


# Weekly Overview of Learning

Year Group: 5      Week beginning: 27.02.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> <b>Reading and</b> <b>Writing</b>	<b>LI: We are learning to reflect and uplevel the myths we wrote last week.</b>	<b>LI: We are learning to understand and summarise the myth of Daedalus and Icarus.</b>	<b>LI: We are learning to identify and retrieve key details from a text (Daedalus and Icarus).</b>	<b>LI: We are learning to identify and use determiners in sentences.</b>	<b>Word book day</b> 
<b>Speaking and</b> <b>Listening Focus</b>	<p>Children will reflect on their own writing, sharing their strengths and areas of improvement demonstrating their awareness of what is needed in a myth. Children will read their myths and other children will listen to give peer feedback.</p>	<p>Children will maintain attention and actively listen to the myth, Daedalus and Icarus. Children will ask relevant questions to extend their understanding about the myth. Children will participate in discussions to scan for evidence of mythical features</p>	<p>Children will use their understanding of the myth to discuss answers to questions using a PEE structure. Children will be encouraged to use sentence stems that will structure their answers.</p>	<p>Children will work in groups to identify and discuss words that are determiners, giving explanations for why they think this. Children will engage in conversations agreeing and disagreeing with their peers.</p>	<p>During these sessions children will be collaborating, sharing and discussing themes around the selected text.</p> <p>They will use their oracy stems to deliver their thoughts and opinions. They will develop their listening skills to provide feedback to ideas within their groups.</p>

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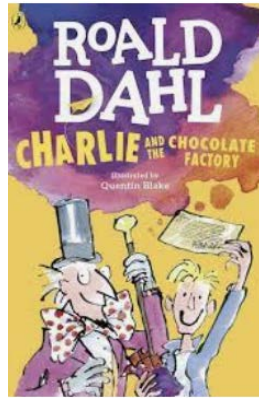
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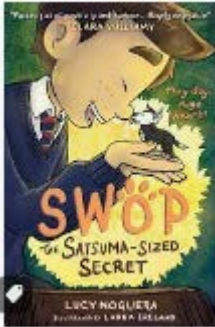
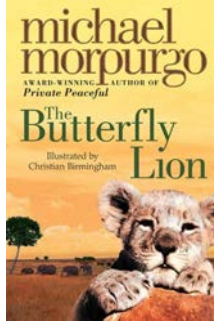
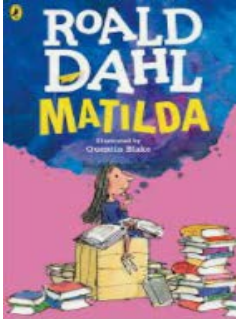
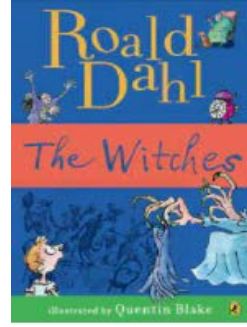
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b><u>Key vocabulary:</u></b>                      uplevel                      spelling                      features                      hero/heroine                      mythical creature                      setting                      myth structure                      direct speech</p> <p><b><u>Blooms questioning</u></b>                      Identify and explain which areas you have understood well within your work.                      Which areas of your writing do you think need more attention and how will you achieve this?                      What was the most difficult part of the task?                      What would you do differently next time?</p>	<p><b><u>Key Vocabulary</u></b>                      Daedalus                      Icarus                      summarise                      key points                      what? where? who? when?                      where? how?</p> <p><b><u>Blooms questioning</u></b>                      What features can you identify in the Daedalus and Icarus myth?                      What does the myth explain about the world?                      What are the supernatural parts?                      Who are the characters?                      Who is the hero?                      Who is the mythical creature?                      Who are the Gods?                      What are the main events?                      How does the moral of the myth link to real life situations?                      Explore vocabulary that is unfamiliar to you.</p>	<p><b><u>Key vocabulary</u></b>                      PEE                      Point                      Evidence                      Explanation                      Quotes                      In the text, it says...                      This suggests...                      I know this because...                      This infers that...</p> <p><b><u>Blooms questioning</u></b>                      What does retrieval mean?                      When do we need to use retrieval?                      What skills do we need to be successful to retrieve?</p>	<p><b><u>Key vocabulary</u></b>                      determiners                      definite articles                      indefinite articles                      demonstrative determiners                      numbers/quantifier determiners                      pronouns and possessive determiners</p> <p><b><u>Blooms questioning</u></b>                      What is a determiner?                      Why are determiners important in sentences?                      How do determiners change the meaning in the same sentence?                      How can you identify determiners in a sentence?</p>	<p><b><u>Key vocabulary</u></b>                      reading                      inference                      deductions                      new vocabulary                      Roald Dahl                      chocolate                      collaborate</p> <p><b><u>Blooms questioning</u></b>                      What is this book about?                      What can the front cover tell us?                      Why do you think this book was written?                      Who was it written for?                      Have you read any previous texts with similar themes?</p>
<p><b>Activities</b></p>	<p>At the start of this lesson, children will re-read their myths that were written last week. Children will discuss what they did well and their areas of development. As a class, children will discuss how to improve their writing and retrieve features they could include to uplevel their work. In pairs, children will identify a</p>	<p>At the start of this lesson, children will discuss what they know about Daedalus and Icarus. Before reading the myth, children will be given some background information about the myth to help them to understand the purpose of the myth. As a class, children will read the myth and identify features displayed in the text.</p>	<p>At the start of this lesson, children will discuss what 'retrieve' means and how to retrieve from a text. As a class, children will practise how to retrieve and share common phrases and sentence stems used when retrieving for PEE answers. Children will</p>	<p>At the start of this lesson, children will retrieve what they already know about determiners. As a class, we will work through the lesson learning the seven different groups of determiners and understanding how determiners can change the meaning of a sentence. Children will work in groups to match names of</p>	<p>During this lesson children will be sharing their favourite books in small groups of three. They will discuss what they like about the book and how it makes them feel.</p> <p>They will then go on to work collaboratively to make a board game based on their book which they will then share with another group. The lesson will use a variety</p>

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	<p>paragraph which they would like to uplevel and improve with features they have learned.</p>	<p>In groups, children will sequence the events of the myth and in an independent task, children will create storyboards with summaries. At the end of the lesson, children will explain what they think the key message of the myth is by using evidence from the myth.</p>	<p>demonstrate and consolidate their learning by answering a range of questions and will need to identify when to retrieve to answer questions based on the Daedalus and Icarus myth.</p>	<p>determiners to examples of determiners and to examples in sentences to secure understanding. Children will then identify determiners in sentences and as a challenge, write their own sentences using a range of determiners.</p>	<p>of group and learning skills the children have been working on in Year 5.</p> 
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Diamond</b> TEXT – Swop the Satsuma-Sized Secret Author - Lucy Noguera</p> 	<p><b>Pearl</b> TEXT – The Butterfly Lion Author - Michael Morpurgo</p> 	<p><b>Emerald</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Jade</b> TEXT - The Witches Author - Roald Dahl</p> 	

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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to understand and explore thousandths (step )</u></p>	<p><u>LI: We are learning to explore thousandths, by representing them in decimal form (step )</u></p>	<p><u>LI: We are learning to compare decimals in context (step )</u></p>	<p><u>LI: We are learning to explore the idea of thousandths, by representing numbers with up to 3 decimal places on a place value chart (step )</u></p>	<p><u>LI: We are learning to compare and order decimals (step )</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b>                      Decimal                      fifths                      Tenth                      Equivalent                      Partitioned                      Whole                      Value                      Digit</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is a thousandth?</li> <li>• How are thousandths similar to/different from tenths/hundredths?</li> <li>• How many thousandths are there in 1 whole?</li> <li>• How many thousandths are there in 1 hundredth?</li> <li>• How many thousandths are there in 1 tenth?</li> <li>• How can you partition thousandths?</li> <li>• What fraction is made up of tenths, hundredths and thousandths?</li> <li>• Which is greater, 1 hundredth or 9 thousandths?</li> </ul>	<p><b><u>Key Vocabulary:</u></b>                      Decimal                      fifths                      Tenth                      Equivalent                      Partitioned                      Whole                      Value                      Digit</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What does each digit in a decimal number represent?</li> <li>• How are 0.001s similar to 1 1000s? How are they different?</li> <li>• How many 0.001s are there in 1 whole?</li> <li>• How many 0.001s are there in 0.01?</li> <li>• How many 0.001s are there in 0.1?</li> <li>• How can you represent 0.001s on a number line?</li> </ul>	<p><b><u>Key Vocabulary:</u></b>                      compare                      order                      decimal place                      information</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• Can you identify information from the table?</li> <li>• What is the table trying to inform you about?</li> <li>• What is the total?</li> <li>• Can you compare the findings?</li> </ul>	<p><b><u>Key Vocabulary:</u></b>                      Decimal                      fifths                      Tenth                      Equivalent                      Partitioned                      Whole                      Value                      Digit</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is a thousandth?</li> <li>• How many thousandths are equivalent to 1 hundredth?</li> <li>• How can you represent this decimal number on a place value chart?</li> <li>• What is the value of the digit in ? How does a place value chart help you?</li> <li>• What do you need to do when there are no counters in a column?</li> </ul>	<p><b><u>Key Vocabulary:</u></b>                      Decimal                      fifths                      Tenth                      Equivalent                      Partitioned                      Whole                      Value                      Digit</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do you compare two numbers?</li> <li>• Which column in the place value chart do you need to look at first?</li> <li>• How can you compare two numbers that have the same number of tenths/hundredths?</li> <li>• Which number is greater, or ?</li> <li>• What does “ascending”/”descending” mean?</li> </ul>

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	How do you know?												
<p><b>Activities</b></p>	<p>In this small step, children encounter the idea of thousands for the first time. Begin by reminding children that a tenth is 1 whole split into 10 equal parts, a hundredth is 1 whole split into 100 equal parts, and therefore a thousandth is 1 whole split into 1,000 equal parts.</p> <p>Different representations can be used to model this idea, such as a thousand piece of base 10 representing the whole and a one piece representing a thousandth.</p> <p>Once children are familiar with the idea of a thousandth, they use place value counters to represent them. Exchanging counters helps children to see that there are 10 thousandths in a hundredth, meaning 9 thousandths is smaller than 1 hundredth. Finally, they partition thousandths into tenths, hundredths and thousandths, for example 342</p> <p>1000 = 3</p> <p>10 + 4 100 + 2</p>	<p>In this small step, children continue to explore the idea of thousandths, by representing them in decimal form. Children learn that <math>0.001 = \frac{1}{1000}</math> is a tenth the size of <math>0.01 = \frac{1}{100}</math>. Exchanging place value decimal counters from 1 down to 0.001 helps them to understand the relationship between the different decimals. They use number lines labelled in hundredths and see that by splitting each section into 10 equal parts, the number line now shows thousandths. Children flexibly partition decimal numbers with 3 decimal places. Using place value counters and exchanging between the values will help them to understand this concept.</p> 	<p>In this lesson the children will develop confidence in tackling problems independently by focusing on the process of solving a problem, rather than finding the answer. Initially, each question is presented without the numbers to enable a focus on the language and interpretation of the problem. Once this is secured, the numbers are provided, along with the answer.</p> <div data-bbox="1025 826 1377 1002"> <p style="text-align: center;"><b>Number free zone</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Length (km)</th> </tr> </thead> <tbody> <tr> <td>River Nile</td> <td></td> </tr> <tr> <td>Mekong River</td> <td></td> </tr> <tr> <td>Yellow River</td> <td></td> </tr> </tbody> </table> </div>	Name	Length (km)	River Nile		Mekong River		Yellow River		<p>In this small step, children continue to explore the idea of thousandths, by representing numbers with up to 3 decimal places on a place value chart. This is the first time this column of the chart will have been shown to the children and some recap work on the place value chart may be needed. Show children decimal numbers represented on the place value chart with place value counters and ask what decimal number has been made. Then provide children with numbers for them to make using place value counters. They should see that a decimal such as 0.012 is shown on a place value chart as one 0.01 counter in the tenths column and two 0.001 counters in the thousandths column. Children partition decimal numbers in a variety of ways. Making the number first with place value counters and then exchanging for different values will help them flexibly partition decimals.</p> <p>Complete the sentences to describe the numbers.</p> <p>a) </p>	<p>In Year 4, children ordered and compared decimal numbers with up to 2 decimal places. In this small step, that learning is extended to include numbers with 3 decimal places. For this step, the number of decimal places in each number will be the same. Representations such as place value charts and counters and number lines can be used to support children's understanding. To begin with, the numbers will have different digits in the column with the greatest value. Children identify the column with the greatest value in each number and identify which number has the greater digit in this column. They then order numbers in a similar way. They progress to two numbers with the same digit in the column with the greatest value so that they use the next column (or the next) to determine which number has the greater value.</p> <p style="text-align: center;"><b>Which statement is correct?</b></p> <div data-bbox="1796 1264 2116 1316"> <p style="text-align: center;"><b>3.89 &gt; 0.389 x 10</b></p> </div> <div data-bbox="1796 1332 2116 1385"> <p style="text-align: center;"><b>12.8 ÷ 100 &lt; 1.028</b></p> </div> <div data-bbox="1796 1401 2116 1453"> <p style="text-align: center;"><b>51.4 &gt; 0.514 x 1,000</b></p> </div>
Name	Length (km)												
River Nile													
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	<p>1000</p> <ul style="list-style-type: none"><li>• There are _____ thousandths in _____</li><li>• <math>\frac{\square}{1000}</math> is equivalent to <math>\frac{\square}{10} + \frac{\square}{100} + \frac{\square}{1000}</math></li></ul>				
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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

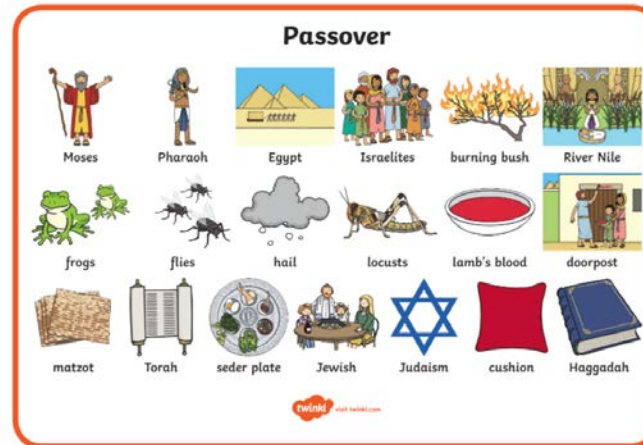
- **Duration:** offbeat, 4-beats per bar.
- **Pitch:** chord, triad, D major, G major, melody, riff, bassline.
- **Structure:** repeating riff, verse, chorus, chord pattern.
- **Timbre:** electric guitar, bass guitar, drum kit, keyboard.
- **Texture:** melody/chords, bassline, riff.
- **Other:** Reggae,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

Art - Kapow

**LI: We are learning to explore and recall the Pesach (Passover) story of what happened to Jews in Egypt.**

In this lesson, children will learn the history of Passover and explore what happened to Jews in Egypt.

They will spend time reading the story as well as retelling the events using a range of oracy stems and time related adverbials to consolidate their adverbials.



Spanish – Language Angels

**Unit Hockey**

**Monday**

**LI: We are learning to explore how to dribble and pass.**

In this lesson, the children will be looking at ways to pass the ball whilst another player is trying to intercept. The children will be encouraged to keep their hockey stick low so they have control.

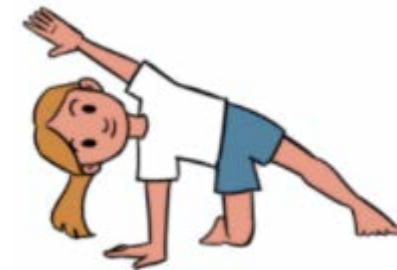


**Unit Yoga**

**Wednesday**

**LI: We are learning to develop our strength through yoga flows.**

This week in yoga the children will be exploring a range of yoga poses to test their strength such as cobra plank, down dog etc.



PSHE - Jigsaw

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## LI: We are learning to review and explore the work of Guo-Qiang (second lesson).

In this lesson the children will review installations created by Gui-Qiang. The children will create a fact-file retrieving key information about the artist. They will then create a response to his work using their sketching skills. Finally, the children will add colour using pencil to represent the different materials that are used by the artist.



## LI: We are learning the next ten items of clothing in the La Ropa unit.

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.

unos guantes  
unas gafas  
unas botas  
unos pantalones cortos  
un suéter  
unos zapatos  
unas medias  
unos pantalones  
unas sandalias  
unos calcetines



## PSHCE

### LI: We are learning to describe some of the risks associated with alcohol misuse including anti-social behaviour and how it affects the heart.

The children will discuss what anti-social behaviour is by discussing scenarios as a class. The children will answer questions about a scenario which explores anti-social behaviour.


"Anti-social behaviour is any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life"



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI: We are learning to explain and investigate the force friction.</u></b>  <b><u>LI: We are learning to record results using a force meter.</u></b></p> <p>By the end of this lesson children should be able to:            Identify the effects of friction, that acts between moving surfaces and that the mass of an object increases its friction due to the pull of gravity.            Use a force meter carefully, interpreting the scale correctly.            Explain that weight is a force and is measured in Newtons (N).            Use tables to present results, identifying patterns and drawing conclusions.            Repeat measurements to check them.</p> <p><b><u>Key questions:</u></b></p> <p><b><u>Key vocabulary</u></b>  <i>gravity</i>  <i>surface</i>  <i>grip</i>  <i>mass</i>  <i>friction</i>  <i>push</i>  <i>pull</i>  <i>height</i>  <i>ramp</i>  <i>measuring</i>  <i>tape</i>  <i>Newtons</i>  <i>metres</i>  <i>force meter</i>  <i>Newton meter</i>  <i>rough</i>  <i>smooth</i></p>	<p><b><u>LI: We are learning to explore some of the key events during the ancient Greek period.</u></b></p> <p>In this lesson, children will learn more about the Ancient Greeks dating back to 776 BC where the first Olympics games were held in Greece to 146 BC where Greece fell under the Roman Empire.</p> <p>Children will explore how these events affected the Greek empire and will research facts about the different events to further their enquiries.</p> <p>Children will use a timeline to sequence the events chronologically and research key events during the Ancient Greek period.</p> 	<p><b><u>L.I. We are learning to apply our understanding of microcontrollers to design a project. (over two weeks 2/2)</u></b></p> <p>In this lesson, learners will apply their understanding of microcontrollers and selection by designing a project to meet the requirements of a given task. To support their understanding, learners will identify how selection might be used in real-world situations, then they will consider how they can apply this knowledge when designing their project. Learners will produce design sketches to show how their model will be made and how they will connect the microcontroller to its components.</p> <p>Learning objectives            To design a physical project that includes selection</p> <ul style="list-style-type: none"> <li>• I can identify a real-world example of a condition starting an action</li> <li>• I can describe what my project will do</li> <li>• I can create a detailed drawing of my project</li> </ul> <p>Key vocabulary            Selection, condition, action, repetition</p>

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## Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back 27.2.23**

### Reading

### English Homework

### Maths

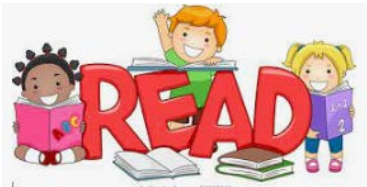
### Topic/Other foundation subjects including writing

**REMINDERS – trips/events/items to bring in**

#### 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 - compare and contrast two mythical creatures using compare and contrast frame. You may conduct your own research and use the comparative language and sentence starters provided.**

**Doodle Spell** - Words with /or/sound spelt 'au

*pause  
cause  
sauce  
fraud  
launch  
author  
August  
applaud  
astronaut  
restaurant*



**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!

**Maths Homework** – This week you will receive a worksheet.



#### Talk Tuesday

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

**This week's question is – If you could be any person for the day, who would you be and why?**

Send in your reply on Google Classroom – 2 Dojos will awarded for replies on Google Classroom.

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