Weekly Overview of Learning

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	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to compare rich and poor communities (continued)	LI: We are learning to write a comparative piece between rich and poor communities.	LI: We are learning to edit our comparative piece between rich and poor communities.	LI: We are learning to infer and predict based on a front cover.	LI: We are learning to use active and passive voice.
Speaking and Listening Focus	Children will use relevant knowledge and the text to compare rich and poor communities, Damaidi and London, and plan towards a comparative long write	Children will use relevant knowledge and the text as well as the compare and contrast frame to compare rich and poor communities, Damaidi and London and put it in a long piece of writing.	Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.	Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about what they can see, wonder, infer and predict.	Children will discuss in groups and as a class and will use relevant strategies to use active and passive voice correctly.
Key vocabulary and Key Bloom's higher order thinking questions	**Key vocabulary** Rich Poor Communities London Damaidi China Children Money Resources **Blooms questioning** What are some things that people in rich communities might have what people in poor communities may not have?	**Key vocabulary** Rich Poor Communities London Damaidi China Children Money Resources **Blooms questioning** What is the main idea behind writing a comparative piece? Can you list some features or characteristics you might	**Key vocabulary** Comparative writing Language Layout Format Key features Grammar Punctuation Spelling Handwriting **Blooms questioning** What features did I use well in my comparative writing piece? What writing outcomes did I include?	**Key vocabulary** Inference Deduce I predict... Looking at the picture,... It is clear to see... In some ways... There is evidence to suggest... **Blooms questioning** What do you think the book might be about based on the cover's illustration and title? How can you describe the mood or tone conveyed by the cover's design?	**Key vocabulary** Active voice Passive voice Verb Subject Object **Blooms questioning** What is active voice? What is passive voice? What is the order of subject, verb and object in active voice? What is the order of subject verb and object in passive voice? Can you give an example of

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Can you name a few factors that determine whether a community is considered rich or poor? Explain in simple terms why some neighbourhoods are called "rich" and others "poor." Can you give examples of how life might be different for children living in rich and poor communities? How might the availability of resources like schools and parks differ between rich and poor communities? Imagine you are helping a friend from a poor community. What kind of support might they need? What do you think could be the reasons behind the differences in the way people live in rich and poor communities? Do you think it's fair that some communities have more resources than others? Why or why not? What could be done to make sure that everyone, regardless of where they live, has access to the things they need?	compare in your writing? Explain in your own words why comparing things can be interesting for readers. How would you summarise the main points of each thing you are comparing? How can you use descriptive language to paint a vivid picture of each subject in your writing? Why do you think it's important to analyse both the similarities and differences?	What am I most proud of? What writing targets do I need to continue to work on? What edits can I add in to make my work better?	What specific elements in the cover's artwork or design caught your attention, and why? What symbols or imagery might hold deeper meaning related to the content?	a sentence in active voice? Can you give an example of a sentence in passive voice? How is an active voice or passive voice sentence correctly punctuated?

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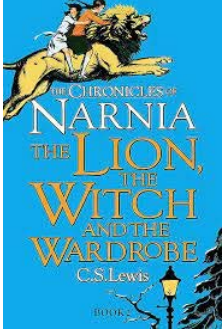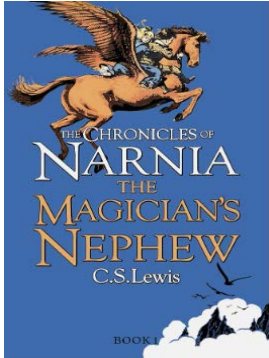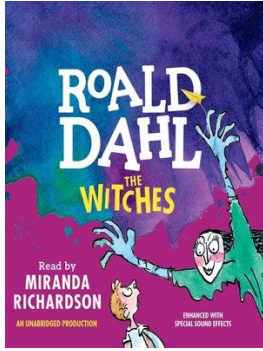| Activities					
	In this lesson, children will be comparing a rich community to the poor community in the text 'Bronze and Sunflower'. Children will compare their life to the children's in 'Damaidi'. They will look at it from different aspects and plan towards writing a long comparative write. Children will need to look at language features such as formal language and figurative language as well as structure features in order to have a detailed piece.	In this lesson, children will be using their compare and contrast frame of rich and poor communities and writing a comparative piece of writing. They will be comparing what is different and similar about these two communities and writing in a structured piece. Children will make sure the writing is written with consideration of all year 5 outcomes such as PEE paragraphs, technical language and relative clauses.	In this lesson, children will look back on their comparative writing 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.	In this lesson, children will take part in various discussions and activities that will help them consolidate their understanding on the purposes and features of a book cover. Following this, the children will use what they have learnt about book covers to make their own prediction on what they think the book, 'Cosmic' will be about. As a whole class, children will discuss the content domains we will be using in this lesson and what they mean. Then, children come up with ideas for what they can see, wonder and then infer. As a class, children will read the blurb and then rethink their predictions for the book. In this lesson, children will take part in various discussions and activities that will help them consolidate their understanding on the purposes and features of a book cover. Following this, the children will use what they have learnt about book covers to	In this lesson, children will go through the PIXL therapy on active and passive voice. Children will discuss what active voice is and the order of subject, verb and object. Children will also discuss passive voice and how the structure changes to object, verb and then subject. As a class, children will create examples of active and passive voice. Children will then complete activities using active and passive voice.

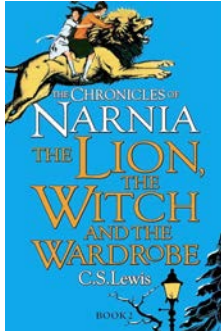# Weekly Overview of Learning

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				make their own prediction on what they think the book, 'Bronze and Sunflower' will be about. As a whole class, children will discuss the content domains we will be using in this lesson and what they mean. Then, children come up with ideas for what they can see, wonder and then infer. As a class, children will read the blurb and then rethink their predictions for the book.	

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

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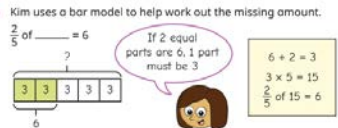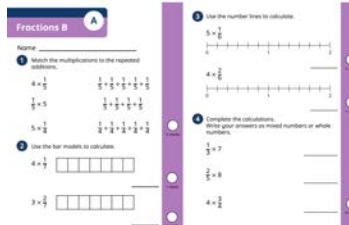
Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to use a fraction of an amount to find the whole.	LI: We are learning to use fractions as operators.	LI: We are learning to find a fraction of an amount. LI: We are learning to multiply non-unit and unit fractions by an integer. LI: We are learning to use fractions as operators. END OF BLOCK ASSESSMENT	LI: We are learning to become familiar with numbers up to two decimal places.	LI: We are learning to find equivalent fractions and decimals (tenths).
Key vocabulary and key questions	**Key vocabulary** unit fraction integer multiplication product multiply denominator numerator fraction whole fraction of an amount **Blooms questioning** • What is the same and what is different about finding a fraction of an amount and finding the whole? • If you know that one equal part is , what must all the other parts be?	**Key vocabulary** unit fraction integer multiplication product multiply denominator numerator fraction whole fraction of an amount operator **Blooms questioning** • What is the same about of and × ? • Is the denominator of the fraction a factor of the number you are multiplying by? Why is this important?	**Key vocabulary** unit fraction integer multiplication product multiply denominator numerator fraction whole fraction of an amount operator **Blooms questioning** • If you know that one equal part is , what must all the other parts be? • If you know one equal part, how can you work out the whole? • If you know what equal	**Key vocabulary** decimal tenths hundredths decimal point place value equivalent compare rounding adding subtracting **Blooms questioning** • How can you represent this number using a place value chart? • What is the same and what is different about a tenth and a hundredth? • What is the value of the digit in the number ? • Can you partition the decimal	**Key vocabulary** decimal tenths hundredths decimal point place value equivalent compare rounding adding subtracting **Blooms questioning** • What is the same/different about fractions and decimals? • If a whole is split into 10 equal parts, what is each part worth? • What does "equivalent" mean? • What decimal is equivalent to the fraction ? • What fraction is equivalent to

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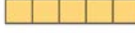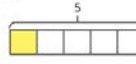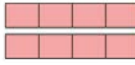
	• If you know one equal part, how can you work out the whole? • If you know what equal parts are, how can you find what one part is? • Is your answer going to be greater or less than ? How do you know?	• Which is the most efficient method? How do you know? • How would you write this improper fraction as a whole number/mixed number? • When is it more efficient to multiply fractions? • When is it more efficient to find a fraction of an amount?	parts are, how can you find what one part is? • Is your answer going to be greater or less than ? How do you know? • What is the same about of and × ? • Is the denominator of the fraction a factor of the number you are multiplying by? Why is this important? • Which is the most efficient method? How do you know? • How would you write this improper fraction as a whole number/mixed number? • When is it more efficient to multiply fractions? • When is it more efficient to find a fraction of an amount?	number in different ways? • How many tens are there in 100? How many ones are there in 10/100? • How many 0.1s are there there are in 1? How many 0.01s are there in 0.1/1?	0.1s? • When counting up in 1/10s/0.1s, what happens after 9 10/0.9? • How many tenths are there in the number ?

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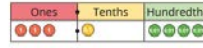
Activities					
	In this small step, children build on their understanding of finding a fraction of an amount, as they use a fraction of an amount to find the whole. Children start with finding the whole from a unit fraction, initially using counters and bar models for support. They identify that if they know one equal part, they can use multiplication to find the whole. Once this is secure, children move on to finding the whole from a non-unit fraction. They should start by identifying what one part is to help them work out the whole.	In this small step, children revisit and compare their learning from earlier in the block as they look at fractions as operators. They should recognise the connection between finding a fraction of an amount and multiplying a fraction by an integer. Firstly, children are encouraged to both find fractions of amounts and multiply fractions, and to identify patterns. It may be appropriate to recap converting improper fractions to whole numbers/mixed numbers. Children should also recognise that commutativity of multiplication can be used, for example 1 3 of 6 is the same as 6 × 1/3. They also explore when it would be more efficient to choose each method, using their knowledge of factors.	In this lesson, children will be showcasing their learning by completing the fractions end of unit assessment. Children will work independently through the questions using the knowledge acquired in previous lessons.	In Year 4, children represented tenths and hundredths as decimals and fractions. By the end of this small step, children will be more familiar with numbers with up to 2 decimal places, with thousandths being introduced later in the block. Using a hundred piece of base 10 as 1 whole, a ten piece as a tenth and a one piece as a hundredth shows children that they can exchange, for example, 10 tenths for 1 whole, or 10 hundredths for 1 tenth. A hundred square where each part represents 1 hundredth, or 0.01, can also help children to see the relationship between a hundredth, a tenth and a whole. Children make decimal numbers using place value counters in a place value chart and read and write the numbers, as well as working out the value of each digit in the number. They also explore partitioning decimal numbers in a variety of ways.	In Year 4, children learnt about tenths as fractions as well as decimals. In this small step, children consolidate their understanding of equivalent fractions and decimals when working with tenths. Children start by exploring equivalent fractions and decimals within 1, before extending this to numbers greater than 1. Place value counters, bead strings, straws and number lines are all good representations for tenths. Remind children that when 1 is split into 10 equal parts, then one of those parts is called a tenth, which could also be written as 0.1, making 1/10 and 0.1 equivalent. It is important children practise counting up in 0.1s and crossing 1 whole, making sure they do not say "zero point nine, zero point ten, zero point eleven …". For numbers greater than 1, for example 1.2, children should see this written as 1.2, 1 2/10 and 12/10.

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
LI: We are learning more about Islamic music and Nasheed. Following on from last week, we will continue to learn the new piece of work in music this term called Madina tun Nabi; this is a modern Nasheed (Islamic song) that is all about the holy city of Madina in Saudi Arabia. The title is translated as 'The City of the Prophet'. By the end of the lesson, children will: Learn more about Islamic music and Nasheed. Learn the introduction and Verse 1 of Madina Tun Nabi and recap the Chorus.	Lesson 1 & 2 **LI: We are learning to understand that people have different beliefs regarding death** In this lesson, children will be starting their new topic of what people believe about life after death. In a class discussion, children will learn about different religions and cultures and what beliefs their families might have about death. We will then be completing a defining frame about what we have learnt. **Key vocabulary** Recall Record Reincarnation Resurrection Life Death	Dance -Lesson 2 LI: We are learning to understand how changing dynamics changes the appearance of the performance. In this lesson, children will first, in pairs, pupils recap and practise their actions from the previous lesson. Then, pupils will take their first action and explore performing it with the dynamic that is in the same row on their table e.g. kick heavily, turn smoothly. Pupils do this for each of their eight actions. Following this, two pairs will be linked together. They will perform to each other. Pupils will provide feedback on the dynamics of the actions. Pupils will use the feedback provided to improve on their performance. After, half the class will perform their dance and then the other half will perform. Finally, feedback will be shared within the class.

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Spring 1, Lesson 1 & 2   /   /
L.I. We are learning to identify what we already know about life after death and what we would like to find out

What do people
believe about
death?

Spring 2, Lesson 6 - Reflection   Date:___/___/___
LI: We are learning to reflect what we have learned about life after death
Using a green pen, include what you have learned over the course of this project ansd answer any questions you were curious about.

Dance by Chance

	Action Week 1	Dynamics Week 2	Relationships / Space Week 3
0	extend	slowly	facing different directions
1	travel	explosively	side by side
2	kick	quickly	in canon
3	slide	sharply	in unison
4	ripple	smoothly	mirroring
5	jump	robotically	in contact
6	tilt	pulsing	back to back
7	fall	heavily	matching
8	twist	fluidly	in a backwards direction
9	spin	strongly	diagonally in space

Yoga -Lesson 2
LI: We are learning to develop strength through yoga flows.

In this lesson, children will practise a range of strength yoga poses. Pupils will learn that lots of different muscles are used in yoga, by holding the poses for longer periods of time they also improve their strength. Pupils will be taught the following yoga poses that they are going to use in their strength yoga flow. In each of the poses children will be made aware of which muscles they are using.
Prayer - Lift your knee caps and engage (squeeze) your quadriceps.
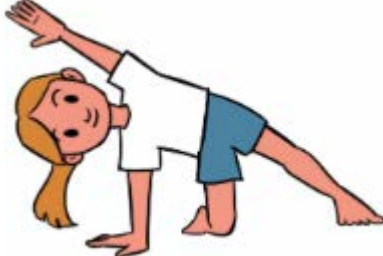Back bend - Feel strength in your back as you open your abdominals.
Forward fold - Feel the stretch through your hamstrings.

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Down dog - Feel the stretch across the top of your shoulders and down your hamstrings.
Cobra - Feel the stretch across your abdominals and collar bone.
Side plank. Practise both sides - Feel the abdominals and shoulder muscles working.

Art – Kapow	Spanish – Language Angels	PSHE - Jigsaw
LI: We are learning to explore how a drawing can be developed. (Poem Portrait) In this lesson, children will draw a pencil self-portrait, using a mirror or a photograph of themselves. They will draw in a continuous line, without taking their pencil from the paper and complete the exercise within five minutes. The children will have a piece of text in front of them. Placing tracing paper over their portrait, the children copy their	Lesson 2 **LI: we are learning to consolidate our vocabulary to tell the weather "¿Qué tiempo hace?"** Skills we will develop: To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map. Activities we will complete: A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new	LI: We are learning to know about a range of jobs carried out by people we know and explore how much people earn in different jobs. LI: We are learning to appreciate the contributions made by people in different jobs. In this lesson, children will list as many different jobs and professions they know as a reminder that there are lots of jobs to keep a society functioning. Children will play job charades with each other. After, in groups children will discuss what they think the most important job is and what the least important job is. Children will think about the different purposes of jobs and reflect on their views of whether or not the salary matches the job. Children will discuss which salaries of jobs shock them.

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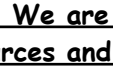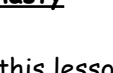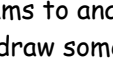
text onto the tracing paper, writing the words on top of the lines from their self-portrait underneath. The words will then become an outline of their face. When finished, they can go over their portraits using a fine-nibbed black pen so the outline is clear.

Next week, the children will copy or print their self-portrait onto an interesting background to change its effect. To prepare for this, they will create a background on loose paper.

knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!

By the end of this unit, we will be able to:
- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with
- symbols.

Nurse	Salary: £32,000	Office Worker	Salary: £28,900
Vet	Salary: £33,600	Chef	Salary: £45,000
Farmer	Salary: £25,650	Doctor	Salary: £80,000
Bus Driver	Salary: £28,200	Army	Salary: £21,000
Mechanic	Salary: £34,010	Fire Officer	Salary: £47,000
Police Officer	Salary: £27,300	Professional Footballer	Salary: £200,000
Pilot	Salary: £42,200	Charity Worker	Salary: £26,000

Ha_ e so_
Hace m_ch_ v_ _nto
H_ _e frío
H_c_ c_l_r
E_ _a ne_ _ndo
H_ _ to_m_ _ta
H_c_ mal tiem_ _
Ha_ _ b_ _n tie_po
Est_ l_o_i_ndo

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing
L.I. We are learning to explain that objects fall to Earth due to the force of gravity. In this lesson, children recap what a force is and the different forces they can remember from the previous week. Children will also revise the meaning of contact force and non-contact force. Following this, children will look specifically at gravitational force. Children will learn gravitational force,	**Lesson 2- Dig at Yinxu** **LI: We are learning to use a range of historical sources and artefacts to explore the Shang Dynasty** In this lesson, children will work in archaeological teams to analyse pieces of evidence from the dig and to draw some initial conclusions about life in the	**Lesson 2 - Computer databases** **LI: We are learning to compare paper and computer-based databases.** 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

Year Group: 5   **Week beginning: 15.1.24**

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or gravity, is a non-contact force between objects that have mass. They will also learn how gravitational force increases as the mass of an object increases and that the mass of the Earth is very large so it exerts a gravitational force large enough for its effect to be seen. Children will be completing four tasks exploring the effects of gravity.

Key words:
Gravitational force
Gravity
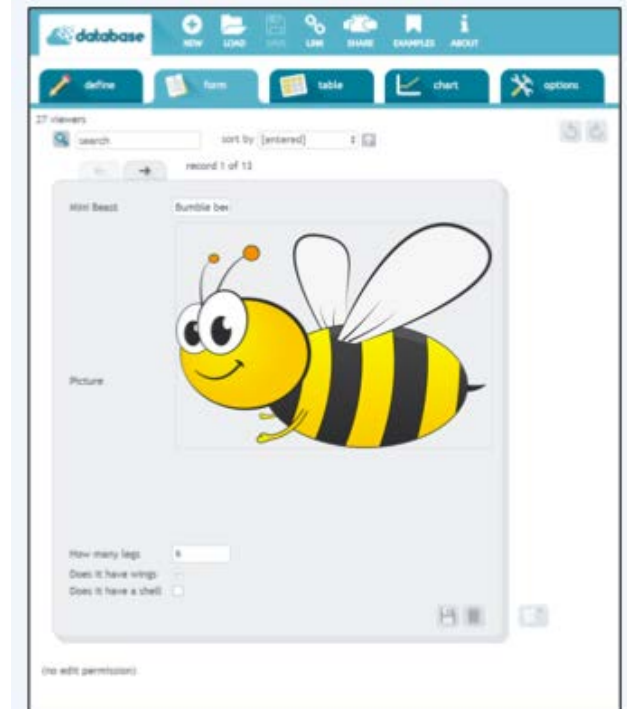non-contact
mass
Earth
Moon
Galileo Galilei
Sir Issac Newton

Shang Dynasty. They will be recording information on the different artefacts we analysed in this lesson.

Key words
China
Civilisation
Fertile
Isolated
Himalayan
Dynasty
Empire

contains 'fields'. In addition, they will order records in different ways and compare this database to the paper database they created in Lesson 1.

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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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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.
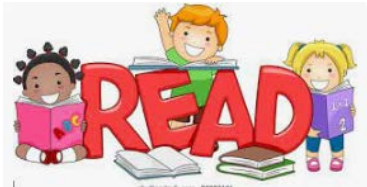
Try and login to **Bug Club** and **Reading Eggs**.

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

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Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.

This week's question is - Complete the sentence "I dream of….."

Discuss your question with your family, ready for Talk Tuesday next week.

Send in your reply on Google Classroom.