


Weekly Overview of Learning

Year Group: 5

Week beginning: 8.1.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Speaking and Listening Focus</p>	<p><u>LI: We are learning to write a newspaper article.</u></p>	<p><u>LI: We are learning to reflect on our newspaper article.</u></p>	<p><u>LI: We are learning to retrieve and infer from a text.</u></p>		<p><u>LI: We are learning to identify the features of a newspaper article.</u></p>
	<p>Cold Task - children will work independently to create 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>Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own.</p>		<p>Children will ask relevant questions to extend their understanding and knowledge. Children will listen and respond appropriately to adults and their peers when discussing features of newspaper articles.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u> Newspaper article Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning</u> What features are needed to create a successful newspaper article?</p>	<p><u>Key vocabulary</u> Newspaper article Language Layout Format Key features Grammar Punctuation Spelling Handwriting Evaluate Reflect</p> <p><u>Blooms questioning</u></p>	<p><u>Key vocabulary</u> Retrieve Evidence Text Quotes Facts True</p> <p><u>Blooms questioning</u> What is the main idea of the text? What are the names of the key characters mentioned in the story? What are the three main events that occurred in the text? What can you identify about the setting of the story?</p>		<p><u>Key vocabulary</u> Newspaper article Language Layout Format Key features Grammar Punctuation Spelling Handwriting Effective writing Effective structure</p> <p><u>Blooms questioning</u></p>

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	<p>How does the layout of a newspaper article help readers understand the content? How is information presented in a non-biased way? What key information in the event needs to be presented (what, where, when, why)? How are language and layout used effectively to present perspectives? Can you explain what features of newspaper articles you have used and how these are effective in reporting information on the event? How have you kept the language of your newspaper article formal and informative?</p>	<p>What features are needed to create a successful newspaper article? How does the layout of a newspaper article help readers understand the content? How is information presented in a non-biased way? What key information in the event needs to be presented (what, where, when, why)? How are language and layout used effectively to present perspectives? Can you explain what features of newspaper articles you have used and how these are effective in reporting information on the event? How have you kept the language of your newspaper article formal and informative?</p>		<p>What features are needed to create a successful newspaper article? How does the layout of a newspaper article help readers understand the content? How is information presented in a non-biased way? What key information in the event needs to be presented (what, where, when, why)? How are language and layout used effectively to present perspectives? Can you explain what features of newspaper articles you have used and how these are effective in reporting information on the event? How have you kept the language of your newspaper article formal and informative?</p>
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Activities

In this lesson, children will discuss what they know about newspaper articles and what common features they know about already. Children will discuss what they could write in a newspaper article relating to the text.

Children will have started reading the new book 'Cosmic', which will inform their newspaper articles. Following this short input, children will demonstrate how much they know by creating a newspaper article independently.

Discussion time: 10 - 15 minutes
Task time: 45 - 50 minutes



In this lesson, children will look back on their newspaper articles and reflect on what they did well and where they need to improve. Children will look at the technical features, language features and structural features of their writing as well as grammar, punctuation and spelling. Children will identify what steps are necessary to improve for their hot task.

Newspaper Article Features	
Have you included it?	
The name of the newspaper	
A headline that uses rhyme, a pun or alliteration	
A subtitle which provides more information	
The reporter's name	
An introductory paragraph 5 Ws (who, what, where, when, why)	
Information in chronological order	
Pictures with captions	
Written in third person and past tense	
Reported speech	
Formal language	
Rhetorical questions	
Relative clauses to provide extra information	
Conclusion to explain what might happen next	

In this lesson, children will read a chapter of the book Cosmic as a class and think about various questions, such as what happened in the chapter, which characters have been introduced, where the story has been set and to predict what is going to happen next. As a class, children will discuss unfamiliar and interesting words to form a glossary.

Following this, children will look at what retrieval means - one of the key reading domains. As a class, children will look at how to answer retrieval questions successfully. Children will have a set of retrieval questions to answer about the book. Children will then discuss the chapter in partners and as a class. After this, children will then answer a series of retrieval and inference questions.

Wednesday 24th January 2024
L1: We are learning to retrieve from a text.

Cosmic- chapter 4 'I Nearly Shaved Myself To Death' pages 21-28

1. What was the name people gave Liam due to his premature facial hair?
2. What did the hospital give Liam?
3. What does Liam's mum say when she wants someone to 'shut up'?
4. Who called Liam's growth spurt of seven inches 'a mutation'?
5. How did the woman in the travel pass office feel when she saw Liam?
6. What is the name of the satellite application that is used to show locations and provide directions?
7. What did Liam think he should have said to Lorraine instead of talking about computer games?

Challenge: Who do you think Lorraine had mistaken Liam for? Why did this happen?

Thursday 25th January 2024
L1: We are learning to infer from a text.

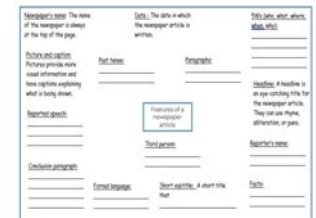
Cosmic- chapter 4 'I Nearly Shaved Myself To Death' pages 26-33

1. Why did Liam say 'so I thought, I'll tell her later...?'
2. Using evidence from the text, how do you think Liam was feeling when he was on stage during assembly whilst mistaken for an adult?
3. What do you think Liam's parents would say and feel about Liam pretending to be an adult during assembly?
4. Why do you think Liam's dad gave him his old phone?
5. Why does Liam say 'I felt like the bad emperor in Star Wars' on page 30?

Challenge: Can you predict what other situations might happen if Liam continues to be mistaken as an adult?

In this lesson, children will first discuss their previous knowledge of newspaper articles with their partners and then share as a class. Children will look at some example newspaper articles and think about the structural and language features that the newspaper articles have in common.

For their main task, children will complete a defining frame writing all of the features of a newspaper article and explaining these.



The form includes sections for:

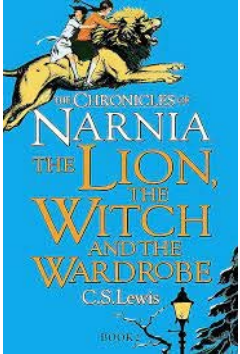
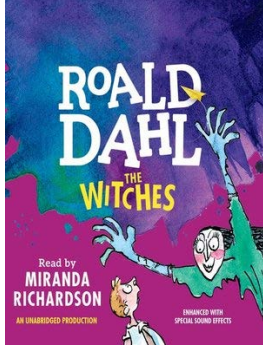
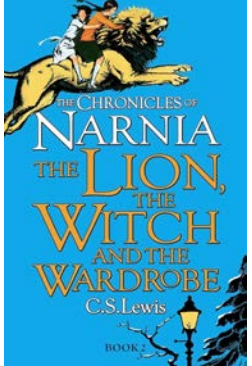
- Headline: The title of the newspaper or a short sentence at the top of the page.
- Sub-headline: The title in which the newspaper article is written.
- Text: The main body of the article.
- Picture and caption: Pictures provide extra detail information and have captions explaining what is being shown.
- Reported speech: A form of a newspaper article.
- Formal language: Short sentences, short verbs, that.
- Relative clauses: A headline is an example of a headline. They can use rhyme, alliteration, or puns.
- Structural features: A headline is an example of a headline. They can use rhyme, alliteration, or puns.

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Class Text - Reading Aloud 10-15 mins each day	Diamond TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis	Emerald TEXT - The Magician's Nephew Author - C.S. Lewis	Jade TEXT - The Witches Author - Roald Dahl	Pearl TEXT - The Lion, The Witch and The Wardrobe Author -C.S. Lewis
				

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>We are learning to find equivalent fractions and decimals (hundredths).</u>	<u>LI: we are learning to find equivalent fractions and decimals</u>	<u>LI: We are learning to understand and explore thousandths</u>	<u>Reasoning questions practise</u>	<u>LI: We are learning to check answers for accuracy and reasonableness.</u> <u>Pixl Therapy</u>
Key vocabulary and key questions	<u>Key vocabulary</u> decimal tenths hundredths	<u>Key vocabulary</u> decimal tenths hundredths	<u>Key vocabulary</u> decimal tenths hundredths	<u>Key vocabulary</u> Decide Assess Back it up	<u>Key vocabulary</u> Decide Assess Back it up

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	<p>decimal point place value equivalent compare rounding adding subtracting</p> <p><u>Blooms questioning</u> What is the same/different about fractions/decimals? <ul style="list-style-type: none"> • What fraction is the decimal equivalent to? • What decimal is the fraction equivalent to? • What is the value of the digit in ? • What fractions can the decimal be partitioned into? • How many tenths are equal to 1 whole? • How many hundredths are equal to 1 whole? • How many hundredths are equal to 1 tenth? </p>	<p>decimal point place value equivalent compare rounding</p> <p><u>Blooms questioning</u> What is 1 whole shared equally into 2/4/5/10 equal parts? <ul style="list-style-type: none"> • How can you tell what each interval on the number line is worth? • What decimal is equivalent to the fraction ? • What fraction is the decimal equivalent to? • What is the same and what is different about the fraction and the decimal ? </p>	<p>decimal point place value equivalent compare rounding fraction thousand</p> <p><u>Blooms questioning</u> What is a thousandth? <ul style="list-style-type: none"> • How are thousandths similar to/different from tenths/hundredths? • How many thousandths are there in 1 whole? • How many thousandths are there in 1 hundredth? • How many thousandths are there in 1 tenth? • How can you partition thousandths? • What fraction is made up of tenths, hundredths and thousandths? • Which is greater, 1 hundredth or 9 thousandths? <p>How do you know?</p> </p>	<p>Problem solving Calculations Evidence</p>	<p>Problem solving Calculations Evidence Reasonable Accurate Round Approximate</p>
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<p>Activities</p>	<p>In this small step, children extend the learning of the previous step to explore equivalent fractions and decimals when looking at hundredths. Using a hundred square with a value of 1, and each part worth $\frac{1}{100}$ or 0.01, helps children's understanding of hundredths in relation to the whole. They also see that because $\frac{10}{100}$ is equivalent to $\frac{1}{10}$, decimal numbers with 2 decimal places can be partitioned into tenths and hundredths, for example $\frac{32}{100} = \frac{3}{10} + \frac{2}{100}$. Learning then extends to decimals and fractions greater than 1. Children see fractions</p>	<p>In this small step, children look at equivalent fractions and decimals, specifically focusing on halves, quarters, fifths and tenths. They relate this to earlier learning from Key Stage 2, when they divided 100 into 2, 4, 5 and 10 equal parts. By seeing 1 whole divided into 2, 4, 5 and 10 equal parts on a number line, children will see the value of these fractions. They also apply their understanding of equivalent fractions/decimals from previous learning to this step. Once confident with unit fraction equivalents, children can then explore non-unit fractions such as $\frac{3}{4}$ and $\frac{2}{5}$. Fraction walls can be used to remind children of equivalent fractions such as $\frac{4}{10} = \frac{2}{5}$, which will</p>	<p>In this small step, children encounter the idea of thousandths for the first time. Begin by reminding children that a tenth is 1 whole split into 10 equal parts, a hundredth is 1 whole split into 100 equal parts, and therefore a thousandth is 1 whole split into 1,000 equal parts. Different representations can be used to model this idea, such as a thousand piece of base 10 representing the whole and a one piece representing a thousandth. Once children are familiar with the idea of a thousandth, they use place value counters to represent them. Exchanging counters helps children to see that there are 10 thousandths in a hundredth, meaning 9 thousandths is smaller than 1 hundredth. Finally, they partition thousandths into tenths, hundredths and</p>	<p>As a class we will be going over a past reasoning paper 2 to prepare children for Pixl in Week 4. We will be going over each question thoroughly and children will get time to work them out on whiteboards and talk through their strategies.</p>	<p>As a class we will go over a Pixl therapy powerpoint and children will practise questions on mini-whiteboards. Following on from that they will go ahead with a complete therapy test 1. This will show us their understanding and any misconceptions which can be addressed.</p>
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	<p>greater than 1 whole as both mixed numbers and improper fractions, for example 1.03</p> <p>= 1 3</p> <p>100 =</p> <p>103</p> <p>100</p>	<p>help with their understanding.</p>	<p>thousandths, for example 342</p> <p>1000 =</p> <p>3</p> <p>10 + 4</p> <p>100 + 2</p> <p>1000</p>		
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p>Unit: Madina tun Nabi Lesson 3</p> <p><u>LI: We are learning to sing the song in two parts, as a round with an accompaniment.</u></p> <p>Children will:</p> <p>Recap the melody of Hey, ho! Nobody home and accompany themselves with a drum beat.</p> <p>Learn to sing the song in two parts, as a round with an accompaniment.</p>	<p>Lesson 3 & 4</p> <p><u>LI: To explain that Buddhists believe that birth and death are part of the cycle of life and that the way you behave in life affects your future.</u></p> <p><u>LI: To understand that your actions have consequences that can affect the future.</u></p> <p>Over these 2 lessons children will be learning about reincarnations and the beliefs of death in buddhism. They will then be completing an information poster about Buddhists belief about death</p>	<p>Dance -Lesson 3</p> <p><u>LI: We are learning to understand and use relationships and space to change how a performance looks.</u></p> <p>In this lesson, in their pairs, pupils will recap their dance using actions with corresponding dynamics from the previous lesson. Then, pupils will take their first action and dynamic from the previous lesson and explore performing it with the relationship or space that is in the same row on their table e.g. kick heavily whilst mirroring each other, or turn smoothly in canon. Pupils will do this for each of their actions. Pupils will practise their eight action dance including changes of dynamics and relationships/space. The timing/counts are at each pair's discretion. After, half the class perform their dance. Once pupils have held their final position, children will switch roles. Towards the end of the lesson, children will provide each other with feedback.</p>

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Hurt No Living Thing

Hurt no living thing,
 Ladybird nor butterfly,
 Nor moth with dusty wing,
 Nor cricket chirping cheerily,
 Nor grasshopper, so light of leap,
 Nor dancing gnat,
 Nor beetle fat,
 Nor harmless worms that creep.
 - By Christina Rossetti

Key Vocabulary

Buddhists
 Consequences
 Birth
 Death
 Reincarnation
 Enlightenment
 Nirvana



Dance by Chance

	Action Week 1	Dynamics Week 2	Relationships / Space Week 3
0	extend	slowly	facing different directions
1	travel	explosively	side by side
2	kick	quickly	in canon
3	slide	sharply	in unison
4	ripple	smoothly	mirroring
5	jump	robotically	in contact
6	tilt	pulsing	back to back
7	fall	heavily	matching
8	twist	fluidly	in a backwards direction
9	spin	strongly	diagonally in space

Yoga - Lesson 3



LI: We are learning to create your own flow showing quality in control, balance and technique.
 In this lesson, children will be reminded of the poses in the 'Sun Salutation' flow and will practise each of these poses. Children will complete the flow six times, three times each side. For the first two rounds, children will hold each pose for five breaths, then move through rounds 3 - 6 for two breaths each pose. Children will use the yoga cards and in pairs, pupils will add another four poses into the sun salutation flow. They can add the poses in any part of the flow. Pupils will practise their flow so they can complete it without looking at the yoga cards and repeat it four times. After, two pairs will be placed together and will teach each other their flow. Later, pupils will lie on their backs and lift one hand in the air with their palm facing their face, spreading their fingers wide. Using the index finger of their other hand, pupils will trace a line on the hand they are holding up, starting at the bottom of their hand, up to the top of each finger

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		<p>and back to the bottom until they have traced each finger. As they trace upwards, pupils will take a big breath in. As the finger traces down to the bottom of the hand, pupils exhale.</p> 
<p>Art - Kapow</p>	<p>Spanish - Language Angels</p>	<p>PSHE - Jigsaw</p>
<p><u>LI: We are learning to combine materials for effect. (Developing Drawings)</u> In this lesson, children will think about which photo portrait they like best and why after looking at some examples. Children will have the opportunity to practise these photo portraits in the first lesson. After practising, the children will copy their line drawings from the previous lesson onto their prepared backgrounds. Children will be encouraged to think carefully about where to position their drawing onto the background; it needn't go in the middle of the page.</p> <p>After the children have completed this, they can review each other's group compositions and offer constructive feedback. In preparation for the next lessons, the children will work with a partner to take head-and-shoulder photographs of each other.</p> 	<p><u>Lesson 3</u> <u>LI: We are learning to use new language in a listening exercise integrating weather and days of the week.</u></p> <p>Skills we will develop: To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.</p> <p>Activities we will complete: A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!</p>	<p><u>LI: We are learning to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</u> <u>LI: We are learning to appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</u></p> <p>In this lesson, children will recap what jobs they remember in a game of job charades. Children will then go on to think about their ideal job thinking about key questions about the purpose of the job and the reason why they aspire to work in the job they have chosen. Children will share their thoughts with the class and research about their ideal job.</p> <p>Following this, children will fill in their worksheets about their chosen job and record what steps they need to take to obtain this job.</p>

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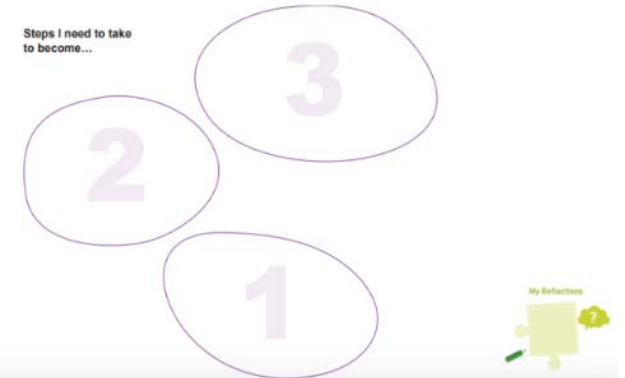
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- By the end of this unit, we will be able to:
- Recognise and recall the 9 weather expressions in Spanish from memory.
 - Ask what the weather is today and give a reply in Spanish.
 - Describe the weather in Spain, in Spanish using a weather map with symbols.



My Ideal Job	
Job title:	
Picture:	Job description/main duties:
Qualification:	Salary:



Science - Wellington Curriculum

L.I. We are learning to gather and record data.

Many people commonly mix up and misuse the words mass and weight. Children are going to learn the difference in definition and explore a force metre which measures an object's mass in grams and its weight in newtons.



Topic (History) - Wellington Curriculum

Lesson 3+4- Oracle bones

LI: We are learning to explore and carry out an enquiry on Oracle bones

Over these 2 lessons children will carry an enquiry on Oracle bones. They will be working together in pairs to use the chrome books, information book and notes you have taken to help create an information page.

Computing

Lesson 3 - Using a database

LI: We are learning to outline how you can answer questions by grouping and then sorting data

In this lesson, learners will investigate how records can be grouped, using both the paper record cards created in Lesson 1 and a computer-based database from J2E. They will use 'grouping' and 'sorting' to answer questions about the data.

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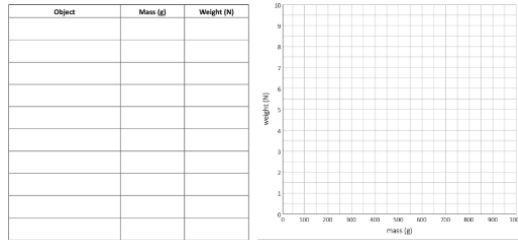
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Following this, children will measure using a force metre the weight and mass of different objects. Children will use a line chart to explore the relationship between the mass and weight of objects. Children will learn that data can be recorded and displayed in different ways including tables, bar and line charts, classifications keys and labelled diagrams.

Key words:

- Mass
- Weight
- Force metre
- Object
- grams
- kilograms
- newtons
- scale



Key words

- China
- Civilisation
- Enquiry
- Dynasty
- Empire
- Oracle
- Bones
- Diviners



Using the database

Using the 'search' and 'sort by' tools in the 'Countries' database, answer the following questions:

- Which Spanish-speaking country has the largest population?
- Which Chinese-speaking country has the smallest population?
- Which country using the Euro currency has the smallest area?
- Which country using the Euro currency has the smallest population?
- Out of all the countries with a population of over 100,000,000, which has the largest area?

Homework

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

Due back

Reading

English Homework

Maths

Topic/Other foundation subjects including writing
REMINDERS - trips/events/items to bring in

Spelling and Grammar

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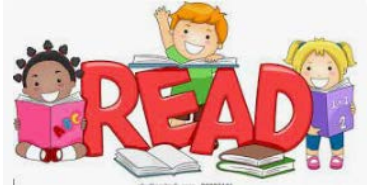
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Reading Tasks

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 -

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

Send in your reply on Google Classroom.