Weekly Overview of Learning

Year Group: 5   Week beginning: 19.02.24

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English Reading and Writing	Monday	Tuesday and Wednesday	Thursday	Friday
	LI: We are learning to understand the importance of space exploration.	**LI: We are learning to plan a persuasive piece of writing.**	**LI: We are learning to write a persuasive piece of writing.**	**LI: We are learning to evaluate our persuasive piece of writing.**
Speaking and Listening Focus	Children will use prior knowledge and new information given to build up on their knowledge of Space exploration and look at why it is important.	Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.	Children will work independently to create their piece of writing.	Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.
Key vocabulary and Key Bloom's higher order thinking questions	**Key Vocabulary:** Space Technology Research Astronauts Comets Asteroids Communication Mining Persuasive writing **Blooms questioning** What comes to mind when you hear the word "space"? Can you name any planets in our solar system? Explain the concept of the Space Race and why countries were interested in	**Key Vocabulary:** Space Technology Research Astronauts Comets Asteroids Communication Mining Persuasive writing Rhetorical questions Powerful Adjectives PEE AFOREST techniques Modal verbs **Blooms questioning:** Can you recall the main purpose of persuasive writing? What are some key features of a persuasive text?	**Key Vocabulary:** Space Technology Research Astronauts Comets Asteroids Communication Mining Persuasive writing Rhetorical questions Powerful Adjectives PEE AFOREST techniques Modal verbs **Persuasive writing format:** Title of Topic being addressed Engaging opening - Introduction	**Key vocabulary** Persuasive writing Writing with purpose Expanded noun phrases Figurative language Adverbs and adverbials Prepositional phrases Subordinating clauses Coordinating clauses Pronouns Range of tenses Fronted adverbials Embedded clauses Modal verbs Paragraphs Punctuation Presentation Spelling **Blooms questioning**

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exploring space during that time. Can you describe the goals of the Apollo moon missions? How do telescopes help scientists in space exploration? Compare how technology for space exploration has changed over the years. Why is satellite technology important for communication on Earth? Share your thoughts on whether space exploration is worth the cost and effort. Why or why not? How might space exploration impact our lives in the future?	Can you explain the difference between a fact and an opinion in persuasive writing? How does the use of persuasive language help to convey a message to the reader? How would you use persuasive language to convince someone to support your point of view on a school-related issue? Can you apply persuasive writing techniques to create a poster advocating for a cause you believe in? Analyse a persuasive text. What strategies does the author use to persuade the reader? Compare two different persuasive pieces. How do they appeal to the audience in unique ways?	Main Body - Writing with purpose using PEE Topic sentences for each paragraph One point per paragraph Call to action - Conclusion Formal language	What am I most proud of? What features did I include in my persuasive writing? What techniques can I use to improve my work? What writing targets do I need to continue to work on? What will be my target for when I uplevel my work? What steps must I take to uplevel my work? How can I remember this area of improvement for next time?
Activities	In this lesson, children will find out what space exploration is and why it is important to us, human life, and the Earth. They will be picking up key points through the input and recording it in a defining frame. These details will help them to plan and write a persuasive piece of writing to convince a reader why space exploration should continue.	In this lesson, children will use the research found in the previous lesson to create a plan for their persuasive writing in order to continue space exploration. Children will decide which arguments are the strongest and find evidence to support their arguments. Children will plan what persuasive techniques they will use to convince the reader that their view is correct.	In this lesson, children will use their plans to write up a showcase piece to demonstrate their ability to create a persuasive piece of writing. .	In this lesson, children will look back on their persuasive writing and reflect on what they did well and where they need to improve using the Year 5 Writing 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

Note: "Activities" appears in the leftmost column of the bottom row.

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				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

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to round to 1 decimal place	LI: We are learning to understand percentages.	LI: We are learning to compare percentages to fractions.	LI: We are learning to compare percentages to decimals.	LI: We are learning to find equivalent percentages, fractions and decimals.
Key vocabulary and key questions	Key vocabulary decimal hundredth tenth decimal point equivalent	Key vocabulary percentage percent whole part fraction	Key vocabulary percentage percent whole part fraction	Key vocabulary percentage percent whole part fraction	Key vocabulary percentage percent whole part fraction

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partitioned whole value digit **Blooms questioning** • How can you work out what numbers with 1 decimal place are either side of a number with two decimal places? • Which number with 1 decimal place is your number closer to? How do you know? • What number is halfway between the two numbers to 1 decimal place?	decimal bar model Rekenreks equal parts **Blooms questioning** • How many parts is the square split into? • How many parts per hundred are shaded/not shaded? • What percentage of the square is shaded/not shaded? • What does "100%" mean? • How many parts is the bar model split into? • If the whole bar represents 100%, what is each part worth?	decimal bar model Rekenreks equal parts equivalent compare numerator denominator **Blooms questioning** • What is a percentage? • If the whole is split into 100 equal parts, then what percentage are two parts equivalent to? • How are percentages and fractions similar? How are they different? • What is 100 divided by 2/4/5/10? • What is as a percentage? • What is one half of 100? What is 1/2 as a percentage?	decimal bar model Rekenreks equal parts equivalent compare decimal place value hundredths thousandths **Blooms questioning** • What is similar/different about percentages and decimals? • How many tenths/hundredths/percent are equal to 1 whole? • What percentage is equal to one hundredth? What is one hundredth as a decimal? • What percentage is equal to one tenth? What is one tenth as a decimal?	decimal bar model Rekenreks equal parts equivalent compare decimal place value hundredths thousandths conversion **Blooms questioning** • How can you find the fraction equivalent of a percentage? • How can you find the decimal equivalent of a percentage? • How many parts has the whole been split up into? So what fraction is each part worth? • If the whole is 100%, what is 1/10? • If 1/10 is equal to 10%, what is 3/10 equal to?
Activities In this small step, children build on the previous step by rounding to 1 decimal place.	In this small step, children are introduced to percentages for the first time.	In this small step, children continue to explore percentages by comparing them to fractions.	In the previous step, children began looking at the relationship between percentages and fractions. In this small	This small step builds on the previous two steps, with children now

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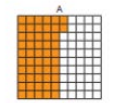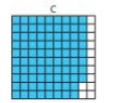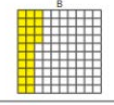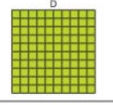
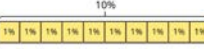|				
They see which numbers with 1 decimal place are either side of a number with 2 decimal places. From here, they work out which number with 1 decimal place is closer. As with rounding to the nearest whole number, a number line is a useful visual aid. When rounding to 1 decimal place, if the digit in the hundredths column is 5, children learn that the number rounds to the greater of the two numbers with 1 decimal place. It is important that children understand that integers, including zero, can also be written as numbers with 1 decimal place, for example 3 = 3.0 For this step, only numbers with up to 2 decimal places will be rounded, as rounding numbers with 3 decimal places is covered	Children learn that "per cent" relates to "number of parts per 100". If the whole is split into 100 equal parts, then each part is worth 1%. Hundred squares and 100-piece bead strings or Rekenreks are useful representations for exploring this concept. This idea can also be linked to previous learning by comparing to hundredths being 1 part out of a whole that is split into 100 equal parts; this will be covered in greater detail in the following steps. Using bar models, the learning extends to 1 whole being split into 10 equal parts, allowing children to explore multiples of 10%. Children then estimate 5% on a bar model split into 10 equal parts by splitting a section in half, for example 35% is three full sections	In the previous step, children saw that a percentage was a number of parts per hundred. This links to seeing a percentage as a fraction with a denominator of 100. This learning extends to 10% being equivalent to 1/10 and therefore 20% equivalent to 2/10 and so on. Children use a fraction wall to split 100% into different-sized groups and so work out the percentage equivalents of fractions, for example 1/4 is 100% split into 4 groups, 100 ÷ 4 = 25, so 1/4 = 25%. The focus of this step is percentages and fractions within 1 whole only. Decimal equivalents will be introduced in the next step.	step, they find decimal equivalents to percentages. Use place value counters, bead strings and straws to recap that when 1 whole is split into 10 equal parts, each part is equal to 0.1 and when it is split into 100 equal parts, each part is equal to 0.01. Children relate this understanding to percentages, comparing 0.1 and 10%, and 0.01 and 1%. If 10% = 0.1 and 1% = 0.01, then 11% = 0.1 + 0.01 = 0.11 Children may begin to see a "trick" of writing "zero point" in front of the percentage to make a decimal, but this will cause confusion when converting single-digit percentages into decimals or, later, percentages greater than 100%. Exploring the equivalence of 0.01 and 1% using a variety of representations will help children avoid this misconception.	finding equivalent fractions, decimals and percentages. As this concept is covered again in Year 6, the focus at this stage should be kept quite narrow, mainly looking at the equivalents to halves, quarters, fifths and tenths. All of these equivalents can be found by splitting up a hundred square or bead string into the given equal parts and then making the link to hundredths. Once children are confident finding the unit fraction equivalents, they explore finding the non-unit fraction equivalents, for example 3/4 , 1/2 and 7/10. Other representations, such as number lines and bar models, are useful for helping children to visualise the relationship between fractions, decimals and percentages. Children begin to explore less standard conversions such as 92%, which will be

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in Year 6.	and half of the next section.			covered further in Year 6.
5 Here are the masses of some parcels. 3.48 kg 1.42 kg 10.65 kg 1.03 kg a) Round the mass of each parcel to 1 decimal place. b) The mass of each parcel has been rounded to the nearest 100 g. Is the statement true or false? Talk about it with a partner.	**1** Here are four hundred squares. A C B D	100% $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$ Complete the sentences to convert each fraction to a percentage. Use the fraction wall to help you. ► $\frac{1}{2}$ ► $\frac{1}{4}$ ► $\frac{1}{5}$ ► $\frac{1}{10}$ □ = 100% split into _____ equal groups. 100 ÷ _____ = _____ So □ = _____ %	Use the models to complete the statements. 100% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% ► 0.1 = _____% ► _____ = 30% ► 0.8 = _____% ► _____ = 100% Dora has used place value counters and a bar model to show that 0.01 is equivalent to 1%. 10% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% Use Dora's fact to complete the statements. ► 0.01 = _____% ► _____ = 7% ► 0.05 = _____% ► _____ = 9%	► $\frac{1}{2}$ of the hundred square is shaded. $\frac{50}{100}$ is shaded. 0.5 is shaded. 50% is shaded. Shade a hundred square and complete the sentences for each fraction. ► $\frac{1}{5}$ $\frac{□}{100}$ is shaded. ► $\frac{1}{10}$ _____ is shaded. _____% is shaded. Compare answers with a partner.

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE

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LI: We are learning to develop knowledge and understanding of the origins, history, and social context of Reggae music.

About the unit
Three little birds is a Bob Marley Reggae classic. This unit aims to provide some social and historical context to the globally famous music genre. Children will learn about features of the music through listening to classic tracks, singing the song, and adding instrumental riffs and a percussion backing to create a full class performance.

Lesson objectives
Children will:

- Learn to sing the melody of Three little birds.
- Discuss the meaning of lyrics in the song.
- Learn about and develop an understanding of the social and historical context of Reggae music.

Key words

- Duration: offbeat, 4-beats per bar.
- Pitch: chord, triad, D major, G major, melody, riff, bassline.
- Structure: repeating riff, verse, chorus, chord pattern.
- Timbre: electric guitar, bass guitar, drum kit, keyboard.
- Texture: melody/chords, bassline, riff.
- Other: Reggae, playing by ear, playing from a score.

LI: we are learning to record what I know and what I want to find out about Easter.

We have started our new topic in RE which is easter. In this lesson, children will be completing a defining frame to showcase what they already know about our new topic.

Spring 2, Lesson 1
LI: we are learning to record what I know and what I want to find out about Easter.   /   /

Easter

Spring 2, Lesson 7 - Reflection   Date: /   /
LI: We are learning to reflect what we have learned about Easter
Using a green pen, include what you have learned over the course of this project and answer any questions you were curious about.

Key vocabulary:
Christian
Roman soldiers
crucified
resurrection
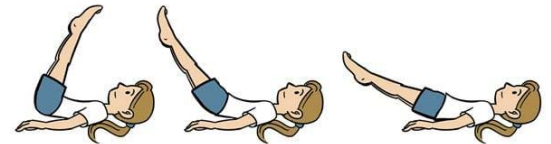Easter
Celebrate

Gymnastics - Lesson 1
LI: We are learning to perform symmetrical and asymmetrical balances.
Children will take part in a body tension activity. They will learn that having strong body tension in balances will ensure they are stable. They will practise what strong body tension feels like with the following
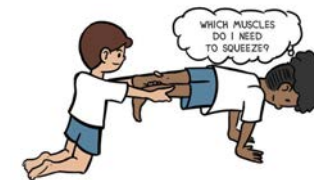**Dish rock:**

Leg lowers:

Plank hold:

Children will learn the difference between symmetrical and asymmetrical shape and have a practice at holding 'Symmetrical Balances' and 'Asymmetrical Balances'. Afterward, children will learn about travelling actions and partner balances before creating a sequence in pairs.

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Art - Kapow	Spanish – Language Angels	PSHE - Jigsaw
LI: We are learning to develop ideas towards an outcome by experimenting with materials and techniques. (Changing Faces)	**Topic: La Ropa (Clothing)** **LI: We are learning eleven new nouns and articles for items of clothing.**	**PSHE - Healthy Me - Smoking**

LI: We are learning to develop ideas towards an outcome by experimenting with materials and techniques. (Changing Faces)

In this lesson, children will have a look at Chila Kumari Singh Burman's 'Auto-portrait' and will think about what they think the aim or the message behind the self-portrait was. Children will then look at a different piece of artwork, thinking about what similarities and differences they notice between the photographs. As a class, the children will discuss this; they might talk about colour, composition and framing of the portrait, the expression on the faces or the clothing worn. Children will be taught that self-portraits can communicate very different messages, depending on the choices we, as artists, make when we plan them.

The children will be shown the portrait 'The Beautyful Ones' by Njideka Akunyili Crosby. They will learn that she also uses many materials to create one image; 'The Beautyful Ones' combines paint, pastel and photo transfers. Again as a class, children will discuss what the mood or atmosphere of the portrait is, what they notice about the position of the person in the photo and what effect this has, other important features of the composition and what they think this artist wants to communicate about the person in the image.

Topic: La Ropa (Clothing)
LI: We are learning eleven new nouns and articles for items of clothing.

In this lesson, children will be introduced to the new topic in Spanish, La Ropa, and learn eleven new nouns and their articles for items of clothing. Children will complete a crossword activity to consolidate their learning and play games to improve their pronunciation. Children will be challenged to see if they can use the new vocabulary in sentences.

una camisa
una bufanda
una chaqueta
una corbata
una falda
una camiseta
una gorra
una blusa
un vestido
un traje de baño
un abrigo

La ropa

PSHE - Healthy Me - Smoking

LI: We are learning to know the health risks of smoking and can tell how tobacco affects the lungs, liver and heart

LI: We are learning to make an informed decision about whether or not I choose to smoke and know how to resist pressure

This week the children will be exploring the dangers of smoking and how it can affect the human body. The children will discuss ways to encourage people to look after their health. Following this, children will take part in a quiz and discuss what they already knew, what they didn't know and what information has surprised them.

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Programming A – Selection in physical computing
Forces and Mechanisms - Water Resistance **LI: We are learning to compare and demonstrate what affects water resistance.** In this lesson, children will recap on what they have learned previously about air resistance and think about what they think water resistance is. Children will learn that water resistance is a type of force that uses friction to slow things down that are moving through water. It is often called drag. They will also look at the factors that affect water resistance. To see the effects of this, children will investigate how to reduce water resistance to speed up an object falling through water in an experiment. Key words: water resistance friction gravity surface surface area streamline speed observations	Lesson 6 + 7 -Significance of Bronze **LI: We are learning to explore the Bronze age in ancient China.** Over these 2 lessons, children will be analysing and reading information on artefacts looking at how bronze objects were made in ancient China. They will then be writing a knowledge organiser about the Chinese Bronze Age using online research and the information they have learnt in the lesson. **Key words** China Civilisation Bronze Significance Shang Society	In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure). **Lesson 1 - Connecting Crumbles** **LI: We are learning to control a simple circuit connected to a computer** In this lesson, your learners will become familiar with the Crumble controller and the programming environment used to control it. Learners will connect a Sparkle to a Crumble and then program the Crumble to make the Sparkle flash different colour patterns. Learners will also use infinite loops, which were introduced to the learners in the previous school year.

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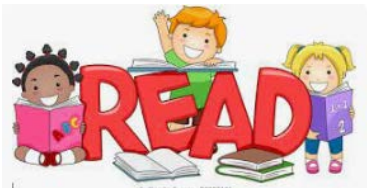| Homework			
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.			
Reading	**English Homework** **Spelling and Grammar**	**Maths**	**Topic/Other foundation subjects including writing** **REMINDERS - trips/events/items to bring in**
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	**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.**

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		some questions to complete on decimals and negative numbers	