

Weekly Overview of Learning

Year Group: 5

Week beginning: 26.02.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p><u>LI: We are learning to infer and predict based on a front cover. - discussion based</u></p> <p><u>LI: We are learning to identify poetic devices and language.</u></p>	<p><u>LI: We are learning to explore narrative poems.</u></p>	<p><u>LI: We are learning to create our own narrative poem (cold task).</u></p>	<p><u>LI: We are learning to reflect on our narrative poem.</u></p>	<p><u>LI: We are learning to analyse a narrative poem.</u></p> <p><u>(GPS lesson)</u></p>
Speaking and Listening Focus	<p>Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about what they can see, wonder, infer and predict.</p>	<p>Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about narrative poetry.</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 maintain attention and participate actively in collaborative conversations about a narrative poem and analyse it.</p>

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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u> Title Subtitle Author Illustration Summary Genre Mood Setting/Context Tone/Mood Symbolism</p> <p><u>Key Vocabulary</u> Rhyme Rhythm Metaphor Simile Personification Alliteration Onomatopoeia Imagery Symbolism Repetition Stanza</p> <p><u>Blooms Questioning</u> What do you think the book might be about based on the cover's illustration and title? How can you describe the mood or tone conveyed by the cover's design?</p>	<p><u>Key Vocabulary</u> Narrative poem Character Plot Setting Stanza Verse Rhythm Rhyme Scheme Repetition Dialogue Conflict Resolution Theme Imagery Tone</p> <p><u>Blooms Questioning:</u> Can you recall the main events in the narrative poem we just read? What is the setting of the narrative poem? Who are the main characters in the narrative poem? Can you explain the conflict or problem faced by the characters in the narrative poem? How does the author use dialogue to develop the story? What is the central theme or message of the</p>	<p><u>Key Vocabulary</u> Narrative poem Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning</u> What features are needed to create a successful narrative poem? What devices and techniques can I use in a poem? What emotions did the characters experience throughout the poem, and why were they significant? What story is my narrative poem telling? situations?</p>	<p><u>Key Vocabulary</u> Narrative poem Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning</u> What features did I use well in my narrative poem? What steps of learning do I need to improve my narrative poem? What writing targets do I have to do better next time? What am I going to remember to do when I complete my hot task?</p>	<p><u>Key Vocabulary</u> Narrative poem Language Layout Format Key features</p> <p><u>Blooms questioning</u> What is the main idea of the story/poem? Can you recall specific details or events from the text? Who are the main characters in the poem? Can you explain the plot of the poem in your own words? How would you describe the main characters' motivations and actions? What is the author's purpose in writing this poem? What literary devices or techniques does the author use, and how do they impact the text?</p>
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	<p>What age group or target audience do you think the book is intended for? How does the cover design relate to the book's genre or theme? What specific elements in the cover's artwork or design caught your attention, and why? How does the typography contribute to the overall message or atmosphere of the cover? What symbols or imagery might hold deeper meaning related to the content? Based on the cover alone, would you be interested in reading the book? Why or why not?</p> <p><u>Blooms Questioning:</u></p> <p>Can you recall any specific words or phrases in the poem that stood out to you? What are some examples of rhyming words in the poem? Can you remember any repeated sounds or words in the poem? How does the poet use descriptive language to</p>	<p>narrative poem? How might you rewrite a particular stanza using your own words without changing the meaning? How does the author use foreshadowing to build suspense in the narrative poem? Break down the narrative poem into its different stanzas. What purpose does each stanza serve in advancing the story? Do you think the resolution of the narrative poem is satisfying? Why or why not?</p>			
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	<p>create images in the poem? Can you explain what a metaphor is and find an example in the poem? What is the main idea or theme of the poem, and how do the poetic devices contribute to it? How might changing the rhyme scheme affect the overall mood of the poem? Can you identify a simile used by the poet and create your own simile based on the same idea? How does the poet's choice of figurative language contribute to the tone of the poem? Do you think the poet effectively used poetic devices to convey emotions or ideas in the poem? Why or why not?</p>				
<p>Activities</p>	<p>In this lesson, children will take part in various discussions and activities that will help them consolidate their understanding on the purposes and features of a book cover of our new text, 'Moon Juice'. As a whole class, children will</p>	<p>In this lesson, children will look into what narrative poetry is and what narrative poems convey. They will look at different narrative poems from our new text, 'Moon Juice' and annotate them in groups with devices and techniques and make</p>	<p>In this lesson, children will discuss what they know about narrative poetry and what common features they know about already. Children will discuss what they could write in a narrative poem relating to the text.</p>	<p>In this lesson, children will look back on their narrative poem 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,</p>	<p>In this lesson, children will be reading a narrative poem as a class and analyse it with structural features as well as poetic devices and techniques. They will then answer comprehension questions which will be discussed and modelled by the</p>

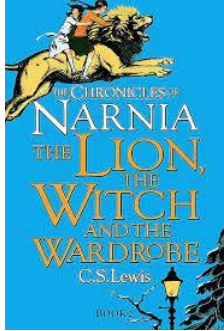
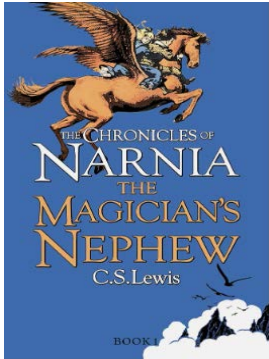
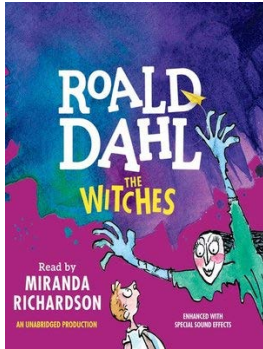
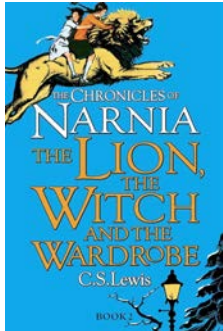
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	<p>discuss the effect the features can have on a reader. This will be a discussion based activity. Moving on, Children will look at different poetic devices and techniques and build on their prior knowledge. They will then annotate a narrative poem with different devices and techniques.</p>	<p>notes about the story they are telling.</p>	<p>Following this short input, children will demonstrate how much they know by creating narrative poems independently.</p>	<p>punctuation and spelling. Children will identify what steps are necessary to improve for their hot task.</p>	<p>teacher. This will give insight to children how to attempt questions in a reading test.</p>
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<p>Class Text - Reading Aloud 10-15 mins each day</p>	<p>Diamond TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis</p> 	<p>Emerald TEXT - The Magician's Nephew Author - C.S. Lewis</p> 	<p>Jade TEXT - The Witches Author - Roald Dahl</p> 	<p>Pearl TEXT - The Lion, The Witch and The Wardrobe Author - C.S. Lewis</p> 
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<p>Maths -</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
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	<p><u>LI: We are learning to understand percentages.</u> <u>LI: We are learning to compare percentages to fractions.</u> <u>LI: We are learning to compare percentages to decimals.</u> <u>LI: We are learning to find equivalent percentages, fractions and decimals.</u></p> <p><u>END OF BLOCK ASSESSMENT</u></p>	<p><u>LI: We are learning to find the perimeter of rectangles.</u></p>	<p><u>Practicing PIXL arithmetic and reasoning questions.</u></p>	<p><u>LI: We are learning to find the perimeters of polygons and solve word problems.</u></p>	<p><u>LI: We are learning to find the area of rectangles.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u> percentage percent whole part fraction decimal bar model Rekenreks equal parts equivalent compare decimal place value hundredths thousandths conversion</p>	<p><u>Key vocabulary</u> rectangle perimeter side length width opposite sides adjacent sides vertex vertices unit of measurement formula</p> <p><u>Blooms questioning</u> • What does "perimeter" mean?</p>	<p><u>Key vocabulary</u> Decide Assess Back it up Problem solving Calculations Evidence Accurate Reasonable Justify Prove Operation</p>	<p><u>Key vocabulary</u> rectangle perimeter side length width opposite sides adjacent sides vertex vertices unit of measurement formula polygon two-dimensional regular shape irregular shape</p> <p><u>Blooms questioning</u> • What is a regular shape?</p>	<p><u>Key vocabulary</u> rectangle area length width multiple squared unit of measurement two-dimensional array formula</p> <p><u>Blooms questioning</u> • What is area? • What is the difference between 1 cm and 1 cm? • Which shape has the greater/greatest area? Can you tell just by looking?</p>

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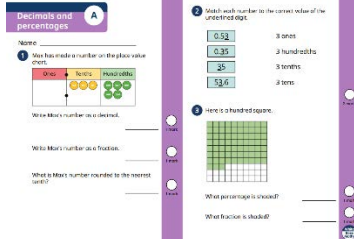
	<p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • What is similar/different about percentages and decimals? • How many tenths/hundredths/percent are equal to 1 whole? • What percentage is equal to one hundredth? What is one hundredth as a decimal? • What percentage is equal to one tenth? What is one tenth as a decimal? • How can you find the fraction equivalent of a percentage? • How can you find the decimal equivalent of a percentage? • How many parts has the whole been split up into? So what fraction is each part worth? • If the whole is 100%, what is 1/10? • If 1/10 is equal to 10%, what is 3/10 equal to? 	<ul style="list-style-type: none"> • If a rectangle has a perimeter of 16 cm, could its length be 10 cm? Why or why not? • Once you have measured the sides, how do you work out the perimeter? • If you know the length and width of a rectangle, do you need to measure the other two sides? • Which method do you think is more efficient? 		<ul style="list-style-type: none"> • What is the difference between a square and a rectangle? • Are all rectangles regular? • How many sides does the shape have? What calculation will give you its perimeter? • Would drawing the shape help you to solve the problem? • What operation are you going to use? Why? 	<ul style="list-style-type: none"> • How can you work out area in a more efficient way? • Will multiplying the length by the width calculate the area of any shape? Why/why not
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Activities	<p>In this lesson, children will be showcasing their learning by completing the decimals and percentages end of unit assessment. Children will work independently through the questions using the knowledge acquired in previous lessons.</p> 	<p>In this small step, children build on learning from earlier years to find the perimeters of rectangles by measuring the sides and by calculation. Children know that the perimeter is the distance around the outside of a two-dimensional shape. They recap measuring skills and recognise that they need to use a ruler accurately in order to get the correct answer. A common mistake is to measure from the end of the ruler rather than from the zero mark. Children then explore different methods of finding the perimeter, for example adding all four sides separately, adding the length to the width and then doubling, or doubling the length and the width and then adding the results, before deciding which they</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 apply their knowledge of perimeter to find the perimeters of polygons and to solve word problems. A polygon is a closed two-dimensional shape with straight sides. The difference between regular and irregular shapes could be a good discussion point during this step. A regular shape is a two-dimensional shape with equal sides and angles, so a square is a regular rectangle. When given the length of one side, children use their knowledge of regular shapes to find the perimeter by multiplying by the number of sides. Children use the perimeter of a shape to find a missing side. Using pictorial representations, such as drawing the shape and adding the known values, will support children when</p>	<p>In Year 4, children learnt that area was the space inside a two-dimensional shape. In this small step, they recap this key concept by making a visual comparison of two shapes without having to work out the area. They then go on to find the areas of shapes by counting squares, and are introduced to the square centimetre (cm²) by counting squares on a centimetre squared grid. Highlight the difference between 1 cm and 1 cm², to ensure children understand that cm is a measure of length and cm² is a measure of area. Arrays can help children understand why they can multiply the length by the width to calculate the area of a rectangle, which they can then use to find the area of shapes not drawn on a centimetre</p>
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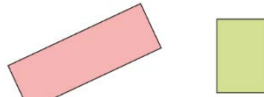
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find most efficient.
Children use their understanding of perimeter to calculate missing lengths.

- What is the length of each line?



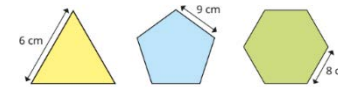
- Measure the sides of the rectangles to work out their perimeters.



___ cm + ___ cm + ___ cm + ___ cm = ___ cm

problem solving.

- Work out the perimeter of each regular shape.



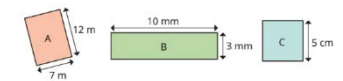
- Each regular hexagon on the grid has a side length of 2 cm.



What is the perimeter of the shaded shape?

squared grid. Children should be made aware that cm^2 is not the only unit used to measure area, and other units such as mm^2 , m^2 and km^2 are also examples of units of area.

- Shapes A and B are rectangles. Shape C is a square. Work out the area of each shape.



- Draw a rectangle with an area of 12 cm^2 and label the lengths. How many different rectangles can you find? They do not have to be drawn to scale. Compare rectangles with a partner.

Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

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LI: We are learning to explore the social and historical context of reggae music.

About the unit

Three little birds is a Bob Marley Reggae classic. This unit aims to provide some social and historical context to the globally famous music genre. Children will learn about features of the music through listening to classic tracks, singing the song, and adding instrumental riffs and a percussion backing to create a full class performance. In this lesson children will develop and demonstrate an understanding of the social and historical context of Reggae music, as well as make connections between Jamaica's past and the lyrics of songs.

Lesson objectives

Children will:

- Learn to sing the melody of Three little birds.
- Discuss the meaning of lyrics in the song.
- Learn about and develop an understanding of the social and historical context of Reggae music.

Key words

- Duration: offbeat, 4-beats per bar.
- Pitch: chord, triad, D major, G major, melody, riff, bassline.
- Structure: repeating riff, verse, chorus, chord pattern.
- Timbre: electric guitar, bass guitar, drum kit, keyboard.
- Texture: melody/chords, bassline, riff.
- Other: Reggae, playing by ear, playing from a score.

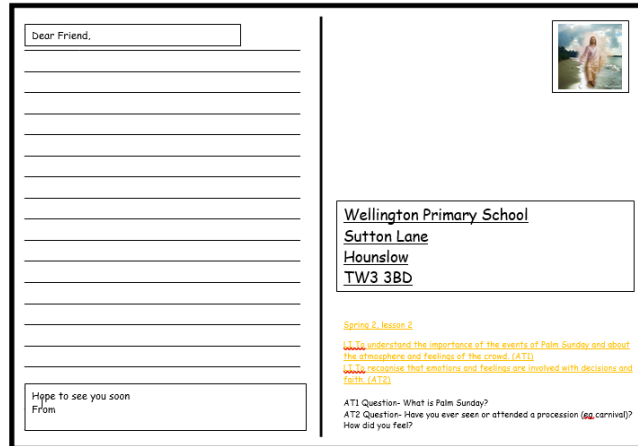
LI. We are learning to understand the importance of the events of Palm Sunday and about the atmosphere and feelings of the crowd. (AT1)

LI. We are learning to recognise that emotions and feelings are involved with decisions and faith. (AT2)

In this lesson, children will be learning about palm sunday. As a class we will read through information and discuss the following questions:

- Have you ever seen or attended a procession?
- How did you feel?
- What was the atmosphere like?
- How did the people in the crowd feel?
- When do large crowds gather?
- What did the people in the crowd expect of Jesus?

We will then be writing a postcard to a friend explaining the significance and symbolism of palm crosses.



Gymnastics - Lesson 2

LI: We are learning to perform interesting symmetrical and asymmetrical balances using apparatus.

In pairs on a mat. Pupil 1 will perform a balance. Pupil 2 will observe and identify: is the balance symmetrical or asymmetrical? What level/s does the balance use? Is the balance performed with control and extension? Then, pupils will swap roles.

After, pupils will discuss which element was recognised as most successful. Clear balance (symmetrical or asymmetrical)? Levels? Extension and control? Then, pupils will consider which aspect needs further improvement. Pupils will create new symmetrical or asymmetrical balance with consideration to how they need to improve.


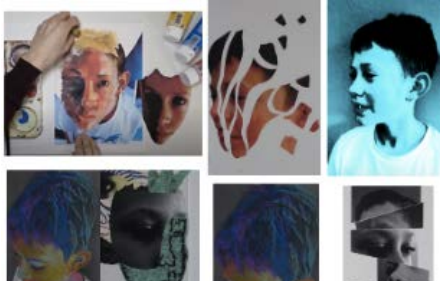

Next, in groups of four, pupils will select a piece of apparatus to use (benches, agility tables). They will safely move the apparatus to their mats. Pupils will work in pairs at their shared station to create two symmetrical and two asymmetrical partner balances on or around their apparatus. Groups will link their four balances together to create a sequence. They will decide on an order for the balances and consider what travelling actions to use to link them together. Also, they will consider how to transition from one balance to another whilst considering the place of the equipment.

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<p style="text-align: center;">Art - Kapow</p>	<p style="text-align: center;">Spanish - Language Angels</p>	<p style="text-align: center;">PSHE - Jigsaw</p>
<p><u>LI: We are learning to develop ideas towards an outcome by experimenting with materials and techniques. (Changing Faces)</u></p> <p>Children will have a discussion about what they learned from the previous lesson about changing faces and the techniques used to create self-portraits. In this lesson, they will use their learning from the previous lesson to experiment with the materials and techniques learned. The tables will be organised so that the art materials needed are accessible to every group. Children will have a hand out of several copies of their face to try different ideas such as cut the photo and rearrange it, use just a piece/pieces of the photo and draw the rest of their portrait, draw/paint/stick on top of the photo or draw/paint/stick around the photo. Children will be reminded to experiment with creating an atmosphere, trying different compositions, using more or less of the photo, the effect of colour and communicating something about themselves.</p> <p>After this, children will create their final piece in their sketchbooks.</p> 	<p><u>Topic: La Ropa (Clothing)</u></p> <p><u>LI: We are learning the next ten items of clothing in the La Ropa unit.</u></p> <p>In this lesson, children will recap the previous ten nouns and their articles of clothing in Spanish. They will also be introduced to the next ten items of clothing. The starter will be focussed on speaking and the children's pronunciation. The main activity will focus on the reading and spellings of the new vocabulary. Children will complete an activity to practise how to spell the items of clothing in Spanish.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>unos guantes unas gafas unas botas unos pantalones cortos un suéter unos zapatos unas medias unos pantalones unas sandalias unos calcetines</p> </div> 	<p>PSHE - Healthy Me - Alcohol</p> <p><u>LI: We are learning to know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</u></p> <p><u>LI: We are learning to make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</u></p> <p>In this lesson, children will discuss the meaning of anti-social behaviour. Children will learn how alcohol affects the human body and the risks of misusing alcohol. Following this, children will be giving information about how too much alcohol affects the body and they will create a poster about the dangers of too much alcohol.</p>

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		 <p>The infographic consists of a 3x3 grid of text boxes with light blue bottle and glass illustrations in the background. The text boxes contain the following information:</p> <ul style="list-style-type: none">Top-left: Alcohol is a drugTop-middle: Alcohol slows down the brain and changes the way people think and behaveTop-right: Drinking too much alcohol in a short space of time can lead to alcohol poisoning, which can be fatalMiddle-left: Alcohol can be addictiveMiddle-middle: More young people choose not to drink than those that doMiddle-right: Anti-social behaviour can be caused because of people drinking alcoholBottom-left: The liver has to work harder than it needs, to remove alcohol from the bloodBottom-middle: There are recommended healthy limits about how much alcohol is safe to drinkBottom-right: Alcohol increases heart rate, and can cause heart damage if it is drunk regularly
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Science - Wellington Curriculum

Topic (History) - Wellington Curriculum

Computing - Programming A - Selection in physical computing

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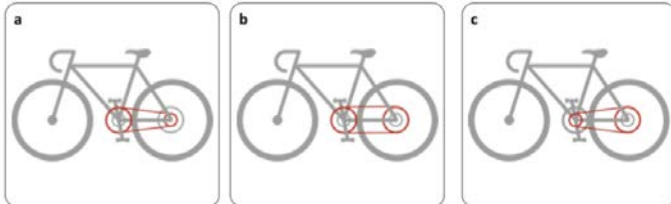
Forces and Mechanisms - Levers, Pulleys and Gears

LI: We are learning to describe and demonstrate how simple levers, gears and pulleys assist the movement of objects.

In this lesson, children will learn about how a lever is a simple machine that provides a mechanical advantage to make it easier to lift a heavy load. Children will also learn that a lever consists of a lever arm, a fulcrum, a load and effort. By the end of the lesson, children will be able to conclude that as the distance between the fulcrum and the effort increases, the effort needed to lift a load decreases.

Key words:

levers
pulleys
gears
mechanism
arm
fulcrum
load
effort



Lesson 6 + 7 -Significance of Bronze

LI: We are learning to explore the Bronze age in ancient China.

Over these 2 lessons, children will be analysing and reading information on artefacts looking at how bronze objects were made in ancient China. They will then be writing a knowledge organiser about the Chinese Bronze Age using online research and the information they have learnt in the lesson.



Bronze casting

Making bronze objects was a long, labour intensive process. Workers mined copper, tin and lead. Potters made pottery models of the objects and pressed clay onto them to make moulds. Bronzeworkers smelted the metals together then poured the molten bronze into the clay moulds. When cool, they broke the moulds to reveal the objects inside.

Lesson 2 - Combining output components

LI: We are learning to write a program that includes count-controlled loops.

In this lesson, learners will connect a Sparkle and a motor to the Crumble controller. Learners will design sequences of actions for these components. They will then apply their understanding of repetition by using count-controlled loops when implementing their design as a program.



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Key words

China
Civilisation
Bronze
Significance
Shang
Society

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**

Reading

English Homework

Spelling and Grammar

Maths

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

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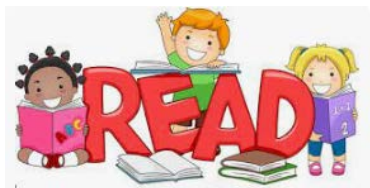
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Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.



Try and login to **Bug Club** and **Reading Eggs**.



English Homework - this week we would like you to complete your extras on Doodle English.

Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.



Doodle Maths - Log on to your account at least three times this week.

Work to reach your target - are you in the **green** zone yet?

Times Tables Rockstars:



Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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



Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.

This week's question is -

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

Send in your reply on Google Classroom.