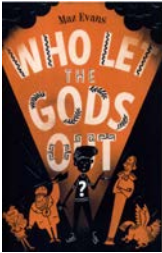


Weekly Overview of Learning

Year Group: 5

Week beginning: 15.4.24

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.

Who let the Gods out?	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to identify the features of a diary entry.</u> (Cold Task)</p>	<p><u>LI: We are learning to plan a diary entry from the perspective of a character.</u></p>	<p><u>LI: We are learning to write a diary entry from the perspective of a character.</u> (Hot Task)</p>		<p><u>LI: We are learning to evaluate our diary entry from the perspective of a character.</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen to by summarising the text.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>	<p>Children will work independently to create their piece of writing.</p>		<p>Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u> diary entry features first person chatty language chronological order paragraphs emotive language key words main ideas main characters</p>	<p><u>Key vocabulary</u> diary entry date introduction body events emotions emotive language first person past tense descriptive language chronological order</p>	<p><u>Key vocabulary</u> diary entry date introduction body events emotions emotive language first person past tense descriptive language chronological order</p>		<p><u>Key vocabulary</u> diary entry date introduction body events emotions emotive language first person past tense descriptive language chronological order</p>

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	<p><u>Blooms questioning</u> What is a diary entry? How can we write an effective diary entry? How can we ensure our diary entry is written from the perspective of the character? Can you use all of the appropriate structural and language features? What is perspective?</p>	<p>signature plan language structure spelling handwriting</p> <p><u>Blooms questioning</u> What are diary entries? What is perspective? What is the purpose of a diary entry? Who is the audience for a diary entry? What are the features of a diary entry? How can emotive language be used in a diary entry? Can you plan a diary entry using the correct language and structural features? What must be included in our plan for a diary entry?</p>	<p>signature plan language structure spelling handwriting perspective character grammar punctuation</p> <p><u>Blooms questioning</u> What are diary entries? What is perspective? What is the purpose of a diary entry? Who is the audience for a diary entry? What are the features of a diary entry? How can emotive language be used in a diary entry? Can you plan a diary entry using the correct language and structural features? What must be included in our plan for a diary entry? How can I maintain perspective in my diary entry? How can I check that my writing makes sense?</p>	<p>signature plan language structure spelling handwriting perspective grammar punctuation reflect evaluate uplevel edit</p> <p><u>Blooms questioning</u> What are diary entries? What is perspective? What is the purpose of a diary entry? Who is the audience for a diary entry? What are the features of a diary entry? How can emotive language be used in a diary entry? Can you plan a diary entry using the correct language and structural features? What must be included in our plan for a diary entry? How can I maintain perspective in my diary entry? How can I check that my writing makes sense?</p>
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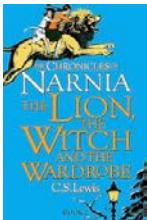
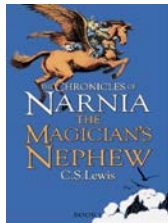


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				How can I use feedback to reflect and uplevel my work? Is my diary entry effective?
Activities	In this lesson, children will first read chapter 5 of the book, Who Let The Gods Out? After discussing the questions, children will then complete a cold task writing a diary entry in the perspective of the main character, Elliot, for the events in chapter 5. Once children complete their cold task, the children will recap the features of a diary entry and complete the task where they will identify the features in an example diary entry.	In this lesson, children will plan their diary entry. Children will discuss in groups what they need to do in order to write a successful diary entry from the perspective of a character. Children will use a planning sheet for their diary entry to plan their ideas. Children will use the learning from previous lessons to ensure they have planned for a diary entry with all the correct structural and language features.	In this lesson, children will use their previous knowledge of the book, Who Let The Gods Out, their prior knowledge of diary entries and their plans to write their hot task diary entry in the perspective of a character from the book, Elliot. Children will ensure they use feedback from their cold tasks so that they have the correct features such as colloquial/ chatty language, first person, past tense, thoughts and feelings to ensure their diary entries are effective.	In this lesson, children will look back on their hot task diary entries and reflect on what they did well and where they need to improve using the class checklist. Children will look at the technical features, language features and structural features of their writing as well as grammar, punctuation and spelling. Following this, children will read the feedback from the teacher of what steps need to be made to improve and children will uplevel their work.

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
	<p><u>LI: We are learning to calculate angles on a straight line.</u></p>	<p><u>LI: We are learning to calculate lengths and angles in shapes.</u></p>	<p><u>LI: We are learning to explore regular and irregular polygons.</u></p>	<p><u>LI: We are learning to revise our knowledge of 3D shapes and identify their properties.</u></p>	<p><u>LI: We are learning to evaluate our learning of shapes.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key vocabulary: angles straight line 180° half turn missing angles known angles equal angles</p> <p>Key Questions: How many right angles are there in a half turn? How many degrees are there in a half turn? How can you work out a missing angle on a straight line if you know the size of the other angle/angles? What strategies can you use to work out missing angles? Do you need to add or subtract to find the unknown angle? Why? If there is more than one missing angle but they are equal, how can division help you to work them out?</p>	<p>Key vocabulary: angles lengths perimeter rectangles compound shapes straight line around the point protractor ruler</p> <p>Key Questions: What is the perimeter of the shape? If two of these shapes are joined together, does the perimeter double? What is the perimeter of the compound shape? If you know the size of angle x in the shape, how can you work out the sizes of other angles in the shape? If the perimeter of the shape is _____, what</p>	<p>Key vocabulary: shape 2D 3D regular polygon irregular polygon angles lengths sides perimeter</p> <p>Key Questions: What is a polygon? What are the features of a polygon? Can a polygon have a curved side? How can you measure the perimeter of a polygon? What is a regular polygon? Is a shape with all equal sides always a regular polygon? How do you know that the shape is regular/irregular?</p>	<p>Key vocabulary: 3D shape properties faces edges vertices length compound 3D shapes</p> <p>Key Questions: What is the mathematical name for this 3-D shape? How many faces/ edges/ vertices are there on this 3-D shape? What 3-D shape is shown by this 2-D representation? How can you tell how many faces/edges/vertices there are on this shape has this 3-D shape when they are not all visible? What 2-D shapes can you see on the faces of the 3-D shape? What 3-D shapes is this compound shape made up of?</p>	<p>Key vocabulary: angles lines lengths degrees acute angle obtuse angle right angle reflex angle estimation straight line - 180° around a point - 360° 2D shapes regular polygon irregular polygon 3D shapes faces vertices edges</p> <p>Key Questions: How can you measure an angle accurately? When should you use the inner scale? When should you use the outer scale? How many degrees are</p>

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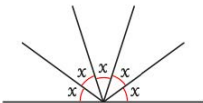
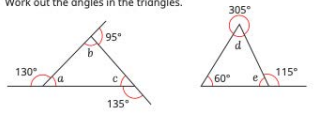
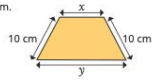
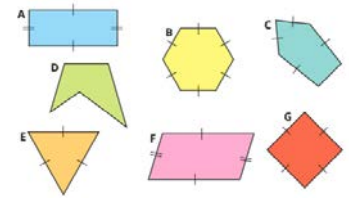
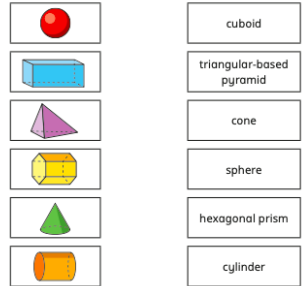
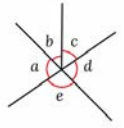
		is the length of the line marked _____ ?			there in a right angle, on a straight line and around the point? How can you identify the smallest angle in a shape? What is the difference between clockwise and anti-clockwise? How do you calculate one angle in a regular polygon?
Activities	In this small step, children see that the total of the angles on a straight line is half the total of the angles around a point. Once children are secure in the understanding that both a half turn and a straight line are equal to 180° , they move on to working out unknown angles on a straight line. As with the previous step, explore both methods of calculation: the whole (180°) subtract each part; or add the parts first, then subtract from the whole. Finally, children use division to work out equal angles knowing that the total is 180° , for example five equal angles on a	In this small step, children explore different strategies for calculating missing lengths and angles in shapes. Start by recapping what perimeter is and how to calculate it, so that children can use this to work out missing lengths. Once children are confident at calculating the perimeter of a rectangle, move on to the perimeter of compound shapes composed of multiple rectangles. Encourage them to explore the fact that the area is multiplied by the number of rectangles used, but the same relationship is not true for the perimeter.	In this small step, children explore regular and irregular polygons. A polygon refers to a 2-D, fully enclosed shape formed from straight lines. Move on to explore what a regular polygon is, allowing children to see that not only do all sides have to be the same length, but the angles must also be equal. A good example is the difference between a square and a rectangle: while the angles are all equal, the sides are not. Ensure that children understand that equal sides are indicated by hatch marks. Once children are confident at identifying regular and irregular polygons, ask them to	In this small step, children start by recapping the names of 3-D shapes, and then move on to their properties. Identifying the 2-D shapes on the faces of the 3-D shapes allows children to compare shapes. Children also look at 2-D drawings of 3-D shapes on isometric paper, identifying the 3-D shape as well as its properties. By counting the dots on each side, they can identify equal lengths that can be used to tell the difference between, for example, a cube and a cuboid. Finally, children look at drawings of compound 3-D shapes made up of two or three simple 3-D shapes	In this lesson, children will recap the following steps and complete an end of block assessment on shapes. Understand and use degrees Classify angles Estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line lengths and angles in shapes Regular and irregular polygons 3D shapes

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	<p>straight line will all be 36°, because $180 \div 5 = 36$</p> <p>The five angles are on a straight line.</p>  <p>Work out the size of each angle.</p>	<p>Using what they have learnt in previous steps, children can work out missing angles within shapes, both on a straight line and around a point.</p> <p>Work out the angles in the triangles.</p>  <p>What do you notice about the angles of each triangle?</p> <p>The perimeter of the trapezium is 44 cm. Side y is twice the length of side x. Calculate the length of side y.</p> 	<p>calculate the perimeter of regular shapes when given the length of one side. They may also explore finding the length of each side of a regular polygon when given the perimeter.</p> 	<p>and identify which 3-D shapes were used to make the shape.</p> <p>Match the 3-D shapes to their names.</p> 	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $a + b + c + d + e = 360^\circ$ $d + e = 180^\circ$ </div> <p>Write some number sentences about this diagram.</p>
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Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

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Unit: Balinese music

(gamelan beleganjur and kecak) | Lesson 1

LI: We are learning about the history of Gamelan beleganjur and exploring different sounds they performed.

In this lesson, children will Learn about the history of Balinese gamelan beleganjur music. They will perform interlocking rice-pounding patterns from grid notation. Children will then work creatively in small groups to explore different ways of making sounds for a gamelan performance.



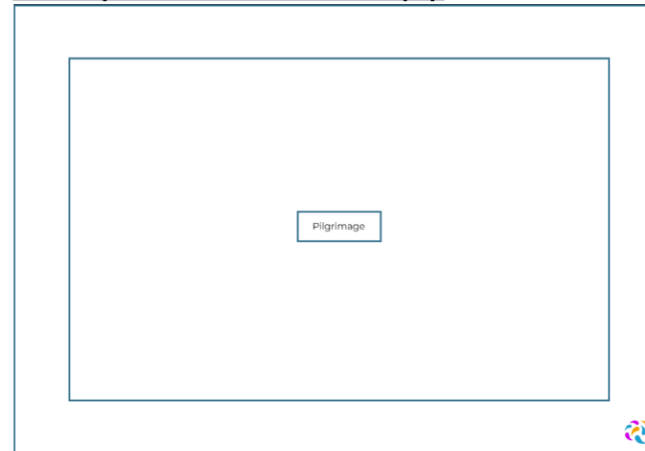
Pilgrimage- Lesson 1

LI: We are identifying what we know and what we want to find out about pilgrimages.

LI: We are learning to recognise the importance and significance pilgrimage has to one's faith.

In this lesson, children will complete a defining frame to assess their prior knowledge on the topic of pilgrimage. Children will draw on knowledge from previous years to complete the defining frame, as well as writing questions that they would like to find answers to during the unit. As a class, children will discuss why pilgrimages are included in religions and the reasons for their significance to members of religion.

LI: We are learning to record what I know and what I want to find out about Pilgrimage.



Athletics (Lesson 1)

LI: We are learning to apply different speeds over varying distances.

In pairs, children will begin on the inner track and their partner will stand at the same position on the outer track. Children will run for 1 minute and 30 seconds. They set their own pace but must communicate with each other to stay in line with each other on the tracks.

Children will think about how their pace will need to differ to stay in line with each other.



Fitness (Lesson 1)

LI: We are learning to develop an awareness of what your body is able to do.

In this lesson children will be working in groups and rotating around different stations. At each station:

There will be a task 'Station Card' reminding them what to do.


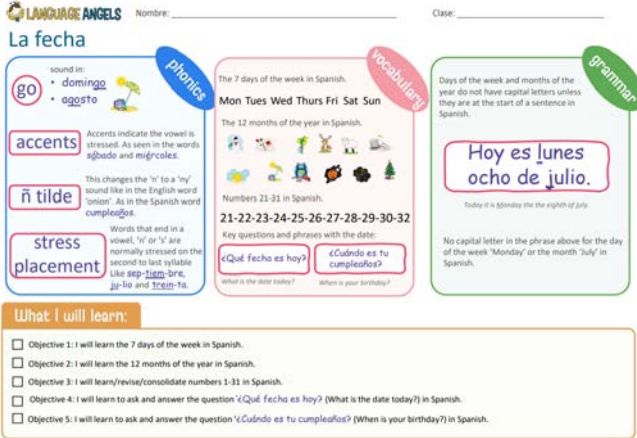
They will have 5 minutes and can complete the task as many times within the time limit.

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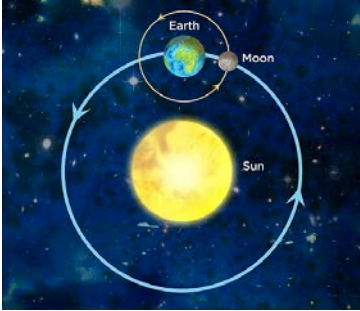

		<p>They need to take their 'My Fitness Record' and pencil with them and record their best score after each challenge as well as how they felt after each activity.</p>
<p style="text-align: center;">Art - Kapow</p>	<p style="text-align: center;">Spanish - Language Angels</p>	<p style="text-align: center;">PSHE - Jigsaw</p>
<p><u>Sculpture:</u> Interactive Installation - Artist Research <u>LI:</u> We are learning to review and explore the work of <u>Guo-Qiang</u>. In this lesson, children will explore what sculptures are and will look at a range of interactive installations. Children will understand what makes an installation interactive by closely analysing different pieces of this type of artwork. Furthermore, children will be introduced to the key artist for the topic - Guo-Qiang. They will read a biography of the artist and independent research more about him. As an activity, children will create a mini biography of the artist and create a sketch of a piece of art in the style of the artist.</p> 	<p><u>Lesson 1 - La fecha</u> <u>LI:</u> We are learning to recognise, recall and spell the seven days of the week in Spanish. In this lesson, the children will be introduced to their new topic 'La fecha' which means the date. Children will be given a knowledge organiser to review the new learning and be given a vocabulary sheet to help them with the activities in the topic. After this, children will practise the days of the week and be able to say and write "it is [Monday]" in Spanish by the end of the lesson.</p> 	<p><u>LI:</u> We are learning to have an accurate picture of who we are as a person in terms of characteristics and personal qualities. <u>LI:</u> We are learning how to keep building our own <u>self-esteem</u>. This term, we will be looking at a new topic called 'Relationships'. The lesson this week is called 'Recognising Me'. In this lesson, children will look at who they admire and what positive characteristics they have. As a class, we will define what personality and self-esteem means. Afterwards, we will discuss why self-esteem is important and how we can build our self-esteem when we feel down. Children will reflect on their positive characteristics and qualities and share their positivity with their class friends by writing their positive characteristics and qualities.</p> <div style="background-color: #76b82a; color: white; padding: 10px; text-align: center; font-weight: bold;"> <p>Self-esteem is how much you value yourself.</p> </div>

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Science - Wellington Curriculum	Topic (Geography) - Wellington Curriculum	Computing
<p><u>Earth and Space</u> - The Earth, the Sun and the Moon <u>LI: We are learning to describe the movement of the planets in our solar system, including Earth, relative to the Sun and describe the movement of the Moon relative to the Earth.</u></p> <p>In this lesson, children will recap what they have learned in their previous lesson by answering some retrieval questions. Children will look at a presentation about the Earth, the Sun and the Moon. They will read about information which describes the movement of the planets in our solar system relative to the sun and how the Moon moves relative to the Earth. Using objects, children will create a demonstration of how this works to gain a better understanding and be able to explain using key vocabulary. After this, children will be given a set of statements and will decide if they are true or false. If they think it is false, they have to correct the statement or explain why it is false.</p> 	<p>Investigating our world: <u>LI: We are learning to name, locate and describe major world cities.</u></p> <p>In this lesson, children will use the world map to name and locate some of the world's capital cities. Children will study the capital cities in more detail by reading the Capital cities information sheet. After reading the information, children will choose a capital city that they would like to research in more detail and write out their discoveries in a writing frame information sheet and research. At the end of the session, children will be put into groups of six to share their discoveries.</p> 	<p><u>Topic:</u> Programming A - Selection in physical computing</p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.</p> <p><u>Lesson 1 - The drawing tools</u> <u>LI: We are learning to identify that drawing tools can be used to produce different outcomes</u></p> <p>In this lesson learners are introduced to vector drawings and begin to understand that they are made up of simple shapes and lines. They use the main drawing tools within the Google Drawings application to create their own vector drawings. Learners discuss how vector drawings differ from paper-based drawings.</p>

Homework

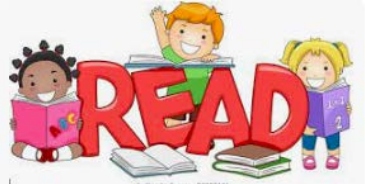






Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

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Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
<p>Reading Tasks</p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>  <p>Try and login to Bug Club and Reading Eggs.</p>  	 <p>English Homework - this week we would like you to complete your extras on Doodle English.</p> <p>Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p>	 <p>Doodle Maths - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the green zone yet?</p> <p>Times Tables Rockstars:</p>  <p>Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p>	 <p>Talk Tuesday</p> <p>Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p>Send in your reply on Google Classroom.</p>