

# Weekly Overview of Learning

Year Group: 5

Week beginning: 27.11.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to punctuate speech correctly</u>	<u>LI: We are learning to use sensory language and powerful imagery to describe a picture.</u>  <u>LI: We are learning to use a picture to plan a short story.</u>	<u>LI: We are learning to identify the features of a non-chronological report</u>  <u>LI: We are learning to research information for a non-chronological report.</u>	<u>LI: We are learning to plan a non-chronological report.</u>	<u>LI: We are learning to write a non-chronological report.</u>
<b>Speaking and Listening Focus</b>	Children will ask relevant questions to extend their understanding and knowledge.	While listening or watching, children will make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using their own words as appropriate	Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.	While listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, and use this information to write their non-chronological report.	Children will work independently to create their piece of writing.
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<u>Key vocabulary</u> direct speech punctuation inverted commas capital letters commas speaker first person  <u>Blooms questioning</u> What are the rules or steps for punctuating speech in writing?	<u>Key vocabulary</u> fantasy descriptive techniques figurative language similes metaphors personification sensory language powerful imagery  <u>Blooms questioning</u> What is sensory language? What are some of the sensory	<u>Key vocabulary</u> title heading subheadings paragraph formal information introduction fact box factual language present tense technical language third person	<u>Key vocabulary</u> title heading subheadings paragraph formal information introduction fact box factual language present tense technical language third person	<u>Key vocabulary</u> title heading subheadings paragraph formal information introduction fact box factual language present tense technical language third person

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	<p>Why is it important to use inverted commas when including someone's spoken words in your writing? How would you correctly punctuate a sentence that includes both dialogue and a dialogue tag? What are the similarities and differences between direct speech and indirect speech? Why is it effective to use direct speech in your writing?</p>	<p>details you can see in the fantasy picture? Why is sensory language in your writing important when describing a fantasy scene? How can you describe what you see, hear, smell, touch and taste without using the same sentence starter: I see, I smell etc? How can sensory language create atmosphere for readers? What other techniques can you use to describe the fantasy picture? If the picture was the illustration on a front cover, what could the story be?</p>	<p><b><u>Blooms questioning</u></b> Can you recall three key facts about plants? What are the main sections or subheadings used in a non-chronological report? Can you list the characteristics that make plants unique? How would you summarise the purpose of a non-chronological report? Can you describe the difference between chronological and non-chronological writing? Can you compare and contrast two different non-chronological reports? Do you think the structure of the report effectively presents the information? Why or why not? How valuable is the information presented in a non-chronological report for understanding a subject?</p>	<p><b><u>Blooms questioning</u></b> How would you summarise the purpose of a non-chronological report? Can you describe the difference between chronological and non-chronological writing? Can you compare and contrast two different non-chronological reports? Do you think the structure of the report effectively presents the information? Why or why not? How valuable is the information presented in a non-chronological report for understanding a subject? Can you design a non-chronological report template that includes sections and headings on the importance of plants?</p>	<p>structure clarity <b><u>Blooms questioning</u></b> Can you list the characteristics that make plants unique? How would you summarise the purpose of a non-chronological report? Can you describe the difference between chronological and non-chronological writing? Can you compare and contrast two different non-chronological reports? Do you think the structure of the report effectively presents the information? Why or why not? How valuable is the information presented in a non-chronological report for understanding a subject? How can we make our non-chronological reports effective for the reader? Have you maintained a formal tone?</p>
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<p><b>Activities</b></p>	<p>In this lesson, children will learn about the importance of direct speech and when authors might use it in their writing. Children will consider what punctuation is important when creating direct speech in their writing. Children will be taught and will practise as a class to punctuate direct speech and identify mistakes in examples. We will look at the PIXL Autumn term questions based on direct speech to correct any misconceptions. Following this, children will work independently to consolidate their understanding.</p>	<p>In this lesson, children will start by looking at a fantasy picture and describing using the descriptive techniques and sensory language. Children will use the think, pair and share approach to collate class ideas to describe the picture. As a class, children will think about what story this picture might be telling. Children will consider a range of questions regarding the picture and start to create a story using the picture as a stimulus. Following this, children will create a class plan. For homework, children will write the story using the shared class plan.</p>	<p>In this lesson, children will start by looking at what non-chronological means by deconstructing the words. Then, children will look at the purpose and audience of non-chronological reports as well as looking at some examples of non-chronological reports. The children will then look at the features of non-chronological reports and why these features are needed. Children will then research, using Chromebooks, the importance of plants to gather information for their non-chronological reports.</p>	<p>In this lesson, children will use the information researched on plants to plan their non-chronological report. Children will recap the features of a non-chronological report and examine what makes an effective non-chronological report. Children will discuss this with their partners. As a class, the children will plan a non-chronological report and then the children will independently plan their own non-chronological reports using a planning format and the information researched.</p>	<p>In this lesson, children will use their non-chronological plans and their research on plants to independently write their non-chronological reports. Children will think carefully about the structural, presentational and language features of a non-chronological report when they are writing, to ensure they write an effective non-chronological report. Children will use their checklist to make sure they have included the necessary features in their writing.</p>
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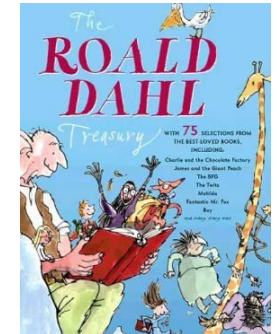
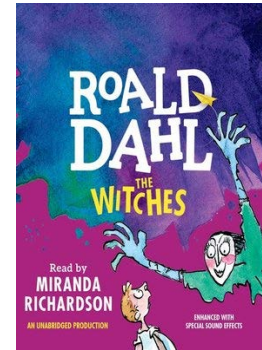
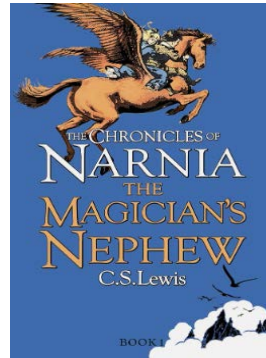
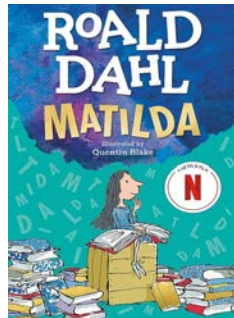
<p><b>Class Text</b> - Reading Aloud 10-15 mins each day</p>	<p><b>Diamond</b> TEXT - Matilda Author - Roald Dahl</p>	<p><b>Emerald</b> TEXT - The Magician's Nephew Author - C.S. Lewis</p>	<p><b>Jade</b> TEXT - The Witches Author - Roald Dahl</p>	<p><b>Pearl</b> TEXT - The Roald Dahl Treasury Author - Roald Dahl</p>
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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to subtract fractions from a mixed number breaking the whole.</u>	<u>LI: We are learning to subtract one mixed number from another</u>	<u>LI: We are learning to reflect on what we have learnt in our topic of fractions</u>	<u>LI: We are learning to use formal methods to multiply 4 digits by 1 digit.</u>	<u>LI: We are learning to use area model to multiply 2 digits by 2 digits..</u>
<b>Key vocabulary and key questions</b>	<p><b>Key vocabulary</b></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><b>Blooms questioning</b> Which fraction is greater? • How can you show the calculation as a diagram/on</p>	<p><b>Key vocabulary</b></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><b>Blooms questioning</b> Is it possible to subtract the whole parts and</p>	<p><b>Key vocabulary</b></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><b>Blooms questioning</b> How do we convert mixed numbers into a improper</p>	<p><b>Key vocabulary</b></p> <p>digits multiply exchange column calculation ones tens hundreds thousands</p> <p><b>Blooms questioning</b> How does multiplication link</p>	<p><b>Key vocabulary</b></p> <p>digits multiply exchange column calculation ones tens hundreds thousands</p> <p><b>Blooms questioning</b> How can you partition the</p>

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	<p>a number line?</p> <ul style="list-style-type: none"> <li>• If the denominators are different, what do you need to do?</li> <li>• How can you partition the mixed number? Is there more than one way?</li> <li>• Is it easier to partition or to convert the mixed number to an improper fraction?</li> <li>• Can you change the order of the numbers in a subtraction?</li> </ul>	<p>fractional parts separately? Why or why not? • Will you need to "break the whole"? Why or why not? • Does making the whole numbers greater make the calculation more difficult? Why or why not? • Is it easier to partition or to change the mixed number to an improper fraction? • What diagrams could you use to support you?</p>	<p>fraction?</p> <p>What is an improper fraction?</p> <p>Can you find a fraction equivalent to <math>\frac{1}{2}</math>?</p>	<p>to addition? • How can you use counters to represent <math>284 \times 3</math>? • How does the written method match the representation? • Which column do you start with? • Do you need to make an exchange? • How could you estimate the answer to check your calculation? • What is the same and what is different about multiplying a 4-digit number by a 1-digit number and multiplying a 3-digit number by a 1-digit number?</p>	<p>numbers?</p> <ul style="list-style-type: none"> <li>• What other multiplications can you see?</li> <li>• Which numbers did you multiply first?</li> <li>• Once you have completed the area model, what do you need to do to find the total product of the two numbers?</li> <li>• What is the same and what is different about <math>2 \times 3</math> and <math>20 \times 30</math>?</li> <li>• Does it matter what order you complete the area model in?</li> </ul>
<p><b>Activities</b></p>	<p>There are many ways to subtract a fraction from a mixed number crossing the whole, and this small step encourages children to think flexibly about how to approach problems of this kind.</p> <p>In addition to the methods illustrated in the Key learning section, children could also count back from the given fraction, providing</p>	<p>In this final small step of the block, children learn to subtract one mixed number from another. Children begin by looking at simple cases where they partition two mixed numbers, then subtract the wholes and subtract the fractional parts. They then progress to more complex problems where they need to find a common denominator and/or break the whole. As with earlier steps, there are a variety of possible approaches and these are</p>		<p>In Year 4, children used the formal written method to multiply numbers with up to three digits by a 1-digit number. This small step builds on this learning and extends the formal written method for short multiplication to multiplying 4-digit numbers by a 1-digit number. Place value counters in place value charts are used to model the structure of the formal method, enabling children to gain a greater understanding of the</p>	<p>In this small step, children build on their learning of multiplying by a 1-digit number and begin to multiply by a 2-digit number. Children use the area model to multiply a 2-digit number by another 2-digit number before moving on to the formal written method in the next step. Linking the use of the area model to</p>

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	<p>the denominators are equal. This could be supported by the use of a number line. As in previous steps, either the denominators are equal, or one denominator is a multiple of the other. Flexible partitioning and fluency in converting between improper fractions and mixed numbers are vital as children move from the pictorial to more abstract methods of recording their answers.</p>	<p>explored, supported by diagrams. Children need to consider the most efficient approach for a given calculation rather than leaping into a method that might not be appropriate</p>		<p>abstract procedure. Children continue to use counters to exchange groups of 10 ones for 1 ten and this is extended to include exchanging 10 tens for 1 hundred, 10 hundreds for 1 thousand and 10 thousands for 1 ten-thousand. Children can use their knowledge of rounding and multiplying by multiples of 10 to find estimates to the answers, as a check that their calculated answers are sensible.</p>	<p>children's prior knowledge of arrays helps children to understand the model. They see that to find the total product, they can break the calculation down, find other products and then add them together. Initially, the area model is represented using base 10, which will enable children to understand size, scale and place value. Once the children have a good understanding of place value within the area model, they use place value counters to work more efficiently. They then progress to using only numbers in the model.</p>
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Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

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## Unit: Keep the home fires burning

LI: We are learning to sing with expression and an appreciation of the song's history and purpose



Keep the home fires burning is an emotional ballad from 1914 celebrating the brave service of those at war and provides a good introduction to the social and historical context of songs and music written around the time of World War 1. Beginning by learning the song, the unit leads onto composing a fanfare using the chord of C, and playing a fanfare as a class ensemble

LI: We are learning to consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India.

In this lesson, children will be reading through the life story of Mother Teresa and discussing why she is inspirational, why she may have wanted to work with such poor people. They will discuss the key events from the timeline of her life and create their own version.

### **Key vocabulary**

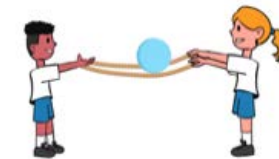
Mother Teresa  
Poverty  
Inspirational  
Poor  
Charity  
India  
Values  
Belief

## OAA-Lesson 5

LI: We are learning to continue sharing ideas and work as a team to solve problems.

In this lesson, children will evaluate their teamwork and clear communication skills from the last lesson. They will create a target for themselves to improve by the end of this lesson.

Children will be reminded about the importance of **listening** - Children will re-play a game they played in the previous lesson with a different group of children and work on their targets of being a clear communicator.



At the end of the lesson, pupils will reflect if they have met their personal target. Pupils will also discuss what verbal and visual communication is and how they might use skills worked on today in other school and home situations.

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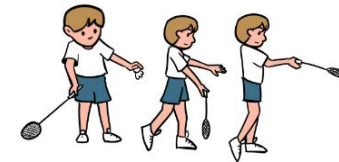
## Badminton-Lesson 5

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

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

Following on from the previous lesson, children will practise doing forearm serves and a backhand serves.

Afterwards, children will pair up and play the rally game of seeing how many passes they can make together before the shuttlecock hits the floor.



Children will then play games of team tag where they will work in teams of two against another team of two. One pupil plays a 1v1 competitive rally with the first to five points winning one game for their team. Then change roles with their partner. Pupils who are not playing are umpires who explain




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		<p>who won each point and why. They also confirm the server for the next point. First team to win four games wins the match.</p>																
<p style="text-align: center;"><b>ART - 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>LI: We are learning to review and explore the work of Frida Kahlo (over two lessons).</u></b></p> <p>In this lesson, children will research the key artist. Children will learn about the artist's background and discover what makes their artwork special and unique. Children will review pieces of artwork by the artist by closely analysing and evaluating. Following this, children will create an artist research page in their sketchbooks and will create a piece of art in the style of the artist.</p> 	<p><b><u>LI: We are learning to understand Spanish currency better, enhance cultural awareness and apply mathematical skills to calculate a bill in a Spanish cafetería.</u></b></p> <p>In this lesson children will quickly learn/revise all the language covered so far before learning more about Spanish currency so that pupils will be able to pay for their bill in Spanish using Spanish currency.</p> <table border="1" data-bbox="819 820 1473 1161"> <tr> <td>1) Hello!</td> <td>a) La cuenta por favor. 🗣️</td> </tr> <tr> <td>2) What would you like?</td> <td>b) Quisiera... 🗣️</td> </tr> <tr> <td>3) I would like...</td> <td>c) por favor 🗣️</td> </tr> <tr> <td>4) and</td> <td>d) ¡Hola! 🗣️</td> </tr> <tr> <td>5) please</td> <td>e) ¡Adiós! 🗣️</td> </tr> <tr> <td>6) thank you</td> <td>f) y 🗣️</td> </tr> <tr> <td>7) The bill please.</td> <td>g) gracias 🗣️</td> </tr> <tr> <td>8) Goodbye!</td> <td>h) ¿Qué deseas? 🗣️</td> </tr> </table>	1) Hello!	a) La cuenta por favor. 🗣️	2) What would you like?	b) Quisiera... 🗣️	3) I would like...	c) por favor 🗣️	4) and	d) ¡Hola! 🗣️	5) please	e) ¡Adiós! 🗣️	6) thank you	f) y 🗣️	7) The bill please.	g) gracias 🗣️	8) Goodbye!	h) ¿Qué deseas? 🗣️	<p><b><u>LI: we are learning to compare our life with people in the developing world</u></b>  <b><u>LI: we are learning to appreciate the value of happiness regardless of material wealth</u></b></p> <p>In this lesson, children will be looking at what is the most important thing in their life and what is the least. They will link these to their happiness and understand that some materialistic things can be nice but can't always bring happiness. They will compare their life to cocoa plantation children's continuum using a comparative frame.</p> <div data-bbox="1509 900 2136 1182"> <p style="text-align: center;">Similarities</p>  </div>
1) Hello!	a) La cuenta por favor. 🗣️																	
2) What would you like?	b) Quisiera... 🗣️																	
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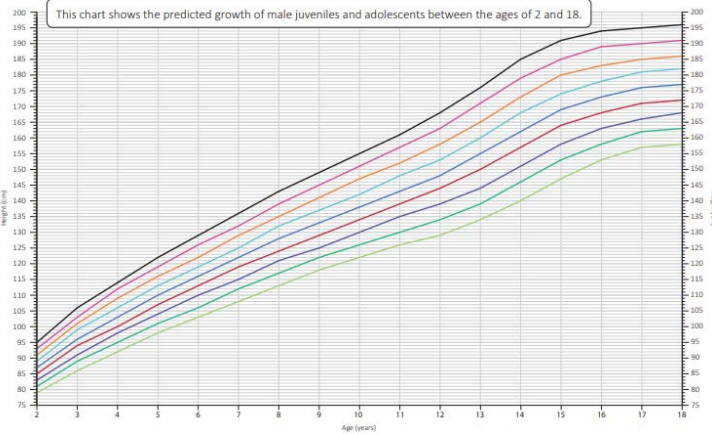
Science - Wellington Curriculum	Topic (Geography) - Wellington Curriculum	Computing
<p><b><u>L.I. We are learning to explore how humans grow during different stages of the human life cycle.</u></b></p> <p>In this lesson, children will be learning how humans grow at different stages during the life cycle. They will be analysing data from line graphs to answer questions.</p>	<p><b><u>LI: We are learning to explore the opportunities and challenges faced by coffee farmers in developing countries such as Peru.(Continued from last week-over two lessons)</u></b></p> <p>In this lesson, children will start by revisiting prior learning. Children will then look at a variety of coffee labels and discuss where the coffee originates from before locating the countries using a world map. Once children have located the coffee producing countries, the children will look at a climate map and discuss the question 'what climate is best for coffee growing and production?'. The lesson will then focus on coffee growing in Peru, children will research the life of coffee growers in Peru and sort problem and solution cards. Children will then plan a balanced argument for the question 'are coffee farmers in Peru faced with challenges?'</p> <div data-bbox="824 970 1272 1228"> <p><b>Solution</b>  <b>Planting disease-resistant crops</b>                      Some types of coffee crops are more resistant to diseases than others.</p> <p><b>How this supports the farmers</b>                      Planting disease-resistant crops should prevent farmers from losing their crops to disease.</p>  </div> <div data-bbox="1048 944 1272 1228"> <p><b>Problem</b>  <b>Disease and pests</b>                      Crops in Peru have been severely affected by a disease called coffee rust.</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Coffee rust destroys coffee plants.</li> <li>• Insects can also affect the amount and quality of coffee produced.</li> </ul>  </div>	

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This chart shows the predicted growth of male juveniles and adolescents between the ages of 2 and 18.

Legend to: Cell for growth in Data


1.1. How are learning to address the opportunities and challenges faced by our learners?


Wellington Learning and Innovation

Statement of purpose: Wellington Learning and Innovation

Wellington Learning and Innovation

Year	Learning	Opportunities
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		
Year 7		
Year 8		
Year 9		
Year 10		
Year 11		
Year 12		
Year 13		
Year 14		
Year 15		
Year 16		
Year 17		
Year 18		





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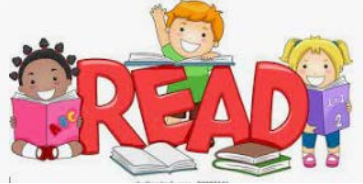






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Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

## Due back

Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
<p><b>Reading Tasks</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>  <p>Try and login to <b>Bug Club</b> and <b>Reading Eggs</b>.</p>  	 <p><b>English Homework</b> - this week we would like you to complete your extras on Doodle English.</p> <p><b>Doodle Spell</b> - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p>	 <p><b>Doodle 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>Homework - this week you will have some questions to complete on</p>	 <p><b>Talk Tuesday</b></p> <p>Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</p> <p><b>This week's question is -</b></p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p><b>Send in your reply on Google Classroom.</b></p>

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		decimals and negative numbers	
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