

Weekly Overview of Learning

Year Group: 5

Week beginning: 13.11.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to draft our setting description.</u>	<u>LI: We are learning to write a setting description (hot task).</u>	<u>LI: We are learning to evaluate our setting description.</u>	<u>LI: We are learning to create a character description.</u>	<u>LI: We are learning to understand how to use parenthesis effectively.</u>
Speaking and Listening Focus	Children will use relevant strategies to build their vocabulary to draft their description.	Hot task - children will work silently to complete their hot task.	Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.	Children will use relevant strategies to build their vocabulary and their knowledge of character descriptions.	Children will ask relevant questions to extend their understanding and knowledge.
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning</u> 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><u>Key vocabulary</u> Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning</u> 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 have from my cold task?</p>	<p><u>Key vocabulary</u> Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning</u> What features did I use well in my setting description? What steps of learning did I use to improve my setting description? What writing outcomes did I include?</p>	<p><u>Key vocabulary</u> Character description Language Layout Format Key features Appearance Personality Expanded noun phrases Show not tell Similes Metaphors Figurative language</p> <p><u>Blooms questioning</u> What features are in a character description? What are the similarities between a character description and a setting</p>	<p><u>Key vocabulary</u> parenthesis brackets dashes commas extra information relative clause</p> <p><u>Blooms questioning</u> Why do authors use parentheses in their writing? What are the different punctuation marks used for parenthesis? How is a relative clause a type of parenthesis?</p>

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	<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>What am I going to remember to do when I complete my hot task?</p>	<p>What am I most proud of? What writing targets do I need to continue to work on?</p>	<p>description? What are the differences between a character description and a setting description? How does an author describe a character using show not tell? How does an author describe a character using figurative language? What makes an effective character description?</p>	
Activities	<p>In this lesson, children will re-read their drafts from the previous lesson and will revise their plans. Children will discuss with their partners what they have already written and what they plan to write next.</p> <p>Children will peer-check drafts to make sure they have included everything on the success criteria.</p>	<p>In this lesson, children will use their draft and feedback from peers and their teacher to write up a showcase piece to demonstrate their ability to create a setting description.</p>	<p>In this lesson, children will look back on their setting description and reflect on what they did well and where they need to improve using the Year 5 Writing Composition Outcomes. Children will look at the technical features, language features and structural features of their writing as well as grammar, punctuation and spelling. Children will identify any further areas of development.</p>	<p>In this lesson, children will look at how the character, Mary Lennox, is described in the book <i>The Secret Garden</i>. The children will then look at the features of an effective character description, linking this to setting descriptions and use of figurative language and relative clauses to provide detailed information.</p> <p>The children will then look at other example character descriptions and discuss the features used to make these vivid for the reader, whilst upleveling example character descriptions. Children will then write their own</p>	<p>In this lesson, children will learn what parenthesis is and how to use this in their writing. Children will be shown questions from their last PiXL paper to identify previous mistakes made. Children will work through as a class a selection of GPS based questions to learn how to answer questions about parenthesis.</p> <p>Following this, children will work through questions relating to parenthesis to consolidate their learning.</p>

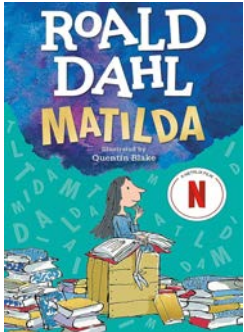
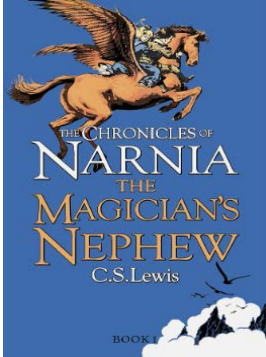
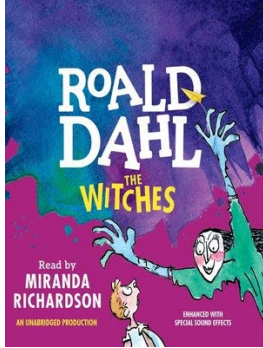
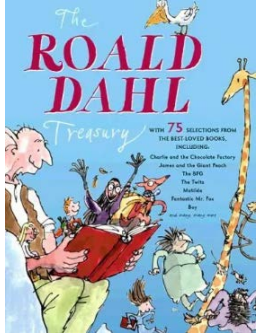
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				character descriptions using specific vocabulary to help them create a detailed and vivid character description of Mary Lennox.
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Class Text - Reading Aloud 10-15 mins each day	Diamond TEXT - Matilda Author - Roald Dahl	Emerald TEXT - The Magician's Nephew Author - C.S. Lewis	Jade TEXT - The Witches Author - Roald Dahl	Pearl TEXT - The Roald Dahl Treasury Author - Roald Dahl
				

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: we are ordering fractions that have a value less than 1</u>	<u>LI: we are learning to compare and order fractions greater than 1</u>	<u>LI: We are learning to add and subtract fractions with the same denominator</u>	<u>LI: We are learning to add two or three fractions with different denominators</u>	<u>LI: We are learning to add fractions with total greater than 1</u>
Key vocabulary and key	<u>Key vocabulary</u> Fractions Equivalent	<u>Key vocabulary</u> Fractions Equivalent	<u>Key vocabulary</u> Fractions Equivalent	<u>Key vocabulary</u> Fractions Equivalent	<u>Key vocabulary</u> Fractions Equivalent

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<p>questions</p>	<p>non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> If a set of fractions all have the same denominator, how can you tell which is greatest? • If a set of fractions all have the same numerator, how can you tell which is greatest? • How can you use equivalent fractions to help? • What are all the denominators/numerators multiples of? How can this help you find equivalent fractions? • Which of the fractions are greater than 1 2 ?</p>	<p>non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> How can you represent the fractions? • What does the number of wholes tell you about the overall sizes of the numbers? • Do you need to make any conversions? • How do you convert from an improper fraction/mixed number to a mixed number/improper fraction? • How can you use your knowledge of multiples to help?</p>	<p>non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> • How can you represent this calculation using a bar model? • Will you need more than one bar? How do you know? • How many parts do you split the bar(s) into? • What could you do if the answer is an improper fraction? • What type of calculation is this? • When adding/subtracting fractions with the same denominators, what will the denominator of the answer be? Why?</p>	<p>non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> Do the fractions have the same denominator? • What does it mean for two fractions to be equivalent? • How can you tell when two fractions are equivalent? • Why do the denominators need to be the same? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add the fractions?</p>	<p>non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> Do the fractions have the same denominator? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add the fractions? • How can you tell the answer is greater than one whole? • How can you convert the answer to a mixed number?</p>
<p>Activities</p>	<p>In this small step, children build on their knowledge from the previous step to order a set of three or more fractions. If equivalent fractions are needed, then one denominator will be a multiple of the other(s) so that conversions will not be</p>	<p>In this small step, children consolidate their knowledge from all the earlier steps in this block, using their skills in converting between forms to help compare and order fractions greater than 1 Children understand that if the number of wholes is different, they do not need to compare the</p>	<p>In this small step, children add and subtract fractions with the same denominator. For adding, this will include adding three or more fractions as well as pairs of fractions. Children need to understand that when the denominators are the same, they only need to add or subtract the numerators.</p>	<p>In this small step, children add two or three fractions with different denominators. The fractions are such that one denominator is a multiple of another and the total remains within 1. Children may be familiar with some simple common additions, such as $1\frac{2}{4} + 1\frac{4}{4} = 3\frac{4}{4}$, and</p>	<p>In this small step, children continue to add fractions where one denominator is a multiple of the other, but progress to additions where the total is greater than 1. Their answers will be improper fractions that they should convert to mixed numbers using the skills they have learnt in</p>

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	<p>complicated. Children will not need to compare fractions such as $\frac{2}{5}$ and $\frac{3}{7}$ until Year 6. Bar models, fraction walls and number lines will still be useful to help children to see the relative sizes of the fractions, especially when conversions are needed. Children should look at the set of fractions as a whole before deciding their approach, as comparing numerators could still be a better strategy for some sets of fractions. Children can use other strategies covered in the previous step, such as considering the position of a fraction relative to 0, $\frac{1}{2}$ or 1 whole.</p>	<p>fractional parts. When the number of wholes is equal, they compare denominators or numerators of the fractional parts. As with earlier steps, such comparisons will be limited to instances where the numerators or denominators are equal, or one denominator or numerator is a multiple of the other. Again, diagrams will be helpful for students to see the comparative sizes of the numbers.</p>	<p>Bar models are a useful way of representing both addition and subtraction of fractions and are easier to work with than circles, as they are easier to draw and easier to split into equal parts. Now that children are comfortable working with improper fractions, these are incorporated into both the questions and answers of this small step. For some questions, answers could be written in a simplified form, but this is not the focus of the step.</p>	<p>this could be a good example on which to build. Children can use pictorial representations to convert one of the fractions so they have a common denominator and to support the addition. If they write their workings alongside the pictorial representations, this will help them to make the links.</p>	<p>earlier steps. Children continue to represent the addition of fractions using pictorial or concrete representations to make sense of both the methods and the answers. They need to be clear what represents the whole in each case.</p>
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Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

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Unit: Keep the home fires burning

LI: We are learning to sing with expression and an appreciation of the song's history and purpose



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 leads onto composing a fanfare using the chord of C, and playing a fanfare as a class ensemble
In this lesson children will sing a triad. Listen to poetry about World War 1 and sing with expression and feeling.

LI: We are learning about the life of Mahatma Gandhi (AT1)

L.I. We are considering and linking the things that Mahatma Gandhi thought were important in the world to the way we think and behave (AT2)

In this lesson, children will be looking at Mahatma Gandhi and his beliefs and values. They look at the important stages of Mahatma Gandhi's life and create their own flow map in a sequencing frame about all the important events in a chronological order. They will reflect on his thoughts and beliefs and link them to their own thoughts and behaviour.

Key vocabulary

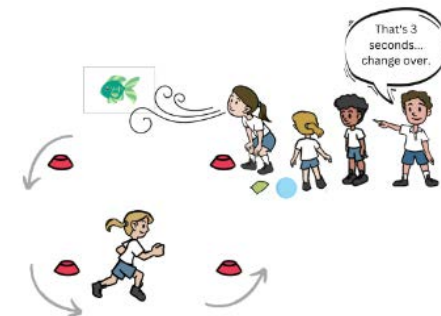
Gandhi
Belief
Significance
India
Peace
Values
Inspiration
Motivation



OAA-Lesson 3

LI: We are learning to develop planning and problem solving skills.

In this lesson, children will begin by playing the 'busy boxes' game to warm up and revisit collaboration and communication skills needed for team work. The children will then develop their skills by first discussing what thinking critically means and how this can help in team sports. Children will then play 'fish tank' to further develop this and use problems solving skills in a practical setting. The children will then play 'keep it moving' by practising underarm, overarm, chest pass and kicking a ball to explore how good planning and collaboration are central to successful teamwork.



Badminton-Lesson 3

LI: We are learning to use a variety of shots to keep a continuous rally going.

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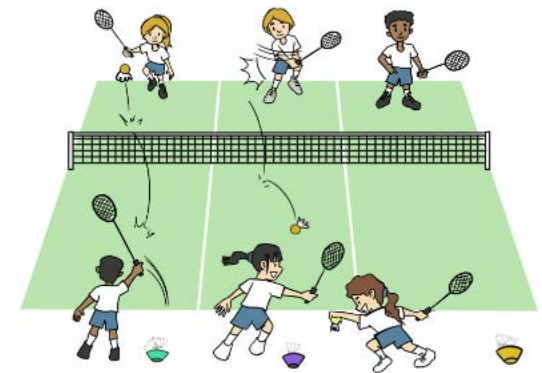
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In this lesson, children will begin by recapping the 5-1 and stretching. Children will then practise rally over the net and traffic lights to develop their agility and use of the racket and shuttlecock. Children will then play empty the cone in groups of six, where they will practise using different shots to keep a continuous rally going. Plenary: Pupils stand at the appropriate cone for their response: closest to the net if they think they've nailed it, cone in the middle of the net and baseline if they think they are starting to make progress and cone at the baseline if they think they still need to work on it:

- Can use the appropriate shot for the situation.
- Can keep a continuous rally going.
- Can return the shuttlecock accurately.



Art - Kapow

Spanish - Language Angels

PSHE - Jigsaw

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LI: We are learning to apply an understanding of drawing processes to revisit and improve ideas.

In this lesson, children will reflect on their artwork thinking about various questions about colour, composition, placement of the drawing on the textured background, technique, printmaking, tracing and collagraphing. Children will write their reflections using key vocabulary they have learned in this unit.

Topic 1: Drawing: I need space - Lesson 8 Revisiting ideas

LI: We are learning to test and develop ideas using sketches

- I can select appropriate tools and materials.
- I can choose a drawing technique to produce my own idea.
- I can evaluate my work to make improvements.

Reflections

What do you like about your artwork?



What changes would you make to your artwork?



What could your image be used for?



LI: we are learning to revise and consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in the cafetería.

In this lesson children will be consolidating all vocabulary they have learnt eg: the foods/snacks and drinks from lessons one and two before learning the transactional language required to be able to order what they would like to eat and drink in a cafetería.



LI: We are learning to understand how rumour-spreading and name-calling can be bullying behaviour

LI: we are learning to explore a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one.

In this lesson, children will be looking at different types of bullying and how we can overcome them. They will be introduced to different websites which are informative for children about bullying including helpline pages. They will complete a task on how they would come across different bullying situations.



Key Vocab

- Bullying
- Rumour
- Name-calling
- Racist
- Homophobic
- Cyber bullying
- Texting
- Problem-solving

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Science - Wellington Curriculum

L.I. We are learning to describe the juvenile stage of the human life cycle.

In this lesson, children will be learning how children develop during the juvenile stage of the human life cycle. We will be discussing different aspects such as talking, reading and writing, moving and their independence at different ages.



Topic (Geography) - Wellington Curriculum

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.

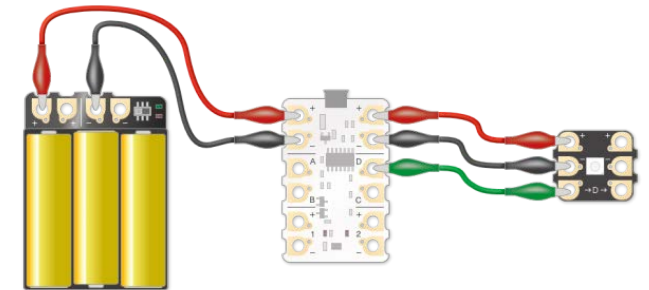


When it is time to harvest the oranges, they are picked by hand to avoid bruising. Each fruit is individually wrapped for protection. The oranges are transported in a dry, cool box to keep them fresh.

Computing

LI: We are learning to explain that a loop can stop when a condition is met

In this lesson, learners are introduced to conditions and how they can be used in algorithms and programs to control their flow. They identify conditions in statements, stating if they are true or false, and learn how they can be used to start and stop a set of actions. Learners are introduced to a Crumble switch and learn how it can provide the Crumble controller with an input that can be used as a condition. They explore how to write programs that use an input as conditions and use this knowledge to write a program that uses a condition to stop a repeating light pattern.

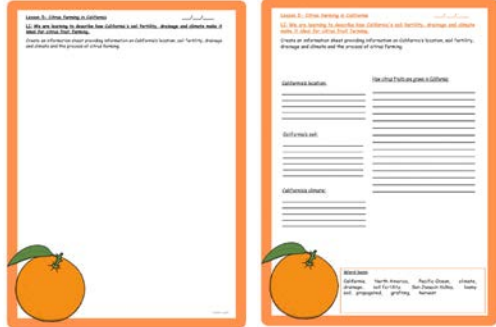


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Homework

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 Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
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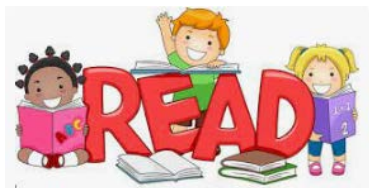
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Reading Tasks

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.