

Weekly Overview of Learning

Year Group: 5

Week beginning: 25.3.24

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Reading and Writing</u>	<u>LI: We are learning to plan an advertisement.</u>	<u>LI: We are learning to write an advertisement.</u>		<u>LI: We are learning to evaluate our advertisement.</u>	Bank Holiday
Speaking and Listening Focus	Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes. Children will discuss features of an advertisement and use these in their own plans.	Children will work independently to create their piece of writing..		Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve..	

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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u></p> <p>persuasive techniques audience purpose features visual language presentation plan layout structure</p> <p><u>Blooms questioning</u></p> <p>What are advertisements? What is the purpose of an advertisement? Who is the audience for an advertisement? What are the features of an advertisement? How can an advertisement use persuasive language and features?</p>	<p><u>Key vocabulary</u></p> <p>persuasive techniques audience purpose features visual language presentation plan layout structure write</p> <p><u>Blooms questioning</u></p> <p>What are advertisements? What is the purpose of an advertisement? Who is the audience for an advertisement? What are the features of an advertisement? How can an advertisement use persuasive language and features? Can you design an appropriate advertisement? What must be included in our plan for a job advertisement? What information do we know about the Zodiac Council that we can include in our job advert?</p>	<p><u>Key vocabulary</u></p> <p>plan language structure spelling handwriting perspective grammar punctuation reflect evaluate uplevel edit</p> <p><u>Blooms questioning</u></p> <p>How can I check that my writing makes sense? How can I use feedback to reflect and uplevel my work? Is my advertisement effective? Is the structure correct? Have I used persuasive language effectively?</p>	
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	<p>Can you design an appropriate advertisement? What must be included in our plan for a job advertisement? What information do we know about the Zodiac Council that we can include in our job advert? How have you included correct structural and language features in your plan?</p>	<p>How have you included correct structural and language features in your plan? How can you use your plan to write your advertisement?</p>		
<p>Activities</p>	<p>In this lesson, children will draw upon their previous learning and use their knowledge of advertisements to plan a job advertisement for an opening at the Zodiac Council, based on the book <i>Who Let The Gods Out?</i>.</p>	<p>In this lesson, children will use their job advertisement plan to write their job advertisement independently. The children will need to make sure that they use the correct features and structural layout when writing their job advertisement as well as key vocabulary and information from the book, <i>Who Let The Gods Out?</i> Children will then uplevel their job advertisement using green pen to ensure that they</p>	<p>In this lesson, children will look back on their job advertisement 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</p>	

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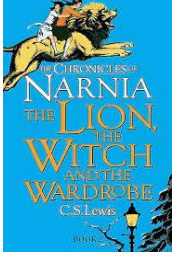
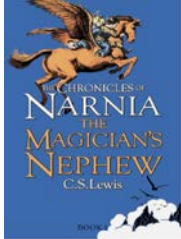
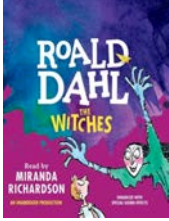
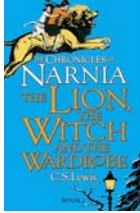
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	<p>Children will start by reading a chapter of the book and discussing key plot points and events, character development and deconstruct key words. As a class, children will first recap the purpose and audience of an advertisement and will then revisit job advertisements looked at previously. Children will need to ensure they use the correct structural and language features so that their advertisement is persuasive and effective. Once children have completed their job advertisement plan, they will be given feedback and will have the opportunity to uplevel and improve their plans using green pen.</p>	<p>have used the correct features and have written an effective job advertisement.</p>	<p>writing as well as grammar, punctuation and spelling. Following this, children will read the feedback from the teacher of what steps need to be made to improve and children will uplevel their work</p>	
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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 
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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to measure angles up to 180°.</u>	<u>LI: We are learning to draw lines and angles accurately.</u>	<u>Practicing PIXL arithmetic and reasoning questions.</u>	<u>LI: We are learning to calculate angles around a point.</u>	Bank Holiday
Key vocabulary and key questions	Key Vocabulary: degrees turn half turn quarter turn 3-quarters turn full turn clockwise anticlockwise north east south west	Key vocabulary: degrees turn half turn quarter turn 3-quarters turn full turn clockwise anticlockwise north east south west	Key vocabulary Decide Assess Back it up Problem solving Calculations Evidence Accurate Reasonable Justify Prove Operation	Key vocabulary: degrees turn half turn quarter turn 3-quarters turn full turn clockwise anticlockwise north east south west	

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	<p><u>Blooms questioning:</u> What is an angle? • What unit do you use to measure an angle? • What can you use to measure the size of an angle? • How can you tell the difference between an acute angle and an obtuse angle? • Where should you put the protractor when measuring an angle? • Which scale will you use when reading the protractor? • How does moving the paper help you to measure some angles?</p>	<p><u>Blooms questioning:</u> What are the steps to draw a straight line of a given length with a ruler? • Are you drawing the line in millimetres, centimetres or inches? • How can you use a protractor to draw a given angle accurately? • Where on the line should you place the protractor? • Is the angle you want to draw acute or obtuse? • Which scale on the protractor should you use? Why? • How can you accurately draw a polygon if you know the measurements? • What are the features of a rhombus/isosceles triangle?</p>		<p><u>Blooms questioning:</u> What is a full turn? • How many right angles are there in a full turn? • How many degrees are there in a full turn? • If you know three out of four angles around a point, how can you work out the fourth angle? • Do you need to add or subtract to find the unknown angle? How do you know? • If all the angles around a point are equal in size, how can you work out the size of each one?</p>	
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<p>Activities</p>	<p>In this small step, children use a protractor to measure angles up to 180°. It is important to begin by recapping the concept of estimating angles. Children then read the sizes of angles, where a protractor is shown over the top of the angle, so they know that the protractor is already in the correct position. Children should then be given protractors to position themselves in order to measure angles. Model the steps to successfully using a protractor: make sure that the zero line of the protractor is on one of the lines of the angle; position the centre point of the protractor on the vertex; read the correct scale to determine what size the angle is. Children count up from the zero line to get to the correct angle. By estimating the size of the angle before measuring, they are less likely to read</p>	<p>In this small step, children draw lines and angles accurately and use what they have learnt about shapes to construct shapes. Children begin by drawing straight lines of given lengths, in both centimetres and millimetres. Ensure that children are measuring using the correct scale, for example centimetres, not inches. Model how to use a protractor to draw a given angle. Instruct children to draw a straight line, then to move the protractor so that the zero line is on the line they have drawn, and the centre of the protractor is on the end of the line. They then mark the angle, remove the protractor and draw another line. Encourage children to label any angles that they draw. Once comfortable with drawing given lines and angles, they can explore drawing whole shapes accurately from a given description. This step is a good opportunity to revisit</p>	<p>As a class, children will be going through five arithmetic and five reasoning questions from the recent Pixl maths papers. Questions will be modelled so that children can feel confident in attempting exam style questions. As a class, we will go over each question thoroughly and children will get time to work them out on whiteboards and talk through their strategies.</p>	<p>In this small step, children move on to calculating angles based on given information, rather than always using a protractor to measure angles. When looking at drawings of angles, distinguish between those that are and are not to scale, and discuss why a protractor is or is not useful in that context. Recap prior learning that a full turn is 360° and model this with a child turning through 360°. Children use a protractor to measure angles around a point to see that they add up to 360°. Any slight differences will be due to human error and should be discussed. Children then calculate missing angles using the knowledge that all the angles sum to 360°. They can either subtract each known angle from the total of 360°, or add the known angles first and then subtract this total from 360°. Children should also recognise that if they know that the angles around a</p>	
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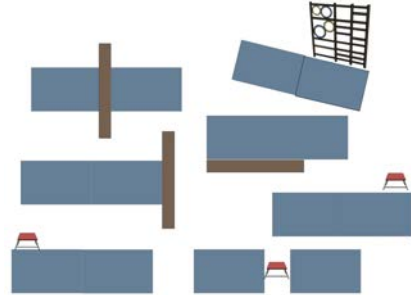
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	the wrong scale. For this step, children do not measure angles greater than 180° .	the properties of different triangles and quadrilaterals.		point are equal, 360 can be divided by the number of angles to find the size of one of the angles.	
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p>Unit- Three little birds <u>LI: We are learning to organise and rehearse the song, three little birds.</u></p>  <p>In this lesson, Children will organise their own rehearsal of a song. Children will also give feedback and make improvements to their work. During the lesson, children</p>	<p><u>LI. To describe the events of the Crucifixion and the feelings of the disciples, friends and family of Jesus</u> <u>LI. Ask questions about the meaning and purpose of life.</u></p> <p>In this lesson children will be writing a short narrative poem about the feelings of one of the friends, family or followers of Jesus. This poem will show an order of events with emotions at each stage.</p>	<p><u>Gymnastics - Lesson 6</u> <u>LI: We are learning To explore different methods of travelling, linking actions in both canon and synchronisation.</u> Children will recap the safety considerations to using apparatus.</p>  <p>After, pupils will be placed at each area (there will be two pairs at each). In pairs, pupils will discuss and then explore their apparatus. They will use the 'I.D.E.A. Gymnastics' model to help them carefully consider where they could use different skills e.g. jumps, rolls, balances, travelling actions. Pupils will then perform their sequence to the other pupils</p>

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<p>will practise singing the chorus which will be performed by all the groups during the plenary.</p>	<p style="text-align: center;"><u>Crucifixion Poem</u></p> <p>As Jesus crawled along the streets Tears rolled down their cheeks As Jesus was nailed to the cross They felt helpless and frightened As the crowds watched and soldiers teased They were angry and confused As Jesus talked to the robbers A calmness descended upon them all As darkness fell all around The calm erupted into worry As Jesus died A numbness followed As the Earth shook They were petrified of what was to come As Jesus was placed inside the tomb A great sense of loss and sorrowful hearts</p>	<p>working at their station. The audience will give feedback by finishing the sentences: Your sequence worked well because... Your sequence could be even better by...</p> <p>Pupils will work in groups of four at the given station. Pupils will use the I. D. E. A. model to plan a sequence that includes canon and synchronisation. They must include a minimum of six elements (skills). Pupils will perform their sequence, a few pairs at a time, to the class. The groups will then provide feedback:</p> <ul style="list-style-type: none"> • What did you really like about the performance and why? • How could the performance be improved further? • Did they use synchronisation or canon to good effect? • How was the apparatus used? • Did they make good use of the mat space?
<p>Art - Kapow</p>	<p>Spanish - Language Angels</p>	<p>PSHE - Jigsaw</p>

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DT Week . Lesson 3

LI: We are learning to use layers and spacers to cover the working of mechanisms.

In this lesson, children will be securing the mechanisms onto the pages and giving the book a professional finish using layers and spacers to hide the mechanisms. They will recap the mechanisms used so far using either the model pop-up book. Children will then glue their mechanisms and structures in the positions they marked out last lesson and then attach spacers and layers to hide the mechanisms for a neat finish.

Vocabulary

aesthetic
layers
spacers



Topic: La Ropa (Clothing)

LI: We are learning to revise all language covered so far and complete assessment for the unit.

S

In this lesson, children will be completing an assessment on all the language they have learnt.

Name: <input type="text"/>	Date: <input type="text"/>	Class: <input type="text"/>	Unit: La ropa
Reading Exercise Can you read the passage in Spanish below and then answer any of the questions in English? El lunes voy al trabajo y llevo una gorra, una chaqueta y una bufanda. El miércoles llevo un vestido y unas sandalias. El domingo voy a la iglesia y llevo una falda y zapatos. El sábado llevo un abrigo pero no llevo zapatos ni pantalones.		Writing Exercise Can you write any of the following five phrases in Spanish?	
What is worn on Monday?	<input type="text"/>	a pair of trousers	<input type="text"/>
What is worn on Wednesday?	<input type="text"/>	I wear a pair of trousers.	<input type="text"/>
What is worn on Sunday?	<input type="text"/>	I wear a pair of blue trousers.	<input type="text"/>
What <u>IS</u> worn on Saturday?	<input type="text"/>	my blue trousers	<input type="text"/>
What is <u>NOT</u> worn on Saturday?	<input type="text"/>	He wears a pair of blue trousers.	<input type="text"/>
Word Bank llevo, una gorra, una chaqueta, unos guantes, unos pantalones cortos, él llevo, unos zapatos, mi / mis, azul / azules, una camisa, un traje de baño, ella lleva, una bufanda, un abrigo, unas sandalias, una falda, unas gafas, unas botas, unos pantalones, un vestido, rojo / roja, unas medias, una camiseta, un suéter.			

PSHE - Healthy Me

LI: We are learning to know what makes a healthy lifestyle including healthy eating and the choices we need to make to be healthy and happy

LI: We are learning to how to be motivated to keep ourselves healthy and happy

In this lesson, children have to think about something positive the media or social media does for them, thinking about how technology can connect globally and how we can access lots of information.

This will lead smoothly into the debate question: Does the media and social media motivate people to live healthy and safe lives? Children will work in groups either for or against and list reasoning for their sides using examples. After, children will have a debate and share their thoughts and ideas.

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DT Week . Lesson 4

LI: We are learning to create a high-quality product suitable for a target user.

In this lesson, children add the finishing touches to their books, adding illustrations, colour and writing captions. In groups of four, children will showcase to each other their creations, explaining what they have designed and how they have made each mechanism and structure.

Vocabulary

aesthetic
caption
function



Lesson 1-Time Zones

LI: We are learning to analyse and compare places, using aerial photographs, atlases and maps.s

In this lesson, children will be starting a new topic. They will begin to learn how time zones are calculated and what meridian means. They will then be completing a worksheet in which they will need to calculate the time zones around the world

Key vocabulary:

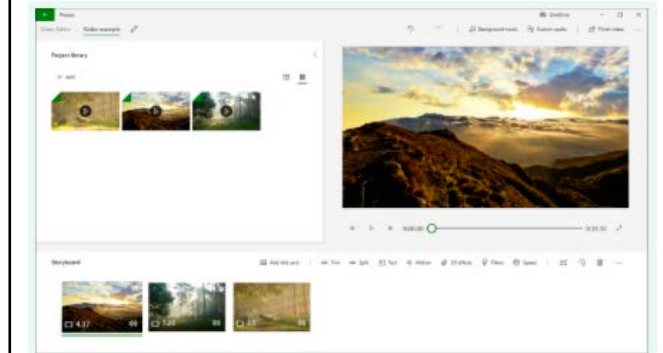
Longitude
Meridians
Time zone
Greenwich
Position
Time



Lesson 6 - Writing and testing algorithms

LI: We are learning to create a program that controls a physical computing project.

In this final lesson of the unit, learners will develop Crumble programs to control the model of a fairground ride they built in Lesson 5. First, learners will identify how they are going to use selection before writing an algorithm to meet the requirements of the given task. They will then implement their algorithms as code. Learners will run their programs to identify any bugs, and then return to the code or algorithm to debug it where necessary. Finally, to conclude the unit, learners will evaluate their designs.



Homework

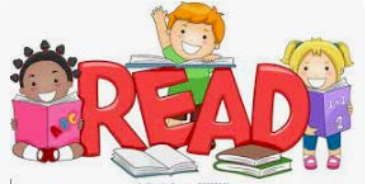






Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back 20.2.23**

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Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
<p>Reading Tasks</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 Bug Club and Reading Eggs.</p>  	 <p>English Homework - this week we would like you to complete your extras on Doodle English.</p> <p>Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p>	 <p>Doodle Maths - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the green zone yet?</p> <p>Times Tables Rockstars:</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>Homework - this week you will have some questions to complete on decimals and negative numbers</p>	 <p>Talk Tuesday</p> <p>Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</p> <p>This week's question is - Would you rather be able to see in the dark or be able to breathe underwater like a fish?</p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p>Send in your reply on Google Classroom.</p>