</u>	<u>LI: We are learning to develop an understanding of a character through hot seating.</u>
<b>Speaking and Listening Focus</b>	Children will speak audibly and fluently with an increasing command of Standard English using the correct pronouns in sentences when speaking and writing.	Children will consider and evaluate different viewpoints, attending to and building on the contributions of others. To help develop an informed view, children will distinguish fact from opinion, and recognise when their sources try to influence them and how useful these are.		Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Children will participate in discussions, role play and improvisations. When engaging with others, children will respond in ways appropriate to their role, showing that they value others' contributions and use these to build on thinking.
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<u>Key vocabulary</u> Pronouns Personal pronouns I You She He We They Possessive pronouns Mine Yours His Hers Ours Theirs	<u>Key vocabulary</u> Refugee Asylum Displacement War Trauma Resilience Empathy Empathise Hope Compassion Belonging Isolation Uncertainty Human Rights Solidarity		<u>Key vocabulary</u> empathise feelings actions scared anxious insecure inferior unwanted embarrassed lonely abandoned depressed curious safe optimistic	<u>Key vocabulary</u> Characterisation Hot Seating Personality Motivation Background Emotions Body Language Dialogue Perspective Inner Thoughts Improvisation Backstory Relationships  <u>Blooms questioning</u>

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	<p><b><u>Blooms questioning</u></b></p> <p>What is a personal pronoun?          What is a possessive pronoun?          What is the purpose of using personal pronouns in writing or speech?          How do personal pronouns change according to different persons (first person, second person, third person)?          How are possessive pronouns used to indicate ownership or possession?          What is the function of possessive pronouns in replacing possessive noun phrases?</p>	<p><b><u>Blooms questioning</u></b></p> <p>What is a refugee?          What are the circumstances that force individuals to become refugees?          Which countries or regions have experienced significant refugee crises in recent history?          What basic human rights are refugees entitled to, regardless of their status?          Why have some individuals become refugees and what are the challenges they face in their home countries?</p>	<p>peaceful brave</p> <p><b><u>Blooms questioning</u></b></p> <p>How do you think Ahmet is feeling moving to a different country?          How do you think Ahmet is feeling about starting a new school?          What actions may Ahmet display when feeling petrified?          What actions may Ahmet display when feeling glad?</p>	<p>How do you feel about the events that have happened in the book?          Who are your closest friends or allies in the story?          Do you have any enemies or conflicts with other characters?          Can you tell me about your past and what led you to this point in the story?          Are there any significant events from your past that still affect you today?          What do you believe in, and why are these beliefs important to you?          What thoughts keep you awake at night?          Is there anything you would change about your surroundings?          How do you view yourself in relation to your role in the book's events?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will learn about personal pronouns and possessive pronouns. Children will complete a range of class activities to identify these in sentences, insert these into sentences and explain the purpose of using personal pronouns and possessive pronouns. Following this, children will complete an independent worksheet to consolidate their learning.</p>	<p>In this lesson, children will discuss what they already know about refugees, if they have heard of the term and if they know any refugees. Children will research who a refugee is and learn about famous refugees such as Rita Ora, Sir Mo Farah, Freddie Mercury, Albert Einstein and Dua Lipa and their reasoning for leaving their home countries. Following this, children will learn about what empathising means by listening to a poem called Bird Watching in Lesvos Island and list emotive language used that help</p>	<p>In this lesson, children will reflect on what they already know about Ahmet as a person, how Ahmet feels and why he feels this way using evidence in the text. As a class, we will look at an emotion-sensation wheel to help us explore ambitious vocabulary to use when expressing feelings. We will create examples of explanations of how Ahmet is feeling and why Ahmet is feeling this way. Following this, we will gather some examples as a class and include</p>	<p>In this lesson, children will create questions that they want to ask Ahmet to explore and understand Ahmet's character by thinking about themes such as personality, motivation, background, emotions, perspective, inner thoughts, backstory and relationships. Following this, children will get the opportunity to ask these questions and gain an improvised answer through hot seating. The answers will be modelled by the teacher at first, then children will practise hot seating in groups. Children will record their questions and possible answers in their book.</p>

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them to understand the emotions that a refugee may feel. The class will also watch a story of a refugee, called Yusra, to understand what hardships she had to face and discuss how they think she felt at different points of the video. To consolidate our learning, children will read extracts of stories written by refugees and will answer inference questions to empathise with the author.

these on our working wall before independently completing a role in the wall worksheet to explore and explain the feelings of Ahmet as he starts a new school.



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

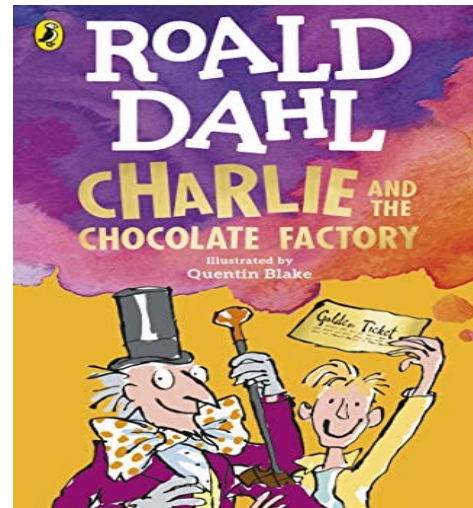
**Diamond**

TEXT - Matilda  
Author - Roald Dahl



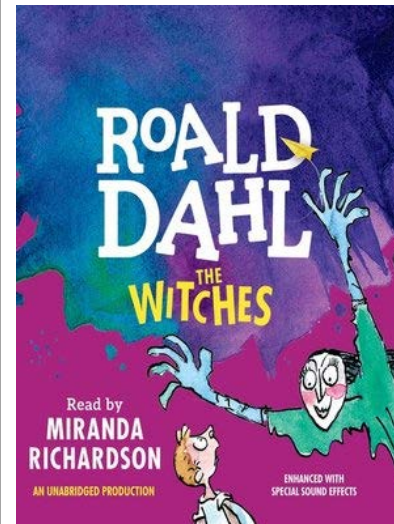
**Emerald**

TEXT - Charlie and The Chocolate Factory  
Author - Roald Dahl



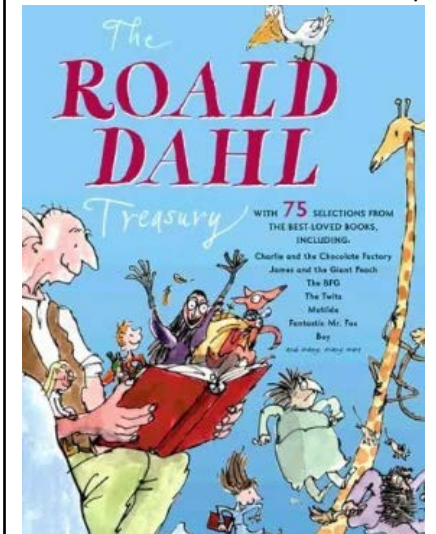
**Jade**

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 understand the term powers of 10.</u>	<u>LI: We are learning to use place value to find numbers 10/100/1,000/10,000/100,000 more or less than a given number.</u>	<u>LI: We are learning to partition numbers to 1,000,000.</u>	<u>LI: We are learning to use number lines to 1,000,000.</u>	<u>LI: we are learning to compare numbers to 100,000</u>
<b>Key vocabulary and key questions</b>	<p><b><u>Key vocabulary</u></b>                      Increasing sequence                      ones                      tens                      hundreds                      thousands                      ten thousands                      place value                      place value charts                      counters                      whole/part</p> <p><b><u>Blooms questioning</u></b>                      How can you tell if a number is a power of 10?                      • Is this number a multiple of a power of 10? How can you tell?</p>	<p><b><u>Key vocabulary</u></b>                      ones                      tens                      hundreds                      thousands                      ten thousands                      place value                      place value charts                      counters                      whole/part</p> <p><b><u>Blooms questioning</u></b>                      How can you use a place value chart to find 10/100/1,000 ... more/less than a given number?                      • How can you use a Gattegno chart to find</p>	<p><b><u>Key vocabulary</u></b>                      ones                      tens                      hundreds                      thousands                      ten thousands                      place value                      place value charts                      counters                      whole/part</p> <p><b><u>Blooms questioning</u></b>                      What number is being represented?                      How can place value cards be used to help partition a number?                      If you have 10 hundreds/thousands/ten-thousands, what can these be</p>	<p><b><u>Key vocabulary</u></b>                      ones                      tens                      hundreds                      thousands                      ten thousands                      place value                      place value charts                      counters                      whole/part</p> <p><b><u>Blooms questioning</u></b>                      • What are the values at the start and the end of the number line?                      • How many large intervals are there in the whole number line? What is each large interval worth?</p>	<p><b><u>Key vocabulary</u></b>                      greater than / less than / equal to                      • more / fewer / no                      • compare                      • most significant digit</p> <p><b>Key Stem Sentences</b>                      • ___ is greater than / &gt; / less than /                      • ___ has more / fewer / no ___s.                      • ___ is equal to / = ___</p> <p><b><u>Blooms questioning</u></b>                      • Which digit in each number has the greatest value?                      What are the values of these digits?</p>



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	<ul style="list-style-type: none"> <li>• If you move a digit one place to the left in a place value chart, how many times greater is the value of the digit?</li> <li>• If you move a digit two places to the left in a place value chart, how many times greater is the value of the digit?</li> <li>• What patterns can you see in the Gattegno chart?</li> </ul>	<p>10/100/1,000 ... more/less than a given number?</p> <ul style="list-style-type: none"> <li>• How many digits of the number will change if you add 10/100/1,000 ... to the given number?</li> <li>• What is the same and what is different about the patterns of the numbers vertically and horizontally in a Gattegno chart?</li> </ul>	<p>exchanged for?</p> <p>How does knowing that <math>9 + 5 = 14</math> help you to work out <math>9 \text{ tens} + 5 \text{ tens}</math>? What about <math>9 \text{ thousands} + 5 \text{ thousands}</math>?</p> <p>How else can you say/write "14 tens" or "14 thousands"?</p>	<ul style="list-style-type: none"> <li>• How many small intervals are there between each of the large intervals on the number line? What is each small interval worth?</li> <li>• What is the midpoint between ___ and ___?</li> </ul>	<ul style="list-style-type: none"> <li>• When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look at next?</li> <li>• What is the difference between ascending and descending order?</li> <li>• What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?</li> </ul>
<p><b>Activities</b></p>	<p>In this small step, children further develop their understanding of place value by exploring the relationship between numbers in different columns. As well as adjacent columns, they look at columns that are further apart, for example considering the number of tens</p>	<p>In this small step, children use place value to find numbers 10/100/1,000/10,000/100,000 more or less than a given number. They need to be able to count both forwards and backwards in steps of powers of 10, and should be encouraged to spot patterns in the sequences formed by doing this. Children</p>	<p>Children have been partitioning numbers since Year 2. In this small step, they extend their knowledge to deal with larger numbers while consolidating their understanding of the place value columns that have been introduced this year. They partition numbers in the standard way (for example, into thousands, hundreds, tens and ones) as well as in more</p>	<p>This step begins with a recap of number lines to 10,000, before moving on to explore number lines up to 100,000 and 1,000,000. Children label partially completed number lines, identify points labelled on number lines and show where a given number would lie on a number line. They look at both the exact placement of</p>	<p>In this small step, children build on their learning of comparing and ordering numbers in earlier years to compare and order numbers up to 100,000. They can use a variety of representations to help them, such as place value counters, place value charts and number lines, but the main focus of the step is to compare and order using</p>

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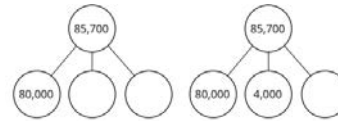
needed to make 1,000 and then multiples of 1,000. Children use both place value charts and Gattegno charts to support their understanding. You could demonstrate exchanging with place value counters as extra support if needed. Multiplication by 10, 100 and 1,000 is covered in detail later in the term. The focus here is on the place value of the digits rather than performing calculations.

100,000	200,000	300,000	400,000	500,000	600,000	700,000	800,000	900,000
10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

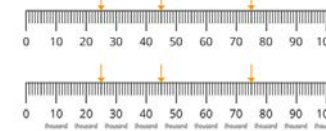
could be stretched to consider the rule that connects consecutive terms in the resulting sequences. As well as finding consecutive values when counting forwards and backwards, children should also be able to find missing numbers that lie between two other given values. A Gattegno chart is useful to support adding the correct power of 10, and to see what happens when crossing a 10/100/1,000 ... boundary.

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000
100	200	300	400	500	600	700	800
10	20	30	40	50	60	70	80
1	2	3	4	5	6	7	8

flexible ways (for example,  $15,875 = 14,875 + 1,000$  and  $15,875 = 13,475 + 2,400$ ). Understanding of partitioning, for example changing 62 to  $50 + 12$ , supports methods for addition and subtraction that will be reviewed in the next block.



multiples of 10,000 or 100,000 and the approximate placement of numbers such as 245,678. Recognising the value of the midpoint between two multiples on a number line is key to their understanding and will support the use of number lines when rounding numbers in later steps.



the place value of the digits within the numbers. Children first compare pairs of numbers and then move on to ordering sets of three or more numbers. This small step provides an opportunity to revisit previous learning from this block, as children could be asked to compare and order numbers that are written in Roman numerals.

Q1. write digits that make each statement correct.

21,917	>	2,301	14,509	<	14,571
96,714	>	96,711	311,900	>	31,004
65,071	<	1,942	711,31	<	711,731

Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

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## Unit: What shall we do with the drunken sailor?

### LI: We are learning to sing a sea shanty expressively and with a strong beat.

What shall we do with the drunken sailor? is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.



## LI: We are learning to explain the significance of the Quran for Muslims.

### LI: We are learning to ask questions and compare our ideas with those of others. (Over two lessons)

In this lesson, children will discuss what the word 'significant' means to them. The children will then look at a Rehal table and discuss why it is used. The children will learn about the steps Muslims take before reading or handling the Quran. Then, the class will look at information about the Quran including the ways Muslims show respect to the holy book. In the second lesson, children will complete a worksheet explaining the significance of the Quran.

Autumn 1 Week 2 Date: / /

LI: We are learning to explain the significance of the Quran for Muslims. (AT1)

5. How is the Quran an essential part of Muslim life? List 3 points.

1. Where holy book is the Quran? \_\_\_\_\_

2. What is the Arabic word for God? \_\_\_\_\_

3. Who was the word of God revealed to? \_\_\_\_\_


4. What does the Qur'an teach Muslims? \_\_\_\_\_

6. How does the Qur'an tell Muslims to dress? \_\_\_\_\_

7. What should men and boys not wear? \_\_\_\_\_

8. What is a Hadith? \_\_\_\_\_

9. Why do some Muslims learn parts of the Qur'an? \_\_\_\_\_

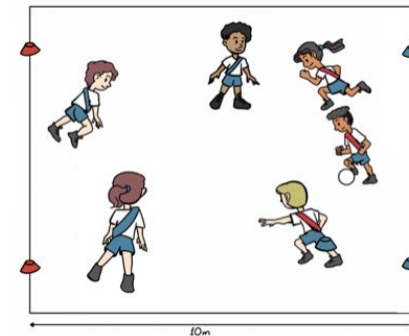


Key vocabulary

## Football -Lesson 1

### LI: We are learning to maintain possession when dribbling.

In this lesson, children will focus on using all parts of their feet to control the ball. Children will think about which part of the foot did they feel they had the most control within mini skill development games. They will explore dribbling using different parts of their foot to confirm their choice. Children will learn that when dribbling, it is important to use lots of different parts of the foot so that you can quickly control the ball.



## Tag Rugby -Lesson 1

### LI: We are learning to select the appropriate skill, choosing when to run and when to pass.

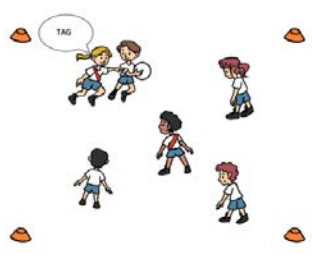
In this lesson, children will learn how to look for space between the defence to move through, pass if the defender comes towards them and run if they have space to do so. In groups of six with a ball in an area approx 10m x 8m, there will be four attackers against two defenders. Attackers try to keep the ball away from the defenders. If a

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	<p>Rehal table Arabic Significance Islam Quran Respect Wudu Sacred</p>	<p>defender tags a child who is in possession of the ball, they switch roles with that player. Attackers are allowed to run with the ball. Attackers aim to make eight passes without being tagged.</p> 
<p>Art - Kapow</p>	<p>Spanish - Language Angels</p>	<p>PSHE - Jigsaw</p>
<p><b><u>LI: We are learning to review and explore the work of Teis Albers (over two lessons).</u></b></p> <p>In this lesson, children will research the key artist. Children will learn about the artist's background and discover what makes their artwork special and unique. Children will review pieces of artwork by the artist by closely analysing and evaluating. Following this, children will create an artist research page in their sketchbooks and will create a piece of art in the style of the artist.</p>	<p><b><u>LI: we are learning to consolidation of new 'Pets' vocabulary. Use of "Tengo..." ("I have...") plus a pet and we will also introduce the connective "y" ("and")</u></b></p> <p>In this lesson, children will work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives <b>y</b> (and) and <b>pero</b>. Children will incorporate personal details previously learnt with new knowledge, then move to phrase level and create extended sentences.</p>	<p><b><u>Lesson 2</u></b> <b><u>LI: We are learning to identify and face new challenges positively and know how to set personal goals.</u></b> <b><u>LI: We are learning to identify what I value most about my school and can identify my hopes for this school year.</u></b></p> <p>In this lesson children will be writing five personal learning goals for the coming year (focussing on the academic and personal).</p> <p>They will then write how they aim to achieve their goals and the time frame for each.</p>



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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing
<p><b><u>L.I. We are learning to identify what we already know and what we would like to find out about human reproduction and ageing</u></b></p> <p><b><u>LI: We are learning to explore the process of metamorphosis</u></b></p> <p>In this lesson, children will be starting their new topic which is human reproduction and ageing. Children will complete a defining frame about what they already know about this topic and any further questions they may have. They will also be learning about the process of</p>	<p><b><u>LI: We are learning to describe and understand key aspects of physical geography.</u></b></p> <p><b><u>LI: We are learning to explain how the topography and soil type affect the location of different agricultural regions.</u></b></p> <p>In this lesson, children will look at a range of images and discuss what they see, they wonder and infer about different types of physical geography. Children will discuss what they think physical geography means. As a class, we will use Google Earth to explore physical features. Following this, the children will create a poster about physical geography.</p> <p>After this, children will look at what the topography and soil type of an area is and why it is important to consider these factors.</p> <p>Following this, children will answer a series of questions explaining how the topography and soil type affect the location of different agricultural</p>	<p><b><u>LI: We are learning to explain that computers can be connected together to form systems</u></b></p> <p>In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p> <p>In this lesson, children will consider how larger computer systems work. They see how devices and processes are connected, and reflect on how computer systems can help them.</p> <p>Children will be learning to recognise the role of computer systems in our lives by identifying tasks that are managed by computer systems,</p>

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metamorphosis.

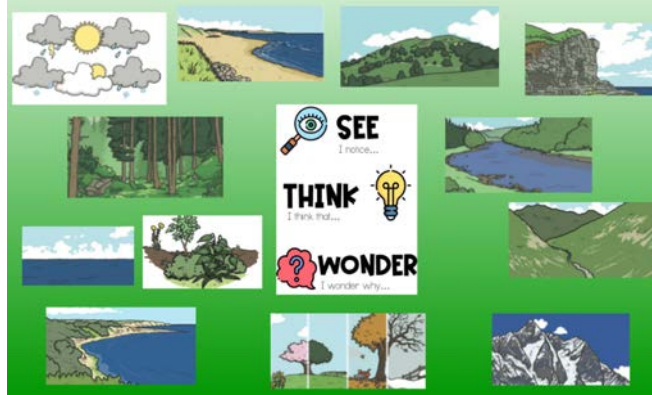
Week 2 -

L.I. We are learning to identify what we already know and what we would like to find out about human reproduction and ageing

What would you like to find out about human reproduction and ageing?

Human reproduction and ageing

regions.



identifying the human elements of a computer system and explaining the benefits of a given computer system.

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## Key vocabulary:

Bird  
Amphibian  
Larva  
Adolescent  
Reproduction  
Hatching  
Growth  
Metamorphosis

## Key Questions:

Can you identify how an insect is born?  
What is the lifecycle of an insect?  
How does the lifecycle start?

## Homework

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

### Maths Weekly Homework

Please complete your Maths Homework assigned to you all on Doodle Learning and Google Classroom. There should be the following two objectives to complete.  
Compare and order numbers above 10,000  
Count in powers of 10

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## English Weekly Homework

Please complete your English Homework which has been handed out to you on Thursday - to write an explanation about photosynthesis using the key vocabulary and images.

Due back 11.9.23

Reading	English Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
<p><b>Reading Tasks</b></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 <b>Bug Club</b> and <b>Reading Eggs</b>.</p>  	 <p><b>English Homework</b> - this week we would like you to complete your extras on Doodle English.</p> <p><b>Doodle Spell</b> - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p>	 <p><b>Doodle Maths</b> - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the <b>green</b> zone yet?</p> <p><b>Times Tables Rockstars:</b></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><b>Send in your reply on Google Classroom.</b></p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p><b>REMINDERS</b> PE days below: <b>Pearl and Jade</b> - Mondays and Wednesdays <b>Diamond and Emerald</b> - Tuesdays and Wednesdays</p> <p><b>Welcome Meeting for Parents</b> Monday 18th September from 3:45 in Year 5 classrooms please wait for all children to be dismissed and teachers will take you to the classroom.</p>



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