


# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

Coraline	Monday and Tuesday	Wednesday and Thursday	Friday
	<p><u>LI: We are learning to draft a suspense piece of writing (over two lessons)</u></p>	<p><u>LI: We are learning to write a suspense piece of writing (over two lessons)</u></p> <p>(hot task)</p>	<p><u>LI: We are learning to evaluate our suspense piece of writing.</u></p>
<p>Speaking and Listening Focus</p>	<p>Children to write their draft suspense writing applying all the skills and features in their work independently.</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 work independently to create their piece of writing.</p>	<p>Children will reflect on their own writing, sharing their strengths and areas of improvement demonstrating their awareness of what is needed in suspense writing. Children will read their work and other children will listen to give peer feedback.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary:</u></p> <p>language choices sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia pace repetition thoughts actions evaluate suspense Vocabulary</p>	<p><u>Key vocabulary:</u></p> <p>language choices spelling sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia pace repetition thoughts actions evaluate suspense</p>	<p><u>Key vocabulary:</u></p> <p>language choices sentence length use of adverbs expanded noun phrases similes strong adjectives evaluate reflect discuss feedback</p> <p><u>Blooms questioning:</u></p> <p>How will you evaluate the use of identified techniques to create atmosphere and tension in your writing?</p>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.



	<p>withered ancient musty peculiar eerie button ghostly uncanny shape-shifting ethereal enchanted unearthly horrifying dreadful unease heart-pounding spine-tingling</p> <p><b><u>Blooms questioning:</u></b> How will you use the identified techniques to create atmosphere and tension in your writing? Have we built tension and atmosphere effectively? Can you infer how Coraline would have felt when she entered the other world? What sensory language can you use to bring your suspense writing to life? How can you describe when Coraline entered the new home? What show, not tell can you use effectively?</p>	<p>Vocabulary withered ancient musty peculiar eerie button ghostly uncanny shape-shifting ethereal enchanted unearthly horrifying dreadful unease heart-pounding spine-tingling</p> <p><b><u>Blooms questioning:</u></b> How will you use the identified techniques to create atmosphere and tension in your writing? Have we built tension and atmosphere effectively? Can you infer how Coraline would have felt when she entered the other world? What sensory language can you use to bring your suspense writing to life? How can you describe when Coraline entered the new home?</p>	<p>Have we built tension and atmosphere effectively? Can you think about improvements you could make to your work? Can you discuss the evaluation of your work with a partner?</p>
--	---	---	--

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

	<p>How can you use your upleveled cold tasks to help your writing?          What high level, ambitious vocabulary can you use to create a vivid image for the reader?          How can you apply all of your learning to your draft suspense writing?</p>	<p>What show, not tell can you use effectively?          How can you use your upleveled cold tasks to help your writing?          What high level, ambitious vocabulary can you use to create a vivid image for the reader?          How can you apply all of your learning to your draft suspense writing?</p>											
<p><b>Activities</b></p>	<p>In this lesson, children will be using their plans and feedback from the class teacher to draft their suspense writing. They will be describing Coraline's first journey through the door to the other world, thinking about using figurative and sensory language to bring their writing to life. Children will use the written and verbal feedback from their plans to draft their writing using effective suspense techniques to engage the reader and create dramatic effect.</p> 	<p>In these two lessons, children will work independently using their plans and drafts, as well as written and verbal feedback from the class teacher, to write their suspense piece of writing using a variety of suspense and tension features as well as key details from the book, Coraline. Children will be reminded to use key features properly in context and neat handwriting as well as checking spellings.</p> <table border="1" data-bbox="880 986 1438 1270"> <tr> <td>Detailed descriptions of the surroundings</td> <td>Physical reactions from the character</td> </tr> <tr> <td>Clues to tantalise the reader and keep certain things hidden (e.g. a hunched silhouette)</td> <td>Appealing to the reader's senses</td> </tr> <tr> <td>Short, shocking sentences</td> <td>Exciting synonyms</td> </tr> <tr> <td>Fronted adverbials, subordinate and relative clauses to make the reader wait even longer</td> <td>Similes and metaphors</td> </tr> <tr> <td>Ellipses (...)</td> <td>Onomatopoeia</td> </tr> </table>	Detailed descriptions of the surroundings	Physical reactions from the character	Clues to tantalise the reader and keep certain things hidden (e.g. a hunched silhouette)	Appealing to the reader's senses	Short, shocking sentences	Exciting synonyms	Fronted adverbials, subordinate and relative clauses to make the reader wait even longer	Similes and metaphors	Ellipses (...)	Onomatopoeia	<p>In this lesson, children will evaluate their work using the evaluation sheet to reflect on how effectively they have written their suspense writing, as well as the range of identified key features they have used. They will use the thinking hats to develop their metacognition and evaluate their work in this unit.</p> 
Detailed descriptions of the surroundings	Physical reactions from the character												
Clues to tantalise the reader and keep certain things hidden (e.g. a hunched silhouette)	Appealing to the reader's senses												
Short, shocking sentences	Exciting synonyms												
Fronted adverbials, subordinate and relative clauses to make the reader wait even longer	Similes and metaphors												
Ellipses (...)	Onomatopoeia												

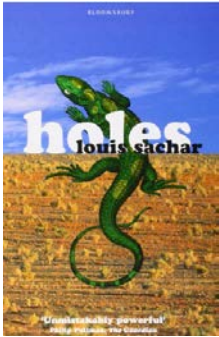
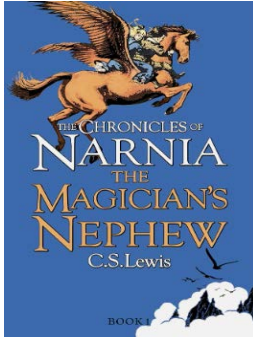
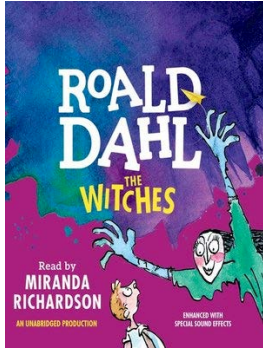
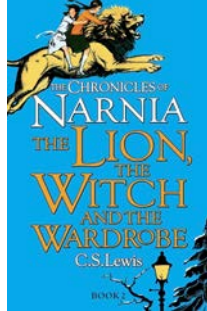
<p><b>Class Text</b>          - Reading Aloud          10-15</p>	<p><b>Diamond</b>          TEXT - Holes          Author - Louis Sachar</p>	<p><b>Emerald</b>          TEXT - The Magician's Nephew          Author - C.S. Lewis</p>	<p><b>Jade</b>          TEXT - The Witches          Author - Roald Dahl</p>	<p><b>Pearl</b>          TEXT - The Lion, the Witch and the Wardrobe.</p>
--	--	--	---	---

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

mins each day				Author - C.S. Lewis 

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to convert between metric and imperial units</u>	<u>LI: We are learning to convert units of time</u>	<u>Practising PIXL arithmetic and reasoning questions.</u>	<u>LI: We are learning to calculate using timetables</u>	<u>LI: We are learning to evaluate our learning of converting units.</u>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> cm/kg/ml inches/lb/pints convert metric imperial</p> <p><b>Blooms questioning:</b> What different types of units of measure do you know? • How can you sort the units of measure into groups? • What is the</p>	<p><b>Key Vocabulary:</b> time seconds minutes hours days</p> <p><b>Blooms questioning:</b> What units of measure do we use for time? • How can you put the units of measure for time in order from shortest to longest? •</p>	<p><b>Key vocabulary</b> Decide Assess Back it up Problem solving Calculations Evidence Accurate Reasonable Justify Prove Operation</p>	<p><b>Key Vocabulary:</b> 12-hour and 24-hour clocks converting calculating interpret timetables</p> <p><b>Blooms questioning:</b> What information can a timetable give you? • Why are some parts of the timetable blank? • How do you convert</p>	<p><b>Key vocabulary:</b> Decide Assess Back it up Problem solving Calculations Evidence Accurate Reasonable Justify Prove Operation</p>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

	<p>difference between imperial and metric units of measure? • What does "approximately equal to" mean? What symbol is used to mean "approximately equal to"? • How can you convert from cm/kg/ml to inches/lb/pints? • How can you convert from inches/lb/pints to cm/kg/ml?</p>	<p>How many seconds/minutes/hours are there in minutes/hours/days? • How can you convert from to ? • When using division to convert times, what happens if there is a remainder?</p>		<p>between times given using 12-hour and 24-hour clocks?                  • How long does it take?                  • How many minutes are there between and ?                  • How can a number line help you to find the difference between two times?                  • What questions could you ask about this timetable?</p>	
<b>Activities</b>	<p>In this small step, children are introduced to imperial units of measure and learn to convert between metric and imperial units. Begin by having a conversation about different units of measure, asking children to name as many as they can. Sort children's suggestions into metric and imperial units. Explain that the metric and imperial systems are different ways of measuring the same type of thing and it can depend on where you are as</p>	<p>Children have encountered units of time and converted them in previous years. In this small step, they revisit and extend this learning and solve problems involving units of time. Ask children to name as many different units for measuring time as they can. Encourage them to think of longer units such as days, weeks, months and years as well as smaller units such as seconds, minutes and hours. Model the different conversions, many of which,</p>	<p>In this lesson, children will be practising PIXL questions and following modelled steps to better understand the mathematical vocabulary in reasoning questions.</p>	<p>Earlier in the year, in the statistics block, children read and interpreted timetables. In this small step, this learning is revisited and extended to include using timetables to solve problems that involve calculations with time. Begin by recapping what timetables are, their purpose and how they are used. Show different timetables and explain how they show what is happening when. Model how to calculate using a timetable, for example lengths of time between events, how long a television programme is, times between stops on a</p>	<p>In this lesson, children will recap the following steps and complete an end of block assessment on converting units. Topics that will be covered in the assessment:</p> <ul style="list-style-type: none"> <li>• converting grams into kilograms and metres into kilometres.</li> <li>• converting millimetre into metre and litres into millilitres.</li> <li>• converting units of length</li> <li>• convert between metric and imperial units</li> <li>• convert units of</li> </ul>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

	<p>to which you use, for example road signs in England are in miles, but in France they are in kilometres.</p> <p>Model exchanging between the units covered in this step: inches and centimetres, kilograms and pounds, and pints and millilitres.</p> <p>It is important to explain the term "approximately" in this context and that the conversions given are not exact. Explain the meaning of "≈" as "approximately equal to".</p> <p>When children are confident converting between units, they can solve problems that include both metric and imperial measures.</p>	<p>such as days in a week and minutes in an hour, will be familiar from previous learning and everyday experience, but others, such as days in a year or days in different months, may need recapping.</p> <p>Double number lines are a useful representation to support many of the conversions.</p> <p>Once children are confident converting between different units of time, they can solve problems that involve different units.</p>		<p>train/bus journey. These can be challenging, especially when the times cross an hour; a number line can be used to support these calculations. Children answer questions across a range of different timetables, then think of their own questions that could be answered with the information given in a timetable. Finally, children create their own accurate timetable with information provided.</p>	<p>time</p> <ul style="list-style-type: none"> <li>• calculate with timetables</li> </ul>
--	---	--	--	--	---

Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

## Unit: Kisne Banaaya- Lesson 4

### LI: We are learning to sing the song of Kisne Banaaya.

This song, Kisne Banaaya, is from India and Pakistan explores how our world, and the different creatures that inhabit it, came into existence. Pupils will learn dance choreography to support the learning and understanding of the song (in Hindi), learn to sing the song comparing different performances and play an instrumental accompaniment on tuned percussion.

Listen to the pronunciation audio track and join in with Gunwant. Pause with each new word to practise and combine with the action that goes with it.

- 'Kisne banaaya poolo ko?' Who created the flowers?
- 'Kisne banaaya chiriyo ko?' Who created the birds?
- 'Kisne banaaya matchlee ko?' Who created the fish?
- 'Kisne banaaya taro ko?' Who created the stars?
- 'Kisne banaaya tum ko mujh ko?' Who created you and me?

## Pilgrimage- Lesson 10

LI: We are learning to understand and explain that Jewish people make special journeys to places of religious significance

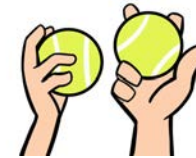
L.I. We are learning to compare my special place to someone else's.

In this lesson, children will revisit what they have already learned about pilgrimages and similarities and differences between different religions. Children will recap their learning of Judaism and the pilgrimages that Jewish people make. As a class, children will recap the answers of the key questions. Children will use Chromebooks to create an informative poster about the Jewish Pilgrimages.

## Cricket Unit

LI: We are learning to focus on developing our overarm bowling technique and accuracy.

In this lesson, children will draw a number six with the ball when preparing to bowl. Children will work in pairs to practise this technique in preparation for a competitive min-game. Children will challenge themselves to build momentum by running before bowling and release with a straight arm and follow through with the same foot stepping forward for power.



## Rounders Unit

LI: We are learning to focus on developing a variety of fielding techniques and when to use them in a game.

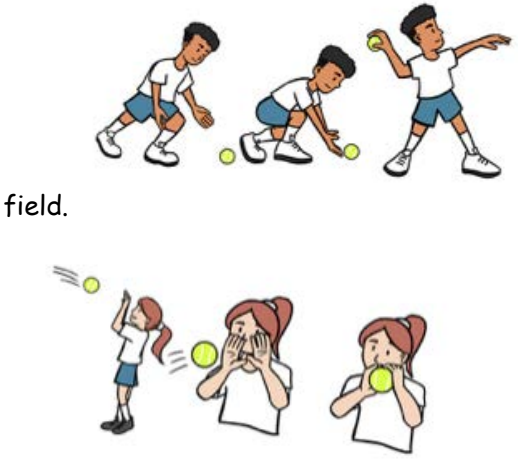
Children will consider where they are in relation to the ball before choosing which fielding techniques to use. Children will practise moving their feet to track and retrieve the ball and will also practise how to scoop the ball their chest to successfully

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

		 <p>field.</p>
<p style="text-align: center;"><b>DT Lesson 3 and 4- Kapow</b></p>	<p style="text-align: center;"><b>Spanish - Language Angels</b></p>	<p style="text-align: center;"><b>PSHE - Jigsaw</b></p>
<p><b><u>DT lesson 3 and 4</u></b>  <u>LI: We are learning to build a spaghetti truss bridge.</u></p> <p>In this lesson, children will start by recapping beam and arch bridges as well as the factors that make a bridge strong, such as tessellate shapes. Children will then be introduced to truss bridges and will learn how these bridges are stronger due to the tessellate shapes which evenly distribute load (weight). After watching a video, children will work in groups to design and build their own truss bridges using tessellate shapes from spaghetti. At the end of the lesson, children will evaluate their</p>	<p><b><u>LI: We are learning to consolidate all the language covered so far by introducing the verb 'practicar'</u></b></p> <p><b><u>Key vocabulary:</u></b>          ELATLETISMO          ELBOXEO          ELCICLISMO          ELREMO          ELSALTODE          TRAMPOLÍN          ELTIROCONARCO          ELTRIATLÓN          LAEQUITACIÓN          LAESGRIMA          LANATACIÓN</p>	<p><b><u>LI: We are learning to explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</u></b>  <b><u>LI: We are learning to understand that puberty is a natural process that happens to everybody and that it will be okay for me.</u></b></p> <p>Boys and girls will be in separate classes in this lesson.</p> <p>In this lesson, children firstly discuss the importance of confidentiality and how to be respectful listeners while discussing sensitive topics. Children will discuss how they cope with embarrassment and how we can help ourselves to feel less embarrassed. We will then talk about</p>



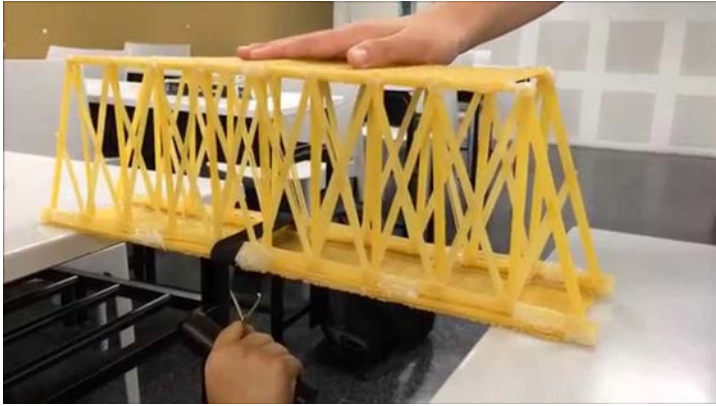
# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

spaghetti truss bridges to reflect on what they did well and what they could improve on.



In this lesson children will be introduced to more interesting and complex sentence structures - allowing the possibility of a negative option too.`



puberty and what it is. The conversation will lead to a discussion about the reasons why we can feel embarrassed about some of the changes and experiences of puberty.. Children will be reassured that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone.

Children will then learn about the Female Reproductive System. Children will be taught how the female body prepares to have a baby and how this results in menstruation periods.

Science - Wellington Curriculum

Topic (History) - Wellington Curriculum

Computing

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

## Properties and changes of material - Lesson 2

First, children will watch the Properties of Materials video to refresh your memory. Children will be testing materials to learn about their properties on their own. We will go through the different properties as a class. Children will be given different materials that they will investigate. They will carry out each test carefully and record their results in the first table.

Once testing is done, children will talk about any surprising results. Then, they will use their results to fill out the second table on the recording sheet, suggesting suitable materials for different purposes. Finally, we will discuss answers as a class to ensure children understand that materials are chosen for specific tasks based on their properties.

## Groundbreaking Greeks- lesson 6

LI: We are learning to understand everyday life in ancient Greece by exploring and comparing the Dark Ages and Archaic Period.

In this lesson, children will start by recapping their prior learning throughout the Groundbreaking Greeks unit. Then, children will be shown the ancient civilisation timeline and will focus on the ancient Greek timeline, identifying the various periods which constituted ancient Greek history. After this, children will be given informative sources for two key periods in ancient Greek history, the Dark Ages and Archaic Period. As a class and in groups, children will research information about everyday life such as jobs, religion, trade and buildings and will use their research to answer enquiry questions.



Task 1: Complete the questions on the Dark Age using full sentences.

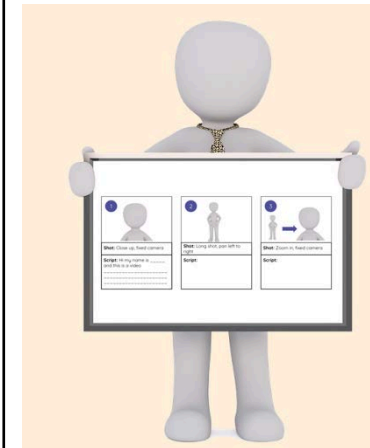
### The Dark Age

- When did the Greek Dark Age begin?  
The Greek Dark Age began in \_\_\_\_\_
- Why was the dark age called the 'dark' age? What had happened to ancient Greece?  
The dark age was called the 'dark' age because ancient Greece began to decline.  
For example \_\_\_\_\_
- What was life like for the people that stayed in ancient Greece during the Dark Age?  
For the people who stayed in ancient Greece during the dark age, life was \_\_\_\_\_
- What were homes built with during the dark Ages?  
During the dark Ages, the homes were built with \_\_\_\_\_
- What happened to the trade links during the dark Ages?  
During the dark Ages, the trade links broke with \_\_\_\_\_

## Lesson 4

LI: We are learning to create a storyboard

Learners will plan a video by creating a storyboard. Their storyboard will describe each scene, and will include a script, camera angles, and filming techniques. Learners will use their storyboards to film the first scene of their videos.



## 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

Maths

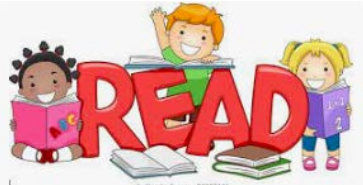






Topic/Other foundation subjects including writing

# Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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.

	Spelling and Grammar		REMINDERS - trips/events/items to bring in
<p><b>Reading Tasks</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>  <p>Try and login to <b>Bug Club</b> and <b>Reading Eggs</b>.</p>  	 <p><b>English Homework</b> - this week we would like you to complete your extras on Doodle English.</p> <p><b>Doodle Spell</b> - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p>	 <p><b>Doodle Maths</b> - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the <b>green</b> zone yet?</p> <p><b>Times Tables Rockstars:</b></p>  <p>Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p>	 <p><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>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p><b>Send in your reply on Google Classroom.</b></p>