

Weekly Overview of Learning

Year Group: 5

Week beginning: 11.9.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to showcase our reading skills and ability in a Reading comprehension paper.</u>	<u>LI: We are learning to showcase our knowledge of Grammar, Punctuation and Spelling in the GPS and Spelling papers.</u>	<u>LI: We are learning to develop a persuasive argument to respond to a letter by researching.</u>		<u>LI: We are learning to plan a persuasive letter using the PEE structure.</u>
Speaking and Listening Focus	Reading PIXL Paper	GPS PIXL Paper Spelling Paper	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.
Key vocabulary and Key Bloom's higher order thinking questions	<u>Key vocabulary</u> Decode Retrieve Summarise Infer Predict Meaning Language Compare	<u>Key vocabulary</u> Grammar Punctuation Spelling Relative clauses Modal verbs Adverbs Parenthesis Expanded noun phrases Tenses Commas Cohesion Prefixes Suffixes	<u>Key vocabulary</u> Point Evidence Explanation Statistics Factual information Reliable source Persuasive techniques AFOREST <u>Blooms questioning</u> What is the main topic or issue discussed in the letter you received? Which arguments presented in the letter do you agree or disagree with? Why is it essential to understand the opposing viewpoint in persuasive writing? What are some key terms or concepts related to the topic that you need to		<u>Key vocabulary</u> Letter formatting Introduction PEE paragraphs Point Evidence Explanation Conclusion Modal verbs Topic sentences Refugee Refugee Status <u>Blooms questioning</u> What is the primary issue or concern that you want to address in your letter? Why is this issue important to you personally?


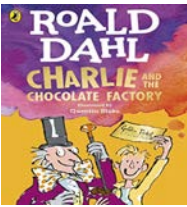
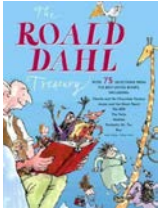
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			<p>understand before you can respond effectively? How can you conduct research to gather information and evidence to support your perspective? Which sources provide the most compelling evidence to support your perspective?</p>	<p>What specific actions or changes would you like to see the Prime Minister take regarding this issue? How can you use persuasive language and rhetorical devices to make your argument more convincing? Which pieces of evidence or statistics are the most compelling to support your position? Have you proofread and edited your letter for clarity, grammar, and spelling errors? Does your letter maintain a respectful and persuasive tone throughout?</p>
Activities	<p>In this lesson, children will demonstrate what they know by sitting a Reading Comprehension Paper. This will inform planning so teachers can correct any misconceptions and know what new learning in Year 5 needs to be taught.</p>	<p>In this lesson, children will demonstrate what they know by sitting a Spelling paper and a Grammar. Punctuation and Spelling paper. This will inform planning so teachers can correct any misconceptions and know what new learning in Year 5 needs to be taught.</p>	<p>In this lesson, children will use different sources to find arguments for welcoming refugees into the UK in groups. As a class, children will gather their ideas and list all the arguments they have researched in preparation for writing a persuasive letter back to the Prime Minister about welcoming refugees into the country.</p>	<p>In this lesson, children will use the research found in the previous lesson to create a plan for their persuasive letter to the Prime Minister. Children will decide which arguments are the strongest and find statistics to support their arguments. Children will plan what persuasive techniques they will use to convince the reader that their view is correct.</p>

<p>Class Text - Reading Aloud 10-15 mins each day</p>	<p>Diamond TEXT - Matilda Author - Roald Dahl</p>	<p>Emerald TEXT - Charlie and The Chocolate Factory Author - Roald Dahl</p>	<p>Jade TEXT - The Witches Author - Roald Dahl</p>	<p>Pearl TEXT - The Roald Dahl Treasury Author - Roald Dahl</p>
				

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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>Assessment</u> <u>Maths Arithmetic</u>	<u>Assessment</u> <u>Maths Reasoning</u>	<u>Assessment</u> <u>Maths Reasoning</u>	<u>LI: We are learning to</u> <u>recall our times tables</u>	<u>LI: We are learning to solve</u> <u>addition and subtraction</u> <u>problems with more than</u> <u>one step.</u>
Key vocabulary and key questions	<u>Key vocabulary</u> Add Subtract Divide Multiply Mental strategies Negative numbers fractions decimals	<u>Key vocabulary</u> Decide Assess Back it up Problem solving Calculations Evidence	<u>Key vocabulary</u> Decide Assess Back it up Problem solving Calculations Evidence	<u>Key vocabulary</u> Multiply Product Groups of lots of inverse divide <u>Blooms questioning</u> What does the product mean? What similarities and differences do you see in the multiplication grids? How can we remember our timetables? Which timetables are the tricky ones to remember?	<u>Key vocabulary</u> add/addition subtract/subtraction calculate/calculation mental calculation written method operation total amount exchange regroup inverse estimate <u>Blooms questioning</u> • What is the key information in the question? • What can you work out straight away? How does this help you to answer the question? • How can you represent this problem using a bar

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					<p>model? Which bar will be longer? Why?</p> <ul style="list-style-type: none"> • Do you need to add or subtract the numbers at this stage? How do you know? • How can you check your answer? 																																																																																																																																																																									
<p>Activities</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical fluency understanding.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and identified groups.</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>In this lesson children will be taking part in a baseline multiplication test.</p> <div data-bbox="1411 730 1736 1209" style="border: 1px solid purple; border-radius: 15px; padding: 10px; text-align: center;"> <p>Multiplication Table</p> <table border="1" style="border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>x</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr> </thead> <tbody> <tr><td>1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>2</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td>18</td><td>20</td><td>22</td><td>24</td></tr> <tr><td>3</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td><td>21</td><td>24</td><td>27</td><td>30</td><td>33</td><td>36</td></tr> <tr><td>4</td><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td><td>28</td><td>32</td><td>36</td><td>40</td><td>44</td><td>48</td></tr> <tr><td>5</td><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td><td>35</td><td>40</td><td>45</td><td>50</td><td>55</td><td>60</td></tr> <tr><td>6</td><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td><td>42</td><td>48</td><td>54</td><td>60</td><td>66</td><td>72</td></tr> <tr><td>7</td><td>7</td><td>14</td><td>21</td><td>28</td><td>35</td><td>42</td><td>49</td><td>56</td><td>63</td><td>70</td><td>77</td><td>84</td></tr> <tr><td>8</td><td>8</td><td>16</td><td>24</td><td>32</td><td>40</td><td>48</td><td>56</td><td>64</td><td>72</td><td>80</td><td>88</td><td>96</td></tr> <tr><td>9</td><td>9</td><td>18</td><td>27</td><td>36</td><td>45</td><td>54</td><td>63</td><td>72</td><td>81</td><td>90</td><td>99</td><td>108</td></tr> <tr><td>10</td><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td><td>110</td><td>120</td></tr> <tr><td>11</td><td>11</td><td>22</td><td>33</td><td>44</td><td>55</td><td>66</td><td>77</td><td>88</td><td>99</td><td>110</td><td>121</td><td>132</td></tr> <tr><td>12</td><td>12</td><td>24</td><td>36</td><td>48</td><td>60</td><td>72</td><td>84</td><td>96</td><td>108</td><td>120</td><td>132</td><td>144</td></tr> </tbody> </table> <p><small>WordUnltd www.wordunltd.com</small></p> </div>	x	1	2	3	4	5	6	7	8	9	10	11	12	1	1	2	3	4	5	6	7	8	9	10	11	12	2	2	4	6	8	10	12	14	16	18	20	22	24	3	3	6	9	12	15	18	21	24	27	30	33	36	4	4	8	12	16	20	24	28	32	36	40	44	48	5	5	10	15	20	25	30	35	40	45	50	55	60	6	6	12	18	24	30	36	42	48	54	60	66	72	7	7	14	21	28	35	42	49	56	63	70	77	84	8	8	16	24	32	40	48	56	64	72	80	88	96	9	9	18	27	36	45	54	63	72	81	90	99	108	10	10	20	30	40	50	60	70	80	90	100	110	120	11	11	22	33	44	55	66	77	88	99	110	121	132	12	12	24	36	48	60	72	84	96	108	120	132	144	<p>In this small step, children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step. Children choose the operations needed at each step and then perform the calculations using an appropriate mental or written method. Problems are presented in both word form and with models. The use of bar models can help children to illustrate problems of this kind. While the models will not perform the calculation, they will help children to decide what operations are needed and why. Although the focus is on addition and</p>
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					<p>subtraction, sometimes division will be needed to find some of the numbers. The previous small step can also be reinforced by using inverse operations or approximations to check if answers are correct.</p> <ul style="list-style-type: none"> The sum of two numbers is 11,339 The difference between the numbers is 1,209 Use the bar model to help you find the two numbers.  <ul style="list-style-type: none"> Mr Rose is buying items for his home. He has a budget of £1,500  <p>He buys a washing machine and a tumble dryer. Does he have enough money left to buy the dishwasher?</p>
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p>Unit: <u>LI: We are learning to create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid</u></p> <p>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</p>	<p><u>LI: We are learning to explore the purpose of Hajj.</u> <u>LI: We are learning to compare some of the things that influence me with those that influence other people. (Over 3 lessons)</u></p> <p>In this lesson, children will revisit Hajj, answering questions such as 'what is the origin of Hajj?', 'why is Hajj a pillar of Islam?'. Children will then have more time to design and add to their own travel brochures, using all of the key information they have learnt. Children will look at example brochures such</p>	<p><u>Sport -Lesson 5</u> <u>LI: We are learning to use the appropriate defensive technique for the situation.</u></p> <p>In this lesson, children will engage in jogging forwards, backwards, sidesteps, jumps and also trying partner shadow. This will also include a tag and practising tagging people. This will lead into stretches. We will then share pupil's ideas of defensive skills or techniques they know e.g. intercepting a pass, tackling, closing down space.</p>

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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.



In this lesson Children will: Practise cup rhythms to What shall we do with the drunken sailor? Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.

as the ones below, thinking about design features such as font, images and organisation of information.



Pupils will be told what jockeying (tracking) is, it denies your opponent time and space and gives your team time to transition from attack to defence if possession is lost. We will then demonstrate jockeying as a class. In pairs pupils practise defending and attacking within their area surrounded by cones. Then, groups of six will be created, five cones and one ball. We will create a goal using two cones and place one cone opposite approx 10m away. Then, we will place the other two cones either side of the goal. They will take turns in being goalkeeper. Everyone practises their defending and attacking techniques such as Jockeying. The lesson will end with plenary questions: Why are tactics important? Why is it important that a team communicates and collaborates on the same strategy or tactic? What defending tactics did you use? How did you make decisions about when to jockey and when to tackle?

Sport -Lesson 5

LI: We are learning to work as a defending unit to prevent attackers from scoring.

In this lesson, children will create a line of defence across the width of the playing area and track the attacker to stop them running forwards. Firstly, Pupils put on a tag belt. Q: What tagging rules can you remember?

In pairs, pupils stand opposite their partner. Aim of the game is to take both of your partners' tags and place them on your tag belt. First person to have all four tags on their belt wins. When a tag is taken the pupil must shout 'tag' and the game only

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restarts once they have the tag on their belt. Players are only allowed to take one tag at a time. We will play for 1 minute then rotate partners. We will recap the role of defender and then carry as stretches. In groups of five, one pupil is the defender. Attackers start at one end of the area. If tagged, the defender shouts 'tag' and the attacker must replace their tag and become a defender too. We will play again, rotating the first defender. Key questions: How can you work together to be more successful at defending? Children will play four defenders against one attacker. Four cones will be placed on a line behind the defenders. Attacker will start at the opposite side on the start line and try to pass the defenders to steal a cone. If they collect a cone, they take it back to the start line. If tagged by a defender, they put their tag back on their belt and return to the start line before attempting to try again. Once the attacker is tagged three times, change roles with a defender. Children will play again with three defenders and two attackers who attempt to score by placing a ball on one of the cones. If tagged, the attackers go back to the start line. Rotate after a couple of minutes. Play again 5v5.

Plenary questions:

Explain how you or someone else played the role of an effective defender.

The defending tactics you and your team used. Can you explain your strategies and tactics?



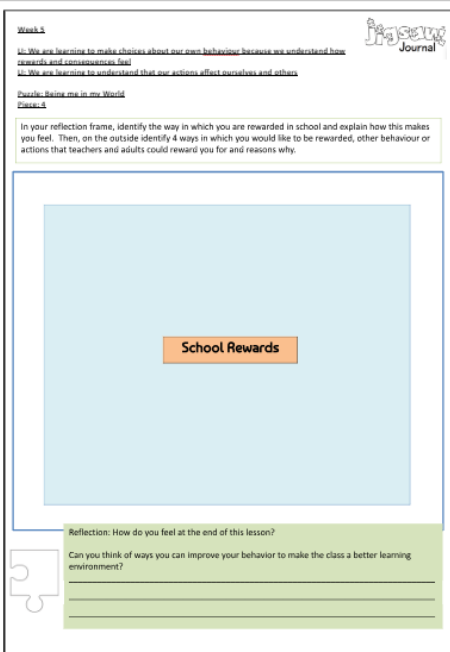
How could you have improved as a team?

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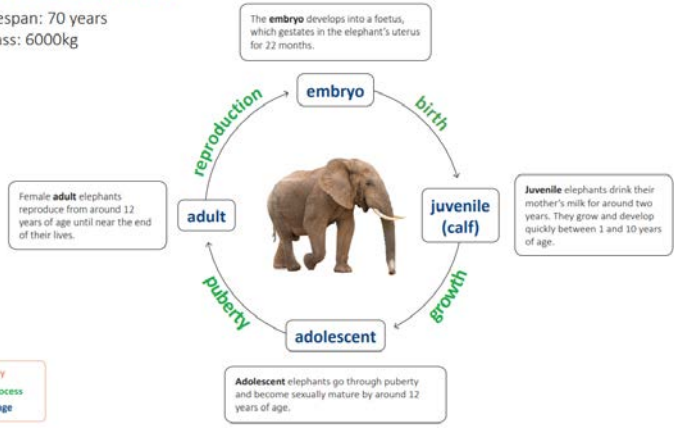

Art	Spanish - Language Angels	PSHE - Jigsaw
<p><u>LI: We are learning to understand and explore decision making in creative processes (over two lessons).</u></p> <p>In this lesson, children will have a paired discussion about what they learnt throughout the last lesson and what they found interesting about the imagery affecting popular culture. Children will be put into groups and will be doing sorting activity into 'types of art' categories. They will explain their reasons. Space images will be given out and children will pick which one they will find most interesting. Using the picture, they will experiment with drawing processes, choosing what tools and materials to try and how to use them. Children will divide their sketchbook page into four and use 4 different tools to draw. Children will be shown a video to give them ideas. Children will then, in pairs, discuss different perceptions about drawing.</p>	<p><u>Lesson 4:</u> <u>LI: We are learning to use the negative structure "no tengo..."(I do not have).</u></p> <p>In this lesson, children will further consolidate their knowledge of Spanish and progress linguistically by learning how to use the negative structure "no tengo.." to enable them to say what pet they do not have. Children will then have the opportunity to orally practise using the negative structure "no tengo..." in a variety of sentences alongside the names of pets learnt in Spanish.</p>  	<p><u>LI: We are learning to make choices about our own behaviour because we understand how rewards and consequences feel.</u> <u>LI: We are learning to understand that our actions affect ourselves and others.</u></p> <p>In this lesson, children will identify the various ways that they are rewarded in school and explain how this makes them feel. Then, children will complete the activity sheet identifying four ways they would like to be rewarded, other behaviour or actions that teachers could reward them for and reasons why.</p> 

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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing - Programming A - Selection in physical computing
<p><u>LI: We are learning to compare different mammalian life cycles.</u></p> <p>In this lesson, children will be comparing different life cycles of mammals.</p> <p>African elephant</p> <p>Lifespan: 70 years Mass: 6000kg</p>  <p>Key Vocabulary</p> <p>mammal life cycle embryo juvenile adolescent adult amphibian</p> <p>vertebrate</p> <p>Key Questions:</p> <p>What are the four processes in the mammalian life</p>	<p><u>LI: We are learning to use the eight points of a compass, four and six-figure grid references, symbols and key to build our knowledge of the UK and the wider world.</u></p> <p>In this lesson, children will continue from the last lesson. Using their knowledge from the previous lessons on farming, children will be invited to use the maps to locate local farms. Children will think about questions, such as 'Where are the farms located? What does the map tell you about the topography of the farmland? What type of farming do you think is in that area? What evidence is there to support your ideas?' Children will be encouraged to look at the contour lines, map symbols and geographical features to help them to explain their reasoning. Children will create an informative leaflet about what they have learned about Farming in the UK using maps.</p>  <p>Source: Corine Land Cover inventory</p>	<p><u>LI: We are learning to explain how search results are ranked</u></p> <p>In this lesson, children will take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results. In groups, children will create paper-based web pages on a topic that they are familiar with. They then discover how their webpages would rank when searching for keywords relating to their content. By the end of the lesson they will order a list rank, explain that a search engine follows rules to rank results and give examples of criteria used by search engines to rank results.</p>

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<p>cycles? . What similarities are there between the mammalian life cycles? What differences are there between the mammalian life cycles?</p>		
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Homework

English weekly homework:

Please complete your paper homework on persuasive techniques. Due on the 2nd October 2023.

Maths weekly homework:

Please complete the timestables worksheets. Due on the 2nd October 2023

Weekly spelling:

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

Words with the long vowel sound /i/ spelt with y

apply, supply, identify, occupy, multiply, rhyme, cycle, python, hygiene, hyphen

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

Reading

English Homework

Maths

Topic/Other foundation subjects including writing

Spelling and Grammar

REMINDERS - trips/events/items to bring in

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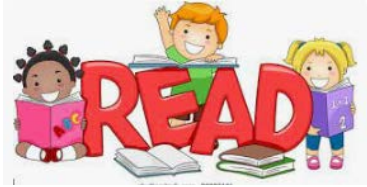
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Reading Tasks

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 starting Year 5, what message would you send yourself about what to expect, now that you know what Year 5 expectations are.

What would you do again?

What would you do differently?

Send in your reply on Google Classroom.

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