

# Weekly Overview of Learning

Year Group: 5

Week beginning: 18.9.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to use figurative language to support emotive writing.</u>	<u>LI: We are learning to use expanded noun phrases to support descriptive writing.</u>	<u>LI: We are learning to use 'show, not tell' to support descriptive writing.</u>	<u>LI: We are learning to plan a diary entry from the perspective of a character.</u>	<u>LI: We are learning to draft a diary entry from the perspective of a character.</u>
<b>Speaking and Listening Focus</b>	While reading and listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, regarding figurative language, and use this information for different purposes.	While reading and listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, regarding expanded noun phrases, and use this information for different purposes.	While reading and listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, regarding 'show, not tell', and use this information for different purposes.	Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.	Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<p><b><u>Key vocabulary</u></b>                      Figurative language                      Similes                      Metaphors                      Personification                      Onomatopoeia                      Alliteration                      Emotive language                      Empathy                      Imagery</p> <p><b><u>Blooms questioning</u></b>                      What examples of figurative language can you find in the text?                      What types of figurative language are used to evoke emotions in the writing?</p>	<p><b><u>Key vocabulary</u></b>                      Expanded noun phrase                      Description                      Determiners                      Adjectives                      Commas                      Nouns</p> <p><b><u>Blooms questioning</u></b>                      What examples of expanded noun phrases can you find in the text?                      Why do authors use expanded noun phrases?                      How do expanded noun phrases create descriptive impact?</p>	<p><b><u>Key vocabulary</u></b>                      Show, not tell                      Figurative language                      Expanded noun phrase                      Feelings                      Physical actions                      Movement</p> <p><b><u>Blooms questioning</u></b>                      Can you recall what "show, not tell" means in descriptive writing?                      What are some examples of telling in writing?                      Can you explain the difference between showing and telling in descriptive writing?</p>	<p><b><u>Key vocabulary</u></b>                      Diary                      Language                      Layout                      Format                      Key features                      Grammar                      Punctuation                      Spelling                      Handwriting</p> <p><b><u>Blooms questioning</u></b>                      What features are needed to create a successful diary entry?                      What events occurred during the day that are important for the character to remember and record in the diary?</p>	<p><b><u>Key vocabulary</u></b>                      Diary                      Language                      Layout                      Format                      Key features                      Grammar                      Punctuation                      Spelling                      Handwriting</p> <p><b><u>Blooms questioning</u></b>                      What features are needed to create a successful diary entry?                      What events occurred during the day that are important for</p>

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	<p>How does figurative language create emotional impact? How does the author use figurative language to convey emotions in the writing? Evaluate the author's choice of figurative language. Do you think it effectively enhances the emotive aspect of the writing? Why or why not?</p>	<p>Evaluate the author's choice of expanded noun phrases. Do you think it effectively enhances the descriptive aspect of the writing? Why or why not?</p>	<p>How does showing create a more engaging reading experience for the audience?</p>	<p>What specific conversations has the character had with other people? What emotions did the character experience throughout the day, and why were they significant? Can you explain the motivations behind the character's actions and decisions described in the diary entry? What are the character's thoughts about their relationships with other characters mentioned in the diary? How can the character use the lessons they learned from the day's experiences in future situations?</p>	<p>the character to remember and record in the diary? What specific conversations has the character had with other people? What emotions did the character experience throughout the day, and why were they significant? Can you explain the motivations behind the character's actions and decisions described in the diary entry? What are the character's thoughts about their relationships with other characters mentioned in the diary? How can the character use the lessons they learned from the day's experiences in future situations?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will discuss what they know about figurative language and identify some from example sentences. Following on they will discuss what similes and metaphors are. They will then practise with some sentence stems. They will be reinforced to use the words 'like' and 'as' for similes and 'were' and 'was' for metaphors. Children</p>	<p>In this lesson, children will discuss what they know about descriptive writing and what determiners, adjectives, nouns and expanded noun phrases are as well as what punctuation is used. They will identify these techniques from example sentences and then practise with some sentence stems. They will be</p>	<p>In this lesson, children will be using a 'show, not tell'. This is a writing technique that encourages children to use descriptive details and actions to convey emotion, thoughts and situations rather than directly stating them. We will do this using some example emotions as a class and children will then</p>	<p>In this lesson, children will discuss what they know about a diary entry and what common features they know about already and have learned about in class. Children will discuss their ideas about what they could write in a diary entry in the perspective of a character relating to the text.</p>	<p>In this lesson, children will discuss what important elements they have included in their plan. Children will peer-check plans to make sure they have included everything on the success criteria. Following this, children will draft a diary entry in the perspective of a character relating to the text using their plans.</p>

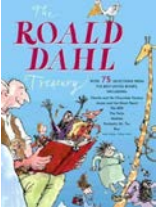
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	will then adapt this and discuss ideal similes and metaphors for a character and setting in the text. Following this children will write some independently in their books.	reinforced to use their senses to describe a character and setting from the text. This will be done as a class. Following on, they independently write sentences in their books.	go off independently and write their own relating to the text.	Following this short input, children will demonstrate how much they learned about in class by planning a diary entry in the perspective of a character independently.	
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Class Text – Reading Aloud 10-15 mins each day	<b>Diamond</b> TEXT - Matilda Author - Roald Dahl	<b>Emerald</b> TEXT – Charlie and The Chocolate Factory Author – Roald Dahl	<b>Jade</b> TEXT - The Witches Author - Roald Dahl	<b>Pearl</b> TEXT – The Roald Dahl Treasury Author - Roald Dahl
				

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: we are learning to compare and order numbers to 1,000,000.</u>	<u>LI: we are learning to round to the nearest 10, 100 or 1,000.</u>	<u>LI: We are learning to round within 100,000.</u>	<u>LI: We are learning to round within 1,000,000</u>	<u>LI: We are learning to reflect on our learning in our topic, place value</u>
<b>Key vocabulary and key questions</b>	<b>Key vocabulary</b> ones tens hundreds	<b>Key vocabulary</b> ones tens hundreds	<b>Key vocabulary</b> ones tens hundreds	<b>Key vocabulary</b> ones tens hundreds	<b>Key vocabulary</b> ones tens hundreds

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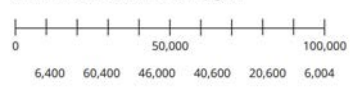
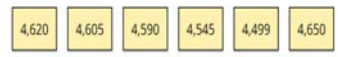
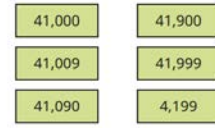
	<p>thousands ten thousands hundred thousands less than greater than compare</p> <p><b><u>Blooms questioning</u></b> Which digit in each number has the greatest value? What are the values of these digits? • When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look at next? • What is the difference between ascending and descending order? • What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?</p>	<p>thousands ten thousands hundred thousands less than greater than round</p> <p><b><u>Blooms questioning</u></b> Which multiples of 10/100/1,000 does the number lie between? • Which multiple on the number line is the number closer to? • What is the number rounded to the nearest 10/100/1,000? • Which place value column should you look at to round the number to the nearest 10/100/1,000? • What happens when a number is exactly halfway between two numbers on a number line?z</p>	<p>thousands ten thousands hundred thousands less than greater than round multiple</p> <p><b><u>Blooms questioning</u></b> Which multiples of 10,000 does the number lie between? • Which division on the number line is the number closer to? • What is the number rounded to the nearest 10,000? • Which place value column should you look at to round the number to the nearest 10/100/1,000/10,000? • What happens if a number lies exactly halfway between two multiples of 10,000?</p>	<p>thousands ten thousands hundred thousands less than greater than round multiple</p> <p><b><u>Blooms questioning</u></b> • Which multiples of 100,000 does the number lie between? • How can you represent the rounding of this number on a number line? • Which division on the number line is the number closer to? • What is the number rounded to the nearest 100,000? • What is the most appropriate way of rounding this number? • What place value column should you look at to round the number to the nearest 10/100/1,000/10,000/100,000?</p>	<p>thousands ten thousands hundred thousands less than greater than</p> <p><b><u>Blooms questioning</u></b> Can you recall the definition of place value? What are the names of the place value positions in a number? How do you differentiate between the value of digits in different place value positions?</p>
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Activities															
	<p>In this small step, children build on the previous step to compare and order numbers up to 1,000,000</p> <p>The representations used previously can continue into this step; however, the focus will shift more towards number lines as they are more efficient when representing numbers of increasing value.</p> <p>Encourage children to make connections between the position of numbers on a number line and their value. They should recognise that when working on horizontal number lines, numbers further to the right have a greater value. Word problems involving real-world examples, such as comparing populations, are also introduced.</p> <p>Put the numbers in order, starting with the smallest. You can use the number line to help you.</p> 	<p>In this small step, children build on their knowledge of rounding to the nearest 10, 100 and 1,000 from Year 4, now also rounding numbers beyond 10,000 to these degrees of accuracy. It is important that children hear and use the language of “rounding to the nearest” rather than “rounding up” and “rounding down”, as this can lead to errors. Number lines are a particularly useful tool to support this, as children can see which multiples of 10, 100 or 1,000 the given numbers are closer to. It is worth discussing with children the convention that when there is a 5 in the relevant place value column, despite being exactly halfway between the two multiples, we round to the next one.</p> <p>Which numbers round to 4,600 to the nearest 100?</p> 	<p>In this small step, children build on their learning in the previous step to round any number within 100,000 to the nearest 10, 100, 1,000 or 10,000. Rounding to the nearest 10,000 is the new learning. They should be confident with multiples of 10,000 from earlier steps in this block, and the process of rounding is also familiar. Children need to realise that the midpoint of two multiples of 10,000 ends in 5,000, so they need to look at the digit in the thousands column to determine how to round the number.</p> <p>Round each number to the nearest 10,000</p>  <p>What is the same and what is different?</p>	<p>Building on the previous two steps, children now round any number up to 1,000,000 to any power of 10 up to 100,000. This is the first time that children round to the nearest 100,000. You may wish to practise counting in 100,000s first, and then practise rounding to the nearest 100,000 before looking at mixed questions.</p> <p>The table shows the masses of some famous statues.</p> <table border="1" data-bbox="1433 726 1736 877"> <thead> <tr> <th>Statue</th> <th>Mass</th> </tr> </thead> <tbody> <tr> <td>Statue of Liberty</td> <td>201,400 kg</td> </tr> <tr> <td>Christ the Redeemer</td> <td>635,000 kg</td> </tr> <tr> <td>Spring Temple Buddha</td> <td>987,000 kg</td> </tr> <tr> <td>Mustang Stone Buddha</td> <td>58,000 kg</td> </tr> </tbody> </table> <p>Round the mass of each statue to the nearest 10,000 kg. Round the mass of each statue to the nearest 100,000 kg.</p>	Statue	Mass	Statue of Liberty	201,400 kg	Christ the Redeemer	635,000 kg	Spring Temple Buddha	987,000 kg	Mustang Stone Buddha	58,000 kg	<p>In this lesson, children will be completing an end of unit assessment on place value.</p>
Statue	Mass														
Statue of Liberty	201,400 kg														
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## Music – Sing Up

### Unit: What shall we do with the drunken sailor?

#### LI: We are learning to learn a cup rhythm game, keeping to the beat of the song

What shall we do with the drunken sailor? is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.



During this lesson, children will be learning a cup rhythm game. They will be using plastic cups/bottles to learn the following rhythm

## RE – Widening Horizons

### LI: We are learning to explain the significance of the Quran for Muslims.

#### LI: We are learning to ask questions and compare our ideas with those of others. (Over two lessons)

In this lesson, children will discuss what the word 'significant' means to them. The children will then look at a Rehal table and discuss why it is used. The children will learn about the steps Muslims take before reading or handling the Quran. Then, the class will look at information about the Quran including the ways Muslims show respect to the holy book. In the second lesson, children will complete a worksheet explaining the significance of the Quran by labelling the Quran or creating a poster explaining its significance. Children will also complete a worksheet which allows them to reflect on items that are significant to themselves, and the reasons for this significance.



#### **Key vocabulary**

Rehal table  
Arabic  
Significance  
Islam

## PE – Get Set 4 PE

### Sport -Lesson 3

#### LI: We are learning to select the appropriate skill, choosing when to pass and when to dribble.

In this lesson, children will start in pairs and lead their own dynamic stretches. They will think about their options when you receive a ball and whether they should pass, dribble or shoot. Then, children will work in pairs with one ball, passing and moving. They will then think about when you should dribble and when you should pass? Next, in groups of 4, they will play a quick passing game as attackers and defenders. They will then be put into 4v4 and play against each other using correct skills to pass and dribble.

### Sport -Lesson 2

#### LI: We are learning to move into space to support a teammate abiding by the rules.

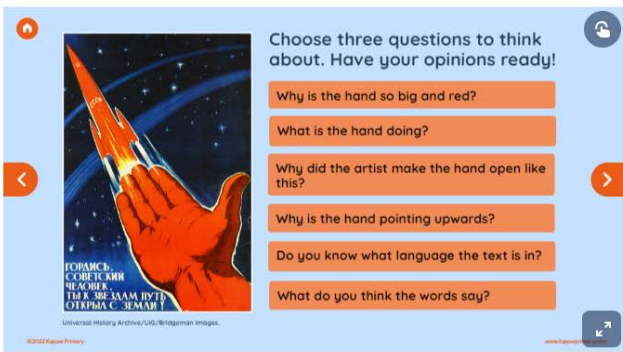


In this lesson, children will start with jogging on the spot. Children get given balls and practice passing around. They will then quickly play a game where 5 children are put on a team band and other pupils catch them by tagging them with a ball. They then move to stretches. moving on, the key question they will be asked is 'do you know the forward pass and offside rule. They will be told about forward pass and offside rules. They will then practise this in teams and play with other teams as attackers and defenders and vice versa. By the end of the lesson children will recognise how to receive a pass from a teammate from behind or side and how to use straight arms to pass the ball.

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<p><b>D = tap desk</b>  <b>C = tap base of cup</b>  <b>H = clap hands together</b>  <b>PU = Pick up cup</b>  <b>PD = Put down cup</b></p>	<p>Quran          Respect          Wudu          Sacred</p>	
<p><b>Art - Kapow</b></p>	<p><b>Spanish – Language Angels</b></p>	<p><b>PSHE - Jigsaw</b></p>
<p><b><u>LI: We are learning to explore the purpose and effect of imagery.</u></b></p> <p>In this lesson, children will look at and discuss why a picture uses certain colours, shapes and text. Children will discuss the effect of an image. We will explain that ‘Soviet’ referred to the Soviet Union; a group of countries including Russia, Estonia and Latvia. (Many of these countries are now independent.) and then ask children whether they’re initial thoughts about the image changed. Children will be explained the context of ‘The Space Race’ and how it dominated popular culture at the time through art and design. Children will be provided an image of family on the moon and children will use sentence stems to evaluate the picture.</p> 	<p><b><u>LI: we are learning to further develop our use of the eight nouns in Spanish for common pets. (Lesson 2)</u></b></p> <p>In this lesson, pupils will learn the eight nouns in Spanish for common pets and then use this new language to learn how to say I have / I do not have a pet. Children will then also be able to ask the question to a partner. The children will then build on this new knowledge and be able to say the name of their pet by the end of the unit.</p> 	<p><b><u>LI: We are learning to understand my rights and responsibilities as a citizen of my country.</u></b>  <b><u>LI: We are learning to empathise with people in this country whose lives are different to our own.</u></b></p> <p>In this lesson, children will learn about what a refugee is. We will discuss what we can do to help a refugee children and people.</p> 

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		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Rights</li> <li>Responsibilities</li> <li>Citizen</li> <li>Denied</li> <li>Empathise</li> <li>Refugee</li> <li>Persecution</li> <li>Conflict</li> <li>Asylum</li> <li>Migrant</li> </ul>
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Programming A – Selection in physical computing
<p><b><u>LI: We are learning to identify what mammals are and classify mammals into groups.(continued over to next week)</u></b></p> <p>In this lesson, children will look at what mammals are and identify the five characteristics of mammals. Then, children will sort animals into two groups; mammals and not mammals. The children will then look at the life cycle of animals, including a mammal, an amphibian, an insect and a bird. For their task, children will sort animals into a table depending on whether the animals are mammals or not mammals.</p>	<p><b><u>LI: We are learning to describe and understand key aspects of physical geography.</u></b></p> <p><b><u>LI: We are learning to explain how the topography and soil type affect the location of different agricultural regions.</u></b></p> <p>In this lesson, children will continue to look at what the topography and soil type of an area is and why it is important to consider these factors. Following this, children will answer a series of questions explaining how the topography and soil type affect the location of different agricultural regions.</p>	<p><b><u>LI: We are learning to identify how to use a search engine</u></b></p> <p>In this lesson, children will be introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. Next, they will learn that searches do not always return the results that someone is looking for, and refine their searches accordingly. Finally, children will be introduced to the two most common methods of searching: using a search engine and using the address bar. By the end of the lesson children will be able make use of a web search to find specific information and compare results from different search engines.</p>



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### What is a mammal?

Mammals are a group of vertebrate animals, which means they have a backbone. The other groups of vertebrates are amphibians, birds, fish and reptiles.

#### Features of mammals

- producing milk to feed their young
- being warm-blooded
- giving birth to new young (apart from a few exceptions)
- having fur or hair
- breathing air with lungs

#### Producing milk to feed their young

Different mammals feed their young for different amounts of time. Some only feed their young for a few days. In contrast, some mammals drink milk from their mothers for about three and a half years.

### Animal Groups (Orders) in the Class Mammalia (Mammals)

Primates (This includes humans)

Chiroptera (Bats)

Carnivora (This includes cats, dogs, and bears)

Artibeus (Fruit-eating bats)

Ungulates (Animals with hooves)

Perissodactyla (Animals with an odd number of toes)

Artiodactyla (Animals with an even number of toes)

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Perissodactyla (Animals with an odd number of toes)

Artiodactyla (Animals with an even number of toes)

SEE  
I notice...

THINK  
I think that...

WONDER  
I wonder why...

## Homework

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

### Maths Weekly Homework

This week your maths homework will be to complete the end of unit assessment on place value. Please complete this and bring the sheet back on Monday 18th September 2023.

### English Weekly Homework

This week the English homework will be to create a poster on figurative language on the sheets that have been provided. Please complete this and bring the sheet back on Monday 18th September 2023.

### Spellings

Please complete your Doodle Spelling Assignment for homework and make sure you are confident on the **spellings** before your spelling test.

### Words with endings that sound like /shuhs/ spelt with -tious or -ious

ambitious cautious fictitious infectious nutritious contentious superstitious pretentious anxious obnoxious

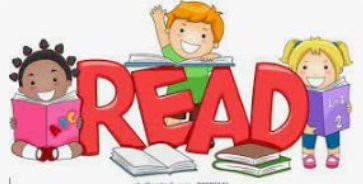







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Due back 18/9/23

Reading	English Homework Spelling and Grammar	Maths This week your maths homework will be to complete the end of unit assessment on place value. Please complete this and bring the sheet back on Monday 18th September 2023.	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</b> - this week we would like you to complete your extras on Doodle English.</p> <p><b>Doodle Spell</b> - this week, please go on to Doodle Spell and complete your Doodle Extras please.</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>Homework - this week you will have some questions to complete on decimals and negative numbers</p>	 <p><b>Talk Tuesday</b></p> <p>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 -</b></p> <p><b>If you were starting Year 5, what message would you send yourself about what to expect, now that you know what Year 5 expectations are.</b></p> <p><b>What would you do again?</b> <b>What would you do differently?</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>

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