

Weekly Overview of Learning

Year Group: 5

Week beginning: 18.3.24

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Reading and Writing</u></p>	<p><u>LI: We are learning to infer and predict from the front cover.</u></p>	<p><u>LI: We are learning to retrieve and infer from a text.</u></p>	<p><u>LI: We are learning to identify the features of an advertisement.</u></p>	<p><u>LI: We are learning to plan an advertisement.</u></p>	
<p><u>Speaking and Listening Focus</u></p>	<p>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.</p>	<p>Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own.</p>	<p>Children will use relevant strategies to build their vocabulary and their knowledge of advertisements and the features of advertisements.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes. Children will discuss features of an advertisement and use these in their own plans.</p>	

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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u> Title Subtitle Author Illustration Summary Genre Mood Setting/Context Tone/Mood Symbolism</p> <p><u>Blooms Questioning</u> 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? What age group or target audience do you think the book is intended for? How does the cover design relate to the book's genre or theme? What specific elements in the cover's artwork or design caught your attention, and why? How does the typography contribute to the overall</p>	<p><u>Key vocabulary</u> Retrieve Evidence Text Quotes Facts True Information Summarise Consolidate Inference</p> <p><u>Blooms questioning</u> What is the main idea of the text? Can you summarise the text in your own words? What are the names of the key characters mentioned in the story? What are the main events that occurred in the text or chapter? What can you identify about the setting of the story? How have certain events changed the overall story? Can you use key details from the book to support your answers?</p>	<p><u>Key vocabulary</u> persuasive techniques audience purpose features visual language presentation</p> <p><u>Blooms questioning</u> What are advertisements? What is the purpose of an advertisement? Who is the audience for an advertisement? What are the features of an advertisement? How can an advertisement use persuasive language and features? Can you design an appropriate advertisement?</p>	<p><u>Key vocabulary</u> persuasive techniques audience purpose features visual language presentation plan layout structure</p> <p><u>Blooms questioning</u> What are advertisements? What is the purpose of an advertisement? Who is the audience for an advertisement? What are the features of an advertisement? How can an advertisement use persuasive language and features? Can you design an appropriate advertisement? What must be included in our plan for a job advertisement? What information do we know about the Zodiac Council that we can include in our job advert? How have you included correct structural and language features in your plan?</p>
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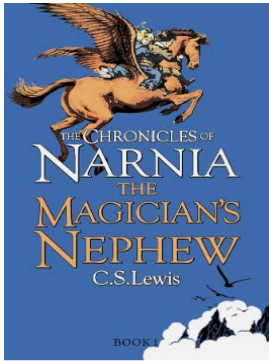
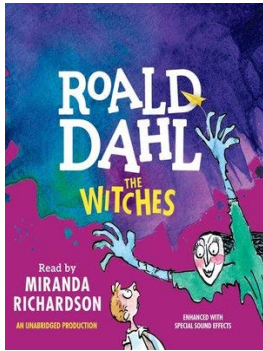
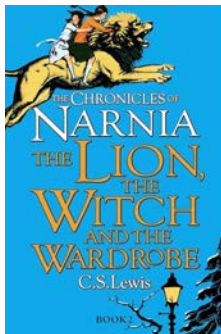
	<p>message or atmosphere of the cover? What symbols or imagery might hold deeper meaning related to the content? Based on the cover alone, would you be interested in reading the book? Why or why not?</p>			
<p>Activities</p>	<p>In this lesson, children will be introduced to the new book, <i>Who Let The Gods Out?</i>, and will discuss what the book might be about as well as themes that may be present in partners and as a class. Children will then use the front cover of the book to infer and predict what events may happen in the book, encouraging deeper thinking skills as well as oracy when explaining their opinions.</p>	<p>In this lesson, children will read chapter 2 of the book, <i>Who Let The Gods Out?</i> as a class and think about various questions, such as what happened in the chapter, which characters have been introduced and where the story has been set, to predict what is going to happen next. As a class, children will discuss unfamiliar and interesting words to form a glossary. Following this, children will look at what retrieval means - one of the key reading domains. As a class, children will look at how to answer retrieval questions successfully. Children will have a set of retrieval questions to answer about the book.</p>	<p>In this lesson, children will first think about what an advertisement is, its purpose, examples of advertisements and the possible features of these. Children will then focus on a specific type of advertisement- job advertisements. As a class, children will look at an example job advertisement and the class teacher will model how to identify and annotate the features of the job advertisement. The children will then have an opportunity to identify and annotate the features of a job advertisement individually to consolidate their understanding.</p>	<p>In this lesson, children will draw upon their previous learning and use their knowledge of advertisements to plan a job advertisement for an opening at the Zodiac Council, based on the book <i>Who Let The Gods Out?</i>. Children will start by reading a chapter of the book and discussing key plot points and events, character development and deconstruct key words. As a class, children will first recap the purpose and audience of an advertisement and will then revisit job advertisements looked at previously. Children will need to ensure they use the correct structural and language features so that their advertisement is persuasive and effective. Once children have completed their job advertisement plan, they will be given feedback and will have the opportunity to uplevel and improve their plans using green pen.</p>

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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
				

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>End of block assessment.</u>	<u>LI: We are learning to understand and use degrees.</u>	<u>Practicing PIXL arithmetic and reasoning questions.</u>	<u>LI: We are learning to classify angles.</u>	<u>We are learning to estimate angles.</u>
Key vocabulary and key questions	<u>Key vocabulary</u> Line Graph Axis Scale Intervals Vertical Horizontal	<u>Key vocabulary:</u> degrees turn half turn quarter turn 3-quarters turn full turn clockwise	<u>Key vocabulary</u> Decide Assess Back it up Problem solving Calculations Evidence	<u>Key vocabulary:</u> degrees turn half turn quarter turn 3-quarters turn full turn clockwise	<u>Key vocabulary:</u> degrees turn half turn quarter turn 3-quarters turn full turn clockwise

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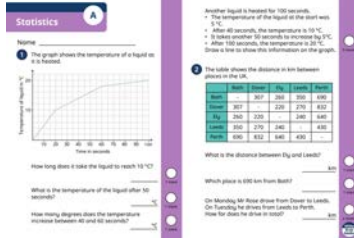
	<p><u>Blooms questioning:</u></p> <ul style="list-style-type: none"> • What information is given in this table? • What are the column/row headings of the table? • What information do you want to show with your line graph? • What does the vertical/horizontal axis on the graph represent? What information is being presented on the line graph? 	<p>anticlockwise north east south west</p> <p><u>Blooms questioning:</u></p> <p>What does a full/half/quarter/three-quarter turn look like?</p> <ul style="list-style-type: none"> • What does "clockwise"/"anticlockwise" mean? • What is a right angle? How many right angles are there in a full turn? • If there are 360° in a full turn, how many degrees are there in a right angle/quarter turn/half turn/three-quarter turn? • If you are performing a full/half/quarter turn, does it matter if you turn clockwise or anticlockwise? 	<p>Accurate Reasonable Justify Prove Operation</p>	<p>anticlockwise north east south west angle degrees acute angle obtuse angle reflex angle right angle</p> <p><u>Blooms questioning:</u></p> <p>What does a right angle look like?</p> <ul style="list-style-type: none"> • What does the angle on a straight line look like? • How many degrees are there in a right angle/on a straight line? • Is the drawn angle less than or greater than a right angle? • What does "acute"/"obtuse" mean? • Can an angle be greater than 180°? What do you call an angle such as this? • If an angle is degrees, what type of angle is it? 	<p>anticlockwise north east south west</p> <p><u>Blooms questioning:</u></p> <p>What does a right angle/straight line look like?</p> <ul style="list-style-type: none"> • How many degrees are there in a right angle/on a straight line? • What angle is halfway between 0° and 90°/90° and 180°? • Is the angle acute, obtuse or reflex? How do you know? • Is the angle closer to 0° or 90°/90° or 180°? • Is the angle closer to 45° or 90°/90° or 135°?
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Activities	<p>In this lesson, children will be showcasing their learning by completing the statistics end of unit assessment. Children will work independently through the questions using the knowledge acquired in previous lessons.</p> 	<p>In this small step, children recap and build on learning from previous years. They should already be familiar with the idea that an angle is a measure of turn and be able to describe angles as acute or obtuse by comparing them to a right angle. This step introduces degrees as a unit of measure for turn, including the degree symbol. Children explore the fact that there are 360° in a full turn, and therefore 180° in half a turn, 90° in a quarter turn (or right angle) and 270° in a three-quarter turn. They use this knowledge and the language of clockwise and anticlockwise to describe turns, including in the context of compass directions and clocks. Children may begin to recognise other common angles, such as 45° being half a right angle, but there is no requirement to measure or explore more complex angles, such as 67° or 241°, at this point, as</p>	<p>As a class, children will be going through five arithmetic and five reasoning questions from the recent Pixl maths papers. Questions will be modelled so that children can feel confident in attempting exam style questions. As a class, we will go over each question thoroughly and children will get time to work them out on whiteboards and talk through their strategies.</p>	<p>In this small step, children classify angles using knowledge of right angles from the previous step. In Year 4, children classified angles as acute or obtuse based on whether an angle was less than or greater than a quarter turn (right angle). They begin by revisiting this and are also introduced to reflex angles for the first time. It is important that children are able to visually classify an angle as acute, obtuse or reflex by comparing them to right angles and straight lines. Use of angle finders, such as the right angle, may provide support. Once secure in this, children can then begin to look at classifying angles numerically. They should be able to state, for example, that 23° is an acute angle because it is less than 90°, 134° is an obtuse angle because it is greater than 90° but less than 180°, and 210° is a reflex angle because it is greater than 180°. As well as identifying</p>	<p>In this small step, children estimate the sizes of angles based on knowledge of what right angles and angles on a straight line look like and measure in degrees. Children should already be able to look at an angle and identify whether it is acute, obtuse or reflex, and they now progress to estimating the size of the angle. To begin with, it is important to explore the idea of halfway between already known angles, for example 45° is half of a right angle and 135° is halfway between a right angle and a straight line. From here, children can start to estimate given angles by comparing them to these key amounts. For example 80° is greater than half a right angle but less than a right angle and is closer to 90° than 45°. As well as estimating the sizes of given angles, children start to draw angles approximately of a given size.</p>


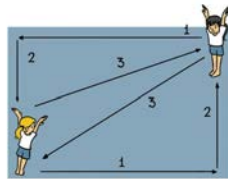
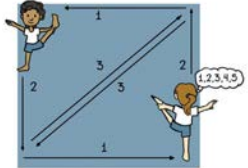
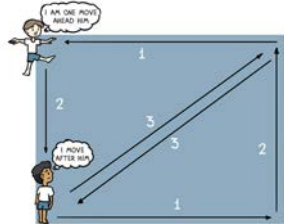
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		this is covered in later steps.		and classifying angles, children should draw examples of each angle type.	
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p>Unit- Three little birds <u>LI: We are learning to organise and rehearse the song, three little birds.</u></p>  <p>In this lesson, Children will organise their own rehearsal of a song. Children will also give feedback and make improvements to their work. During the lesson, children will practise singing the chorus which will be performed by all the groups during the plenary.</p>	<p>LI. To describe the events of the Crucifixion and the feelings of the disciples, friends and family of Jesus(AT1) LI. Ask questions about the meaning and purpose of life.(AT2)</p> <p>In this lesson children will be writing a short narrative poem about the feelings of one of the friends, family or followers of Jesus. This poem will show an order of events with emotions at each stage.</p> <div style="background-color: #00ffff; padding: 5px;"> <p style="text-align: center;"><u>Crucifixion Poem</u></p> <p>As Jesus crawled along the streets Tears rolled down their cheeks As Jesus was nailed to the cross They felt helpless and frightened As the crowds watched and soldiers teased They were angry and confused As Jesus talked to the robbers A calmness descended upon them all As darkness fell all around The calm erupted into worry As Jesus died A numbness followed As the Earth shook They were petrified of what was to come As Jesus was placed inside the tomb A great sense of loss and sorrowful hearts</p> </div>	<p><u>Gymnastics - Lesson 5</u> <u>LI: We are learning to explore different travelling actions using both canon and synchronisation.</u></p> <p>At the beginning of the lesson, pupils will learn what canon and synchronisation is. Pupils will be shown what travelling with synchronisation looks like and will practise in pairs on one mat.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Pupils will then complete the same sequence, this time in canon. The first pupil travels to their first corner of the mat, then the second pupil begins once the first pupil has reached the first corner.</p> 

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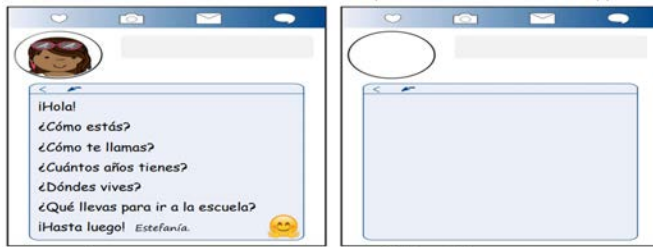

		<p>Synchronisation and canon: After a few practises, pupils will complete the sequence twice in a row, once in synchronisation and then once in canon, linking them so that they flow.</p> <p>Linking two pairs together, in groups of four, pupils will place their mats together. Using ideas from both sequences, pupils will create a sequence that includes both canon and synchronisation. They will need to discuss where on their mats they want to start and must include:</p> <ul style="list-style-type: none"> • three balances • four travelling movements • canon and synchronisation
<p>Art - Kapow</p>	<p>Spanish - Language Angels</p>	<p>PSHE - Jigsaw</p>
<p>DT Week . Lesson 1 <u>LI: We are learning to design a pop-up book.</u> In this lesson children will be designing their own pop up books.</p> <p><u>Vocabulary</u></p> <p>input layers lever mechanism model motion output pivot slider</p> 	<p><u>Topic: La Ropa (Clothing)</u> <u>LI: We are learning about possessive adjectives in Spanish and apply this knowledge using the items of clothing and the possessive adjective 'my'.</u> In this lesson the children will learn more about possessive adjectives in Spanish and apply this knowledge in an activity where they will be packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my'.</p>	<p>PSHE - Healthy Me - Relationship with Food <u>LI: We are learning to describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</u> <u>LI: We are learning to respect and value our body.</u> In this lesson children will have a discussion about food and what food means to them. They will learn that people have different 'relationships' with food. Food means something different to everyone and people use food in different ways. Some people have a difficult relationship with food and they can develop an eating problem or eating disorder. This is a rare problem and most people have good relationships with food. Children will look at how healthy food and unhealthy food are advertised and how this affects our relationship with food. During the activity, children will write a</p>


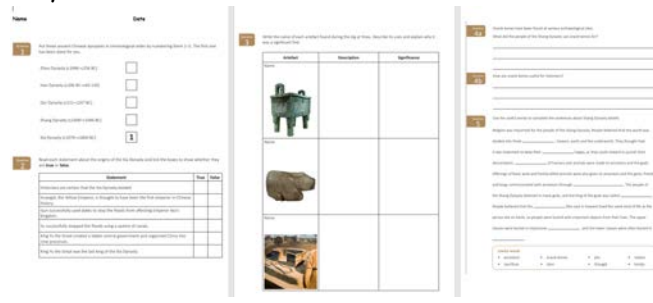
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<p>spacers structure reinforce research</p>	<p>Nombre: _____</p> <p>Instructions: Write a message back to Estefanía answering all her questions to you in her message. She has so many! She wants to know how you are feeling, your name, your age and where you live. She also wants to know what you wear to school. The word bank will help you.</p>  <p>WORD BANK</p> <table border="1"> <tr> <td>i-Hola!</td> <td>¡Estoy bien!</td> <td>Me llamo...</td> <td>Tengo ___ años.</td> <td>Para la escuela llevo...</td> </tr> <tr> <td>una falda</td> <td>unos pantalones</td> <td>una camisa</td> <td>un vestido</td> <td>una chaqueta</td> </tr> <tr> <td>una corbata</td> <td>unos zapatos</td> <td>unas medias</td> <td>y</td> <td>¡Hasta luego!</td> </tr> </table>	i-Hola!	¡Estoy bien!	Me llamo...	Tengo ___ años.	Para la escuela llevo...	una falda	unos pantalones	una camisa	un vestido	una chaqueta	una corbata	unos zapatos	unas medias	y	¡Hasta luego!	<p>recipe for a healthy body image and be creative in advising others how to feel and be healthy and happy.</p> <p>Food is</p> 
i-Hola!	¡Estoy bien!	Me llamo...	Tengo ___ años.	Para la escuela llevo...													
una falda	unos pantalones	una camisa	un vestido	una chaqueta													
una corbata	unos zapatos	unas medias	y	¡Hasta luego!													



Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing - Programming A - Selection in physical computing
<p>DT Week . Lesson 2</p> <p><u>LI: We are learning to follow my design brief to make my pop up book.</u></p> <p>In this lesson, children will be creating the structure of the book and beginning to make the mechanisms for the pop-up features.</p> <p><u>Vocabulary</u></p> <p>layers lever mechanism model motion</p> 	<p><u>LI: We are learning to reflect and assess on what we have learnt in this topic and complete an assessment.</u></p> <p>In this lesson children will be completing an assessment to show their knowledge of everything they have learnt in this unit.</p> 	<p><u>Lesson 5 - Drawing designs</u></p> <p><u>LI: We are learning to design a physical project that includes selection.</u></p> <p>In this lesson, learners will apply their understanding of microcontrollers and selection when designing a project to meet the requirements of a given task. To support their understanding, learners will identify how selection might be used in real-world situations, then they will consider how they can apply this knowledge to design their project. Learners will produce design sketches to show how their model will be made and how they will connect the microcontroller to its components.</p>

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pivot slider spacers structure		 <p>What issues would mean you need to reshoot part of a video?</p>	 <p>What issues would mean you could to edit part of a video?</p>
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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 20.2.23**

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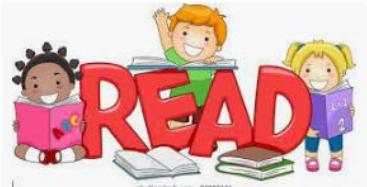
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Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.



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



English Homework - this week we would like you to complete your extras on Doodle English.

Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.



Doodle Maths - Log on to your account at least three times this week.

Work to reach your target - are you in the **green** zone yet?

Times Tables Rockstars:



Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

Homework - this week you will have some questions to complete on decimals and negative numbers



Talk Tuesday

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

This week's question is -
If you were an artist, what would you paint and why?

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

Send in your reply on Google Classroom.