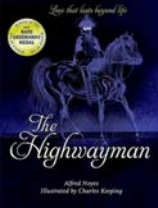


Weekly Overview of Learning

Year Group: 5

Week beginning: 18.12.23

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.



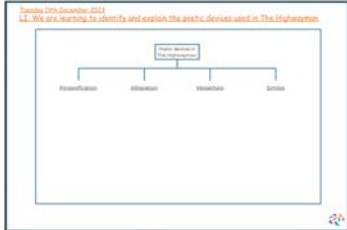
	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to create our own descriptive paragraph using powerful imagery inspired by a picture.</u></p>		<p><u>LI: We are learning to identify and explain the poetic devices used in The Highwayman.</u></p>		<p>No school</p>
<p>Speaking and Listening Focus</p>	<p>Children will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>		<p>Children will use relevant strategies to build their vocabulary and enhance their writing</p>		
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u> descriptive powerful imagery figurative language metaphors similes sensory language expanded noun phrases adjectives personification show, don't tell</p> <p><u>Blooms questioning</u> What is a metaphor? Why do writers use metaphors? What is imagery? Why do writers use powerful imagery? What meanings are conveyed by metaphors? What figurative language can be used to describe the picture? Evaluate the choice of metaphors and powerful imagery, do you think it is effective at describing the picture? Why or why not?</p>		<p><u>Key vocabulary</u> simile metaphor personification alliteration onomatopoeia rhyme assonance repetition imagery hyperbole symbolism rhyme</p> <p><u>Blooms questioning</u> What are poetic devices? Why do poets use poetic devices? How do poetic devices enhance a poem? What poetic devices are used in The Highwayman? How does the poet use poetic devices to create vivid imagery in The Highwayman? How do the poetic devices used in The Highwayman contribute toward the</p>		

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		<p>overall mood of the poem? What poetic devices can you use in your writing to provide vivid imagery and enhance the mood of your writing?</p>	
<p>Activities</p>	<p>In this lesson, children will first revisit descriptive devices such as metaphors and powerful imagery, and how these can be used to describe an image from The Highwayman.. In pairs, children will create metaphors and powerful imagery, using the five senses, to describe a variety of Highwayman pictures. As a class, children will think about how they can uplevel their metaphors and powerful imagery even further by using expanded noun phrases, personification and relative clauses. Children will then complete the worksheets, writing metaphors and powerful imagery to describe pictures linked to the book, The Highwayman.</p>  	<p>In this lesson, children will learn about the poetic devices and how they are used to create mood and tone in the poem, The Highwayman. Children will discuss the poetic devices and identify the different poetic devices used in The Highwayman, such as metaphors, alliteration, similes and repetition. As a class, children will think about how authors use these poetic devices effectively.</p> <p>The children will then complete the worksheet where they will identify and explain the poetic devices used in The Highwayman.</p> 	

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<p>Class Text - Reading Aloud 10-15 mins each day</p>	<p>Diamond TEXT - Matilda Author - Roald Dahl</p>	<p>Emerald TEXT - The Magician's Nephew Author - C.S. Lewis</p>	<p>Jade TEXT - The Witches Author - Roald Dahl</p>	<p>Pearl TEXT - The Roald Dahl Treasury Author - Roald Dahl</p>
				

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: we are learning to reflect on our knowledge of multiplication and division</u></p>	<p><u>LI: We are learning to understand negative numbers</u></p>	<p><u>LI: We are learning to divide 3 digits by 1 digit (pixl therapy)</u></p>	<p><u>LI: We are learning to add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</u></p>	<p>No school</p>
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u> remainder long division short division digits divide groups</p>	<p><u>Key vocabulary</u> Negative zero counting</p> <p><u>Blooms questioning</u> What are negative numbers? How do you write</p>	<p><u>Key vocabulary</u> Division sharing grouping equal</p> <p><u>Blooms questioning</u> Estimate and then calculate</p>	<p><u>Key vocabulary</u> Numerator Denominator Mixed numbers Improper fraction Adding Subtracting</p>	<p><u>Key vocabulary</u> Blooms questioning</p>

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	<p>exchange column calculation ones tens hundreds thousands</p> <p><u>Blooms questioning</u> What calculation do you need to do? How do you know? • What does the remainder represent in this problem? • Do you need more or fewer boxes/bags? What does the remainder mean here? • How do you know if you need to add an extra box/bag? • How many boxes can be filled? How many boxes do you need? • Which operation is needed?</p>	<p>them?</p> <ul style="list-style-type: none"> • As the temperature gets warmer/colder, do the numbers get greater or smaller? • If zero degrees Celsius is freezing point, how do you write temperatures that are colder than freezing? • Is -5 colder or warmer than -2? Which temperature is closer to freezing point (zero degrees Celsius)? • If the ground floor is zero and the first floor is 1, what number represents the basement? • Which of these floors are above/below the ground floor, -3 and 3? • If 5 m represents 5 metres above sea level, how do you write 5 metres below sea level? 	<p>the following: $873 \times 4 =$</p> <p>Seven people have each saved £2,365. How much do they have altogether?</p>	<p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • 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? 	
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Weekly Overview of Learning

Year Group: 5

Week beginning: 18.12.23

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<p>Activities</p>	<p>In this lesson, children will be doing a maths quiz on multiplication and division to reflect on their knowledge. They will be completing this in groups.</p>	<p>In this small step, children are introduced to negative numbers for the first time. The focus of this step is exploring negative numbers in real-life contexts, including temperatures, distances above and below sea level and floors in a building that go underground. In this first step, only vertical representations are used to develop understanding of the concept. Draw attention to the fact that negative numbers can be seen as a reflection of the positive numbers. This will help to avoid the common misconception of counting 3, 2, 1, 0, -10, -9, -8 ... Careful attention should be paid to language choices and children should be encouraged to say, for example, -3 as "negative three" rather than "minus three", so that they see negative numbers as numbers rather than operations. At this stage, children do not need to calculate using negative</p>	<p>In this lesson, children will be recapping how to use short division using different methods.</p> <p>Pixl therapy</p> <p>(d. Can multiply up to four-digit numbers by one-digit numbers using short multiplication, estimating the answer first)</p>	<p>In this lesson, children will be recapping how to add and subtract fractions by making the denominators the same. This we revisit common multiples too.</p> <p>Pixl therapy</p> <p>(d. Can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions)</p>	
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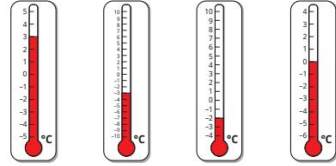
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numbers.



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

Maths

Topic/Other foundation subjects including writing
REMINDERS - trips/events/items to bring in

Spelling and Grammar

Weekly Overview of Learning

Year Group: 5

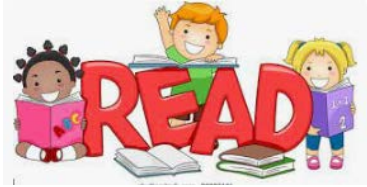
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Reading Tasks

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.