


# Weekly Overview of Learning

Year Group: 5

Week beginning: 30.11.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to understand how to use different tenses in our writing</u></p>	<p><u>LI: We are learning to identify the features of an informal letter.</u></p> <p><u>LI: We are learning to plan our informal letter.</u></p>	<p><u>LI: We are learning to write our informal letter.</u></p>	<p><u>LI: We are learning to uplevel our informal letters.</u></p>	<p><u>INSET DAY</u></p>
<p><b>Speaking and Listening Focus</b></p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>	<p>Children will discuss in pairs their piece of writing.</p>	<p>Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.</p>	
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><u>Key vocabulary</u> Tenses Past Present Future Simple past Simple present Simple future</p> <p><u>Blooms questioning</u> What are the tenses commonly used in writing? How does the choice of tenses affect the meaning of sentences? What is the difference between simple past, simple</p>	<p><u>Key vocabulary</u> Letter formatting Address Salutation Engaging opening Writing with purpose topic sentences Call to action Informal language Strong conclusion Signature</p> <p><u>Blooms questioning</u> What is the purpose of an informal letter?</p>	<p><u>Key vocabulary</u> alliteration colloquial language contractions opinions repetition/rhetorical question exaggeration/emotive language Letter formatting: Address Salutation Engaging opening Writing with purpose</p>	<p><u>Key vocabulary</u> alliteration colloquial language contractions opinions repetition/rhetorical question exaggeration/emotive language Letter formatting: Address Salutation Engaging opening Writing with purpose</p>	

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	<p>present and simple future tense?                  Why would authors use a variety of tenses in their writing?                  What tenses are used for different types of writing?</p>	<p>What features are included in an informal letter?                  How does the organisation of the letter affect the reader's comprehension and engagement?                  What differences are there between an informal letter and a formal letter?                  What emotions does the writer aim to evoke in the reader, and how do they achieve this through colloquial language?                  How can an informal letter be engaging for the reader?                  How can a writer express their thoughts, feelings and emotions through an informal letter?</p>	<p>topic sentences                  Call to action                  Informal language                  Strong conclusion                  Signature</p> <p><b><u>Blooms questioning</u></b>                  What is the purpose of an informal letter?                  What features are included in an informal letter?                  How does the organisation of the letter affect the reader's comprehension and engagement?                  What differences are there between an informal letter and a formal letter?                  What emotions does the writer aim to evoke in the reader, and how do they achieve this through colloquial language?                  How can an informal letter be engaging for the reader?                  How can a writer express their thoughts, feelings and emotions through an</p>	<p>topic sentences                  Call to action                  Informal language                  Strong conclusion                  Signature                  Uplevel                  Edit</p> <p><b><u>Blooms questioning</u></b>                  What is the purpose of an informal letter?                  What features are included in an informal letter?                  How does the organisation of the letter affect the reader's comprehension and engagement?                  What differences are there between an informal letter and a formal letter?                  What emotions does the writer aim to evoke in the reader, and how do they achieve this through colloquial language?                  How can an informal letter be engaging for the reader?                  How can a writer express their thoughts, feelings and emotions through an informal</p>	
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			informal letter?	letter?	
<b>Activities</b>	<p>Children should already have experience of identifying and using the simple past and simple present tenses separately. In this lesson, children will build on what children have already learned and will also include the simple future tense.</p> <p>Children will look at misconceptions about tenses - there is an incorrect belief that all sentences in the simple past tense contain a verb ending in the -ed suffix. Children will learn that regular verbs do use the -ed suffix in their simple past tense form. However, many verbs have irregular past tense forms, for example I was, they had, we caught, she saw etc.</p>	<p>In this lesson, children will first think about what an informal letter is, the purpose, features and audience. Children will discuss this and compare with formal letters to assess the differences. Children will then sort informal and formal features of letters to consolidate their learning. The children will then read a letter to Mary from a friend in India, which is written informally. Children will identify the informal features used in this letter. Then, the children will plan an informal letter back to the friend in India using a planning sheet.</p>	<p>In this lesson, children will first retrieve their prior learning on informal letters. The children will then use their informal letter planning sheets to write their informal letter of response to Mary's friend from India. Children will write their informal letter in their books, making sure they are including the correct structural and language features.</p>	<p>In this lesson, children will reflect on their letter and think about the features that they have used well and discuss how they could improve their informal letters and uplevel them even further. Using a checklist to support their upleveling, the children will then edit their work and write their upleveled edits in green pen.</p>	

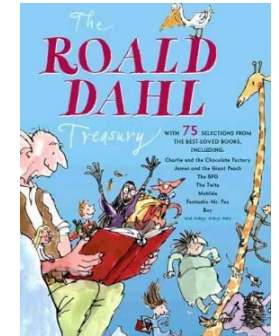
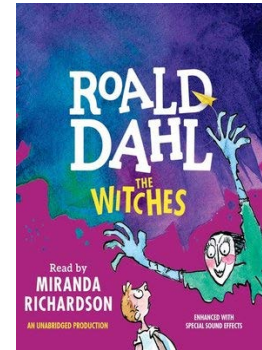
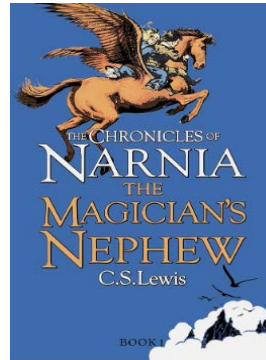
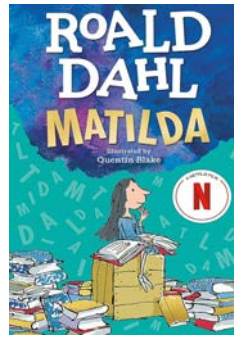
<b>Class Text</b> - Reading Aloud 10-15 mins each day	<b>Diamond</b> TEXT - Matilda Author - Roald Dahl	<b>Emerald</b> TEXT - The Magician's Nephew Author - C.S. Lewis	<b>Jade</b> TEXT - The Witches Author - Roald Dahl	<b>Pearl</b> TEXT - The Roald Dahl Treasury Author - Roald Dahl
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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to add whole numbers and fractions to a mixed number</u>	<u>LI: We are learning to add 2 mixed numbers</u>	<u>LI: We are learning to subtract fractions</u>	<u>LI: We are learning to subtract fractions from a mixed number.</u>	<b>INSET DAY</b>
<b>Key vocabulary and key questions</b>	<p><u>Key vocabulary</u></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> How can you partition a mixed number? • How can the addition be written so</p>	<p><u>Key vocabulary</u></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> How can you partition the mixed numbers? • How can the addition be rewritten to</p>	<p><u>Key vocabulary</u></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> Do the fractions have the same denominator? • When are two fractions</p>	<p><u>Key vocabulary</u></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><u>Blooms questioning</u> How can you partition a mixed number? • Can the subtraction be written in a</p>	<p><u>Key vocabulary</u></p> <p><u>Blooms questioning</u></p>

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	<p>that similar parts are next to each other? • How can the parts be combined to produce a mixed number? • Do you need to combine whole numbers or fractions? • Why can you swap the order of the numbers in an addition?</p>	<p>make it easier? • Do you need to combine whole numbers, fractions or both? • Are there any improper fractions in the answer? What can you do about this? • How do you change a mixed number into an improper fraction? • In this question, is it easier to deal with mixed numbers or to use improper fractions? Why?</p>	<p>equivalent? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you subtract the fractions? • How can you represent the problem using a diagram?</p>	<p>different form to make it easier? • If the denominators are different, what do you need to do? • How can the parts be combined to produce a mixed number? • Do you need to combine whole numbers or fractions? • Can you change the order of the numbers in a subtraction?</p>	
<p><b>Activities</b></p>	<p>In this small step, children add either a whole number part or a fractional part to a mixed number as a precursor to adding two mixed numbers in the next step. The key point is that children remember that a mixed number such as <math>3\frac{1}{2}</math> can be partitioned into <math>3 + 1\frac{1}{2}</math> and then they can add to the required part before recombining. The expectation is that, provided the sum of fractional parts does not cross a whole, these additions will generally be done mentally. Pictorial support may still be useful, initially. Crossing the whole</p>	<p>Building on the previous step, children add two mixed numbers by adding the whole and fractional parts separately. This is usually the most efficient method of adding two mixed numbers, but converting to improper fractions and adding them is included as an alternative. Examples are included where children need to use equivalent fractions and where answers can be simplified, although simplifying answers is not the priority here. Children can still draw models to represent adding</p>	<p>Children will subtract fractions with the same denominators earlier in this block. In this small step, they now move on to subtract fractions where one denominator is a multiple of the other, using the same skills they learned for adding fractions of this type. Both proper and improper fractions are included, but this step does not include mixed numbers, conversions and crossing the whole; these will follow in subsequent steps. It is useful to consider subtraction in all its forms: partitioning, reduction and finding the difference.</p>	<p>In a previous step, children added to a mixed number as a prerequisite for adding mixed numbers; in this small step, they look at a similar process for subtracting. Children subtract either a whole number part or a fractional part from a mixed number. Crossing the whole is not included, as this is the focus of the next step. Encourage children who need support to continue to use concrete resources and pictorial representations to make sense of the methods. This step provides more opportunities to develop their understanding of</p>	


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	<p>will be included towards the end of this step and will feature more prominently in the next step.</p>	<p>fractions, particularly if these are useful for pairs of fractions with different denominators. The cognitive load is significant when finding solutions to these multi-step problems, so providing scaffolding/ partially started solutions may be useful</p>	<p>Pictorial representations such as bar models and number lines will help support understanding.</p>	<p>equivalent fractions, as some of the denominators are multiples of the other denominator in the calculation. Although some answers could be simplified, this is not the focus of the step.</p>	
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p><b>Unit: <u>Keep the home fires burning</u></b></p> <p><b><u>LI: We are learning to sing with expression and an appreciation of the song's history and purpose</u></b></p>  <p>Keep the home fires burning is an emotional ballad from 1914 celebrating the brave service of those at war and provides a good introduction to the social and historical context of songs and music written around the time of World War 1. Beginning by learning the song, the unit leads onto composing a fanfare using the chord of C, and playing a fanfare as a class ensemble</p>	<p><b><u>LI: We are learning to consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India.</u></b></p> <p>In this lesson, children will be reading through the life story of Mother Teresa and discussing why she is inspirational, why she may have wanted to work with such poor people. They will discuss the key events from the timeline of her life and create their own version.</p> <p><b>Key vocabulary</b>            Mother Teresa            Nun            Schools            Poverty            Inspirational            Poor            Charity            India</p>	<p><b><u>OAA-Lesson 4</u></b></p> <p><b><u>LI: We are learning to share ideas and work as a team to solve problems.</u></b></p> <p>In this lesson, children will consider how they communicate to come up with a solution and create plans and strategies to find a solution.</p> <p><b>Listening</b> - Children will re-play a game they played in a previous lesson and think about what skills they need to be able to complete the challenge. One of the skills was clear communication skills. Children will play a series of games as a team and use their clear communication skills to win the game.</p>

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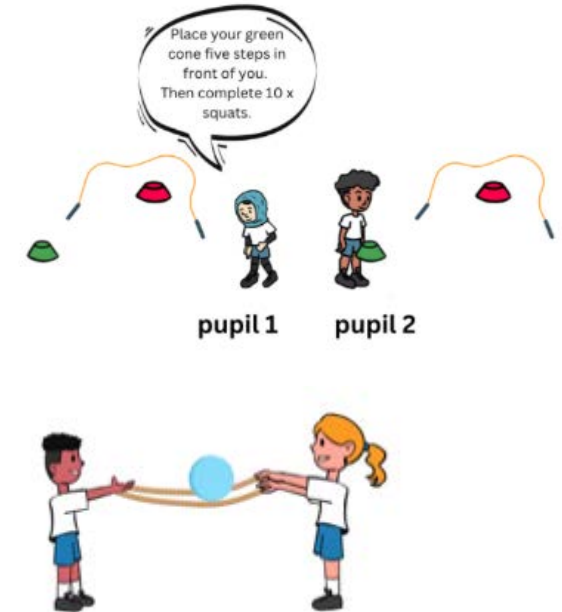
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In this lesson children will sing a triad. Listen to poetry about World War 1 and sing with expression and feeling.

Values  
Belief



At the end of the lesson, pupils will discuss how they worked to solve the problems with their partner and group today. Pupils will also discuss with a new partner what verbal and visual communication is and how they might use skills worked on today in other school and home situations.

## **Badminton-Lesson 4**

**LI: We are learning to develop the serve and understand the rules of serving.**

In this lesson, children will learn to transfer their weight from their back to their front leg as they hit the shuttlecock. Children will practise using more force when attempting a long backhand serve and learn to use their thumb to create the force in

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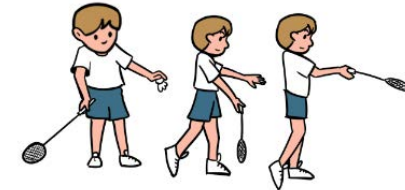
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a backhand serve through demonstration and practise.  
Following learning the skills and the steps to serve successfully, children will learn about the rules of serving, such as standing side on to the net with your non-racket foot leading, holding the shuttlecock in front at waist height, starting with racket arm back at waist height and dropping the shuttlecock and bring your back hip forward as you underarm hit the shuttlecock.

Children will learn and practise how to do a forearm serve and a backhand serve.



Art - Kapow

Spanish - Language Angels

PSHE - Jigsaw



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## LI: We are learning to review and explore the work of Frida Kahlo (over two lessons).

In this lesson, children will research the key artist. Children will learn about the artist's background and discover what makes their artwork special and unique. Children will review pieces of artwork by the artist by closely analysing and evaluating. Following this, children will create an artist research page in their sketchbooks and will create a piece of art in the style of the artist.



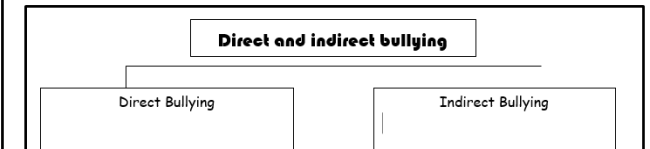
## LI: We are learning to consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in Spanish.

In this lesson children will further extend their knowledge in this unit by learning how to say, 'the bill please', 'thank you' and 'goodbye' in Spanish. Thus, allowing for a longer, more interesting but also realistic role-play in Spanish.

1) Hello.	→	Hola.
2) What would you like?	→	¿Qué deseas?
3) I would like...	→	Quisiera...
4) and	→	y
5) please	→	por favor

## L.I: We are learning to explain the difference between direct and indirect types of bullying.

In this lesson, children will be re-visiting bullying and will be introduced to direct and indirect bullying. They will be looking at different situations and deciding whether it's direct or indirect bullying. They will be looking at ways to prevent bullying and how they can step in and make the situation between. Task: They will complete a sheet with examples of the two types of bullying.



### Vocabulary

Bullying  
Indirect  
Direct  
Cyber bullying  
Texting

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**L.I. We are learning to identify and explain the physical changes that happen during puberty (from 9 to 15 years of age)**

In this lesson children will be learning about the changes that occur during puberty.

**Key questions:**

*Why does puberty occur?*

*Here are the key changes that happen to boys and girls during puberty, but which ones happen to boys and which ones happen to girls*

**Key vocabulary**

- Puberty
- Changes
- Menstrual
- Cycle



**L.I: We are learning to explore the opportunities and challenges faced by coffee farmers in developing countries such as Peru. (Over two lessons)**

In this lesson, children will start by revisiting prior learning. Children will then look at a variety of coffee labels and discuss where the coffee originates from before locating the countries using a world map. Once children have located the coffee producing countries, the children will look at a climate map and discuss the question 'what climate is best for coffee growing and production?'. The lesson will then focus on coffee growing in Peru, children will research the life of coffee growers in Peru and sort problem and solution cards. Children will then plan a balanced argument for the question 'are coffee farmers in Peru faced with challenges?'.  
**Solution**  
**Planting disease-resistant crops**  
 Some types of coffee crops are more resistant to diseases than others.  
**How this supports the farmers**  
 Planting disease-resistant crops should prevent farmers from losing their crops to disease.  
**Problem**  
**Disease and pests**  
 Crops in Peru have been severely affected by a disease called coffee rust.  
**Challenges**  
 • Coffee rust destroys coffee plants.  
 • Insects can also affect the amount and quality of coffee produced.



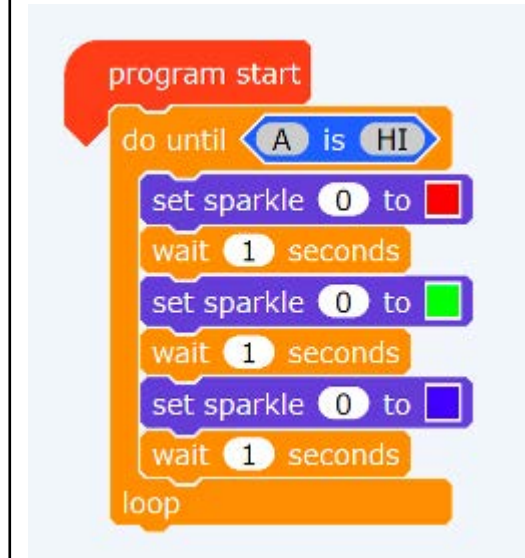
Lesson 6: Coffee growing in Peru  
 © 2018 Learning to Argue: the opportunities and challenges faced by coffee farmers in developing countries such as Peru.

Argument question: 'Are coffee farmers in Peru faced with challenges?'

Point	Topic	Explanation
Point 1	Topic	Explanation
Point 2	Topic	Explanation
Point 3	Topic	Explanation
Point 4	Topic	Explanation
Point 5	Topic	Explanation
Conclusion		

**L.I: We are learning to explain that a loop can be used to repeatedly check whether a condition has been met.**

In this lesson, learners develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. They are introduced to selection, and learn to represent conditions and actions using the If... Then... structure. They apply their understanding by using selection in an algorithm created to achieve the requirements of a task. They discover that infinite repetition is required when programming input devices to repeatedly check if a condition has been met.



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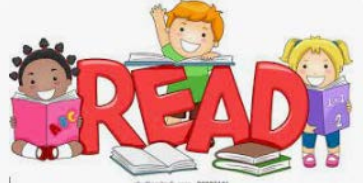




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## Homework

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

Please check Google Classroom for homework and spelling.



Reading	English Homework Spelling and Grammar	Maths	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 Challenge</b> - Can you be in the green zone for all the subjects?</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><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>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p><b>Send in your reply on Google Classroom.</b></p>

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