

# Weekly Overview of Learning

Year Group: 5      Week beginning: 13.03.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Reading and Writing</b>	<u>LI: we are learning to create and describe our own mythical creatures.</u>	<u>LI: we are learning to explore and create a hero/heroine for a myth.</u>	<u>LI: We are learning to use punctuation in direct speech correctly and understand how to use dialogue to effectively convey meaning.</u>	Year group closed due to industrial action	<u>LI: We are learning to identify and insert adverbial phrases in different parts of a sentence.</u>
<b>Speaking and Listening Focus</b>	<p>Think - Pair- Share</p> <p>In this lesson, children will be encouraged to explain their descriptive choices using some presentational sentence stems.</p> <p>Within this lesson, children will have the opportunity to ask their peers relevant questions about their mythical creature.</p>	<p>Think -Pair-Share</p> <p>In this lesson, children will be encouraged to explain their descriptive choices using some presentational sentence stems.</p> <p>Within this lesson, children will have the opportunity to ask their peers relevant questions about their mythical characters.</p>	<p>Within this lesson, children will discuss how to punctuate speech correctly. They will engage in conversations explaining their suggestions.</p>		<p>Within this lesson, children will discuss how to identify adverbial phrases in different parts of a sentence, and they will discuss if sentences are correct/not.</p>

# Weekly Overview of Learning

Year Group: 5    Week beginning: 13.03.23




Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

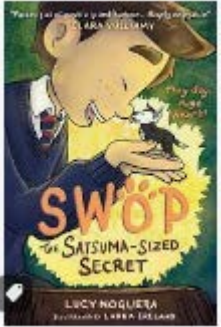
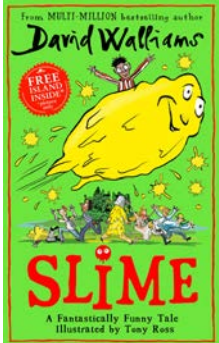
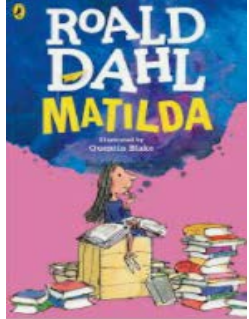
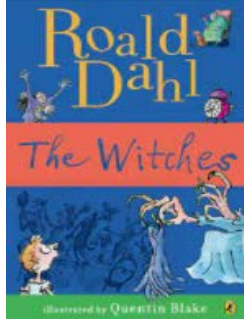
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b><u>Key vocabulary</u></b>          gods          heaven          immortal          monster          mortal          nymph          underworld</p> <p><b><u>Blooms questioning</u></b>          What powers will your creature have?          How will you apply descriptive language within your description? How will you extend your sentences to include extra information using adverbials, subordination and FANBOYS?          How will you know when to begin a new paragraph?</p>	<p><b><u>Key vocabulary</u></b>          Heroine          Hero          courageous          valiant          brave          gallant          valorous          fearless          manful</p> <p><b><u>Blooms questioning</u></b>          What characteristics do they have?          What makes a hero/heroine?          What do they do that makes them special?          Which descriptive writing features would you use to describe?          What is their personality like?          What relationship do they have with others?          Do they have a special way of travelling?</p>	<p><b><u>Key vocabulary</u></b>          inverted commas          commas          exclamation mark          question mark          capital letters          new line, new speaker          dialogue          reporting clauses          synonyms</p> <p><b><u>Blooms questioning</u></b>          What do we mean by direct speech?          What are the rules for direct speech?          Why is direct speech effective in narrative writing?</p>		<p><b><u>Key vocabulary</u></b>          Adverbials          Sentence          Verbs          Identify          Respond          Explore</p> <p><b><u>Blooms questioning</u></b>          What do we mean by adverbials?          What types of adverbials do you know?          What are their uses and when are they used in a sentence?          How would you be able to identify one in a sentence?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will use their work from the lesson before to create their own mythical creatures to use in their myths.</p> <p>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</p>	<p>In this lesson, children will be looking back at the myths they have read and reflect on the heroes they have come across. They will be learning to identify their key characteristics of these characters and use these to create their own to use in their own myths. Children will be encouraged to use sophisticated language to describe them.</p> <p>They will use reflective frames to</p>	<p>In this lesson, children will start by looking at synonyms for said. This is to help them to use a variety of reporting clauses in their direct speech later in the lesson. As a class, children will learn the rules about direct speech and create a success criteria for writing speech. The children will have an opportunity to put their learning into practice by identifying correctly</p>		<p>In this lesson, children will look back at their GPS assessment with a focus on identifying adverbial phrases with a sentence. They will practise together as a class and with partners, using their knowledge they will provide reasons for their choices and articulate their thoughts. The children will have an opportunity to put their learning into practise, writing adverbials in different parts of</p>

# Weekly Overview of Learning

Year Group: 5    Week beginning: 13.03.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	<p>writing, they will use peer feedback to discuss strengths and areas for improvements.</p>  <p><b>Personality</b></p> <p>What powerful adjectives will you use?          What embedded clauses will you use?          What relative clauses will you use?          What metaphors will you create?</p>	<p>record their ideas to describe their hero/heroine characters' appearance, personality and the effects they have on others.</p> <p>They will then go on to presenting their hero/heroine to their groups using sentence stems to present.</p>	<p>punctuated speech, correcting mistakes of poorly written speech and writing their own direct speech examples.</p> <p>Towards the end of the lesson, we will discuss why direct speech is effective in narrative writing.</p> 		<p>sentences that are related to Greek Myths.</p> 
--	---	---	---	--	---

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Diamond</b> TEXT – Swop the Satsuma-Sized Secret Author - Lucy Noguera</p> 	<p><b>Pearl</b> TEXT – Slime Author - David Walliams</p> 	<p><b>Emerald</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Jade</b> TEXT - The Witches Author - Roald Dahl</p> 
--	--	---	--	---

# Weekly Overview of Learning

Year Group: 5      Week beginning: 13.03.23



Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to understand percentages (Step 12)</u></p>	<p><u>LI: We are learning to explore percentages by comparing them to fractions. (Step 13 )</u></p>	<p><u>LI: We are learning to solve problems involving numbers up to three decimal places.</u></p>	<p><u>Year group closed due to industrial action</u></p>	<p><u>LI: We are learning to find decimal equivalents to percentages. (Step 15 )</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b> hundred percentages partitioned equivalent</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How many parts is the square split into?</li> <li>• How many parts per hundred are shaded/not shaded?</li> <li>• What percentage of the square is shaded/not shaded?</li> <li>• What does "100%" mean?</li> <li>• How many parts is the bar model split into?</li> <li>• If the whole bar represents 100%, what is each part worth?</li> </ul>	<p><b><u>Key Vocabulary:</u></b> percentages hundred square equivalent comparison</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is a percentage?</li> <li>• If the whole is split into 100 equal parts, then what percentage is parts equivalent to?</li> <li>• How are percentages and fractions similar? How are they different?</li> <li>• What is 100 divided by 2/4/5/10?</li> <li>• What is as a percentage?</li> <li>• What is one half of 100? What is 1 2 as a percentage?</li> </ul>	<p><b><u>Key Vocabulary</u></b> tenths hundredths thousands value decimal point retrieve</p> <p><b><u>Key Questions:</u></b></p> <p>Can you identify important information from the question? Which method does this question require? How can you check your answer?</p>		<p><b><u>Key Vocabulary:</u></b> Percentages Equivalent Whole Value Digit Compare</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is similar/different about percentages and decimals?</li> <li>• How many tenths/hundredths/percent are equal to 1 whole?</li> <li>• What percentage is equal to one hundredth? What is one hundredth as a decimal?</li> <li>• What percentage is equal to one tenth? What is one tenth as a decimal?</li> </ul>

# Weekly Overview of Learning

Year Group: 5    Week beginning: 13.03.23

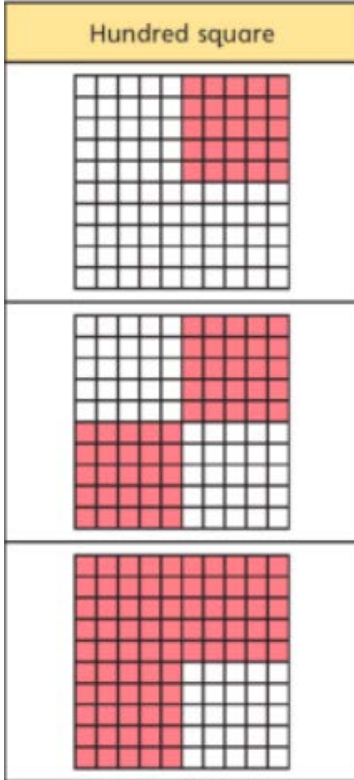
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

<p><b>Activities</b></p>	<p>In this small step, children are introduced to percentages for the first time. Children learn that “per cent” relates to “number of parts per 100”. If the whole is split into 100 equal parts, then each part is worth 1%. Hundred squares and 100-piece bead strings or Rekenreks are useful representations for exploring this concept. This idea can also be linked to previous learning by comparing to hundredths being 1 part out of a whole that is split into 100 equal parts; this will be covered in greater detail in the following steps. Using bar models, the learning extends to 1 whole being split into 10 equal parts, allowing children to explore multiples of 10%. Children then estimate 5% on a bar model split into 10 equal parts by splitting a section in half, for example 35% is three full sections and half of the next section</p>	<p>In this small step, children continue to explore percentages by comparing them to fractions. In the previous step, children saw that a percentage was a number of parts per hundred. This links to seeing a percentage as a fraction with a denominator of 100. This learning extends to 10% being equivalent to <math>\frac{1}{10}</math> and therefore 20% equivalent to <math>\frac{2}{10}</math> and so on. Children use a fraction wall to split 100% into different-sized groups and so work out the percentage equivalents of fractions, for example <math>\frac{1}{4}</math> is 100% split into 4 groups, <math>100 \div 4 = 25</math>, so <math>\frac{1}{4} = 25\%</math>. The focus of this step is percentages and fractions within 1 whole only. Decimal equivalents will be introduced in the next step.</p>	<p>The children will review the question by focussing on vocabulary that will help them answer the question. As a class they will solve word problems on the board-sharing ideas and methods as a class before working independently.</p> <div data-bbox="1025 475 1370 1040" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #ffffcc; margin: 0;"><b>Stage 2 – vocabulary</b></p> <p>Three Year 5 children ran a race and their times were recorded.</p> <table border="1" style="margin: 5px auto;"> <thead> <tr> <th colspan="2">Seconds</th> </tr> </thead> <tbody> <tr> <td>Mohammed</td> <td>11</td> </tr> <tr> <td>Carrie</td> <td>11.62</td> </tr> <tr> <td>James</td> <td>12.3</td> </tr> </tbody> </table>  <p>Who won the race? What is the difference between first and second place?</p> <div style="text-align: center; margin-top: 10px;"> <p>The word is...</p>  </div> </div>	Seconds		Mohammed	11	Carrie	11.62	James	12.3		<p>In the previous step, children began looking at the relationship between percentages and fractions. In this small step, they find decimal equivalents to percentages. Use place value counters, bead strings and straws to recap that when 1 whole is split into 10 equal parts, each part is equal to 0.1 and when it is split into 100 equal parts, each part is equal to 0.01. Children relate this understanding to percentages, comparing 0.1 and 10%, and 0.01 and 1%. If <math>10\% = 0.1</math> and <math>1\% = 0.01</math>, then <math>11\% = 0.1 + 0.01 = 0.11</math>. Children may begin to see a “trick” of writing “zero point” in front of the percentage to make a decimal, but this will cause confusion when converting single-digit percentages into decimals or, later, percentages greater than 100%. Exploring the equivalence of 0.01 and 1% using a variety of representations will help children avoid this misconception.</p>
Seconds													
Mohammed	11												
Carrie	11.62												
James	12.3												

# Weekly Overview of Learning

**Year Group: 5**    **Week beginning: 13.03.23**

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

					
--	--	--	--	--	--

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are learning to sing in harmony and play a melodic riff by ear. (continued from last week)</u></b></p> <p>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</p>	<p><b><u>LI: We are learning to explain what the Holocaust was and describe some events that happened.</u></b></p> <p>In this lesson children will learn about the Holocaust and begin to understand the events which occurred. They will learn about the key events and begin to understand what this period of time was like for the Jewish people. They will be introduced to Anne Frank to obtain a first hand account of</p>	<p><b><u>Unit Yoga- Monday</u></b> <b><u>LI: We are learning to develop balance through yoga flows.</u></b></p> <p>This week the children will be learning a flow that focuses on balance through breathing. Children will explore a range of actions to focus on their control and timing with their partners.</p>

# Weekly Overview of Learning

Year Group: 5    Week beginning: 13.03.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

performance.

In this lesson children will –

- know that a triad is a three-note chord, made of the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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.

## Key words

- **Duration:** offbeat, 4-beats per bar.
- **Pitch:** chord, triad, D major, G major, melody, riff, bassline.
- **Structure:** repeating riff, verse, chorus, chord pattern.
- **Timbre:** electric guitar, bass guitar, drum kit, keyboard.
- **Texture:** melody/chords, bassline, riff.
- **Other:** Reggae, playing by ear, playing from a score.

Art - Kapow

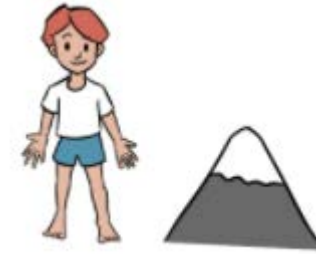
the events. They will begin to understand the term persecution and what this meant during this period of time.

## Vocabulary

Holocaust, prejudice, Jewish, scapegoat, values, human rights, discrimination, persecution



Spanish – Language Angels



## Unit Hockey-Wednesday

**LI: We are learning to move into space to support a teammate.**

In this lesson the children will learn the following skills:  
Move into space towards your goal.  
Move to space where the defender is not between you and the ball. Children will also solidify the skills they have learnt over the past few weeks whilst building on their team work skills.



PSHE - Jigsaw

# Weekly Overview of Learning

Year Group: 5      Week beginning: 13.03.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

## LI: We are learning to investigate the effect of space and scale when creating 3D art.

In this lesson the children will be creating their own installations using their knowledge of what makes an effective installation. They will experiment with a range of techniques, positioning stencils inside a box and then applying material such as charcoal, glitter or paint.



## 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...'

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) lleva - 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 analyse how the media, Celebrity culture promotes certain body types.

In this lesson we will discuss different body types positively and answer the questions below through table and class discussions.

- If everyone is different why is it very common to compare the way we look against other people?
- Is this a fair thing to do to ourselves?
- What can be the consequences of comparing ourselves to others?


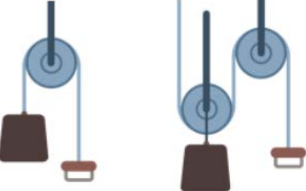






# Weekly Overview of Learning

Year Group: 5    Week beginning: 13.03.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>L.I. We are learning to explain and investigate levers &amp; pulleys.</u></b></p> <p>By the end of this lesson children should be able to: Understand why we use levers and pulleys Identify and explain why certain object uses a lever or a pulley. Children will be completing a short experiment in which they will use their enquiry skills to find out <b>How levers affect the effort needed to lift the load?</b></p> <p><b><u>Key questions:</u></b> <i>Can we identify and explain why certain object uses a lever or a pulley</i> <i>Did we evaluate the usefulness of levers in a short experiment?</i></p> <p><b><u>Key Words</u></b> Mechanism Lever Gear Cog Pulley Machine Force Weight</p>  	<p><b><u>L.I: We are learning to compare Athens with Sparta.</u></b></p> <p>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.</p> <p>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.</p> <p>Children will also be encouraged to think about the UK political system and give reasons why the UK has a democratic political system.</p> 	<p><b><u>L.I. We are learning to compare paper and computer-based databases</u></b></p> <p>In this lesson, learners will use a computer-based database to examine how data can be recorded and viewed. They will learn that a database consists of 'records', and that each record contains 'fields'. In addition, they will order records in different ways and compare this database to the paper database they created in Lesson 1.</p> 

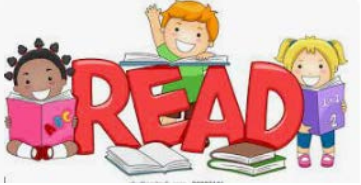


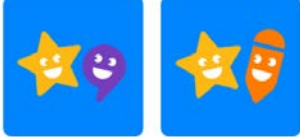



# Weekly Overview of Learning

Year Group: 5    Week beginning: 13.03.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

## Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back 20.3.23**

Reading	English Homework 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 - this week you will be completing an activity on prefixes and suffixes</b></p> <p><b>Doodle Spell - Convert nouns or adjectives into verbs using the suffix -ate</b></p> <p>pollinate captivate activate motivate communicate medicate elasticate hyphenate alienate validate</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>Maths Homework</b> – You will receive a worksheet to review what you have learnt in Maths this term.</p>	 <p><b>Talk Tuesday</b> Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</p> <p><b>This week's question is - Would you rather be stuck in an elevator/lift with the Minotaur or Medusa?</b></p> <p><b>What would you ask them? What would you be keen to find out about them?</b></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>

# Weekly Overview of Learning



**Year Group: 5**    **Week beginning: 13.03.23**

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

--	--	--	--