

# Weekly Overview of Learning

Year Group: 5

Week beginning: 29.01.24

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29

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to</u>  <u>LI: We are learning to showcase our reading skills and ability in a Reading comprehension paper.</u></p>	<p><u>LI: We are learning to showcase our knowledge of Grammar, Punctuation and Spelling in the GPS and Spelling papers.</u></p>	<p><u>LI: We are learning to use direct speech and reported speech.</u></p>	<p><u>LI: We are learning to summarise events in the book Cosmic.</u></p>	<p><u>LI: We are learning to plan our newspaper article.</u></p>
<p><b>Speaking and Listening Focus</b></p>	<p>Reading PIXL Paper</p>	<p>GPS PIXL Paper Spelling Paper</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>

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<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><u>Key vocabulary</u>                  Decode                  Retrieve                  Summarise                  Infer                  Predict                  Meaning                  Language                  Compare</p>	<p><u>Key vocabulary</u>                  Grammar                  Punctuation                  Spelling                  Relative clauses                  Modal verbs                  Adverbs                  Parenthesis                  Expanded noun phrases                  Tenses                  Commas                  Cohesion                  Prefixes                  Suffixes</p>	<p><u>Key vocabulary</u>                  Newspaper article                  Language                  Layout                  Format                  Key features                  Grammar                  Punctuation                  Spelling                  Handwriting                  Direct Speech                  Reported Speech                  Inverted commas</p> <p><u>Blooms questioning</u>                  What is direct speech?                  What is reported speech?                  Why are direct and reported speech used in newspaper articles?                  How are direct speech and reported speech punctuated correctly?</p>	<p><u>Key vocabulary</u>                  Newspaper article                  Language                  Layout                  Format                  Key features                  Grammar                  Punctuation                  Spelling                  Handwriting                  Direct Speech                  Reported Speech                  Summarise                  Relative clauses                  Sequence</p> <p><u>Blooms questioning</u>                  What are the features of newspaper articles?                  What is the layout of a newspaper article?                  What is the language of a newspaper article?                  What is the purpose of a newspaper article?                  Who is the audience for newspaper articles?                  What features have you used in your newspaper articles?                  How have you ensured your newspaper article is presented clearly?</p>	<p><u>Key vocabulary</u>                  Newspaper article                  Language                  Layout                  Format                  Key features                  Grammar                  Punctuation                  Spelling                  Handwriting                  Direct Speech                  Reported Speech                  Inverted commas                  plan                  draft</p> <p><u>Blooms questioning</u>                  What are the features of newspaper articles?                  What is the layout of a newspaper article?                  What is the language of a newspaper article?                  What is the purpose of a newspaper article?                  Who is the audience for newspaper articles?                  What features have you used in your newspaper articles?                  How have you ensured your newspaper article is</p>
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					presented clearly?
<b>Activities</b>	In this lesson, children will demonstrate what they know by sitting a Reading Comprehension Paper. This will inform planning so teachers can correct any misconceptions and know what new learning in Year 5 needs to be taught.	In this lesson, children will demonstrate what they know by sitting a Spelling paper and a Grammar. Punctuation and Spelling paper. This will inform planning so teachers can correct any misconceptions and know what new learning in Year 5 needs to be taught.	In this lesson, children will discuss what direct speech and indirect speech is and will revisit how to correctly punctuate direct speech using inverted commas. As a class, children will complete activities on their whiteboards changing direct speech to reported speech and reported speech to direct speech, making sure they are punctuating correctly.  As their main task, children will complete the worksheets on direct and reported speech.	In this lesson, children will recap chapter 1, 2, 3 and 4 of the book, Cosmic with their partners and as a class. As a class, children will then read chapter 5 and discuss the events that have happened. Children will then summarise the main events of the book so far and using a sequencing frame, will sequence the main events. Independently, children will then summarise the events of the book so far using a storyboard and summarise, using relative clauses, the main events.	In this lesson, children will first revisit what newspaper articles are, their purpose, audience and features in partners and share as a class. As a class, the children will then share ideas for planning their newspaper article, which will involve a news story based on the book 'Cosmic', broken down into steps. Children will first plan their newspaper name and headline, then will go on to plan the introduction, main body and concluding paragraph. Children will also look at the layout of a newspaper article such as vertical paragraphs. Independently, children will then plan their own news article story based on an event from the book 'Cosmic'.

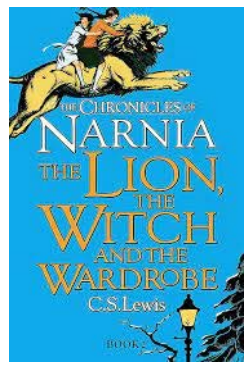
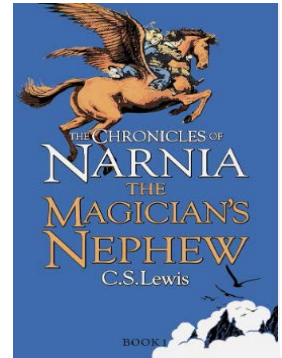
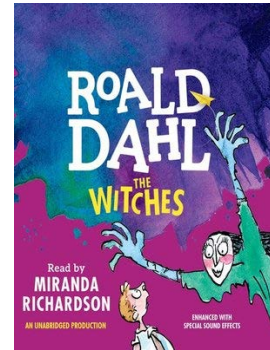
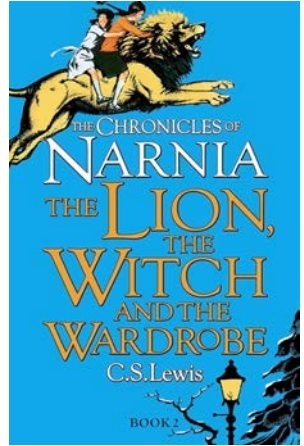
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			<p>Thursday 29th January 2024</p> <p><u>1.1. We are learning to use direct speech and reported speech.</u></p> <p>Circle whether the following are examples of direct or indirect speech.</p> <table border="1"> <thead> <tr> <th>Speech</th> <th>Direct or Indirect Speech?</th> </tr> </thead> <tbody> <tr> <td>Normally, William asked if he could have a turn on the slide.</td> <td></td> </tr> <tr> <td>"It's my turn next," Shiga shouted as she pushed and pulled.</td> <td></td> </tr> <tr> <td>"Stop pushing in. You always do that!" Janet called angrily.</td> <td></td> </tr> <tr> <td>Paul said that the children should stop arguing and just enjoy playing together.</td> <td></td> </tr> <tr> <td>Right mentioned that the savings were free so maybe they should go on them instead.</td> <td></td> </tr> <tr> <td>"I love the park," squeaked one as he toddled through the swings.</td> <td></td> </tr> </tbody> </table> <p>Add any missing punctuation to the sentences containing direct speech.</p> <ol style="list-style-type: none"> <li>I went sweets shouted at the little girl as she ran into the shop.</li> <li>My friend called as I was walking away from the park Don't forget your bag.</li> <li>Please can you help me with my maths work asked Reuben quietly.</li> <li>Will we ever get there whined the young child during the long car journey.</li> </ol> <p>Change the indirect speech in the sentences to direct speech.</p> <ol style="list-style-type: none"> <li>Alexander declared that we should all work together.</li> <li>My sister anxiously stated that if we were late, we might miss the show.</li> <li>My mum reassured her not to worry because there was plenty of time to get there.</li> </ol> <p>Write three or four examples of direct and reported speech using characters and events from the book, Cosmic.</p> 	Speech	Direct or Indirect Speech?	Normally, William asked if he could have a turn on the slide.		"It's my turn next," Shiga shouted as she pushed and pulled.		"Stop pushing in. You always do that!" Janet called angrily.		Paul said that the children should stop arguing and just enjoy playing together.		Right mentioned that the savings were free so maybe they should go on them instead.		"I love the park," squeaked one as he toddled through the swings.			
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<p><b>Class Text</b> - Reading Aloud 10-15 mins each day</p>	<p><b>Diamond</b> TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis</p> 	<p><b>Emerald</b> TEXT - The Magician's Nephew Author - C.S. Lewis</p> 	<p><b>Jade</b> TEXT - The Witches Author - Roald Dahl</p> 	<p><b>Pearl</b> TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis</p> 
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	<p>there in 0.01?</p> <ul style="list-style-type: none"> <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>digit in ?</p> <p>How does a place value chart help you?</p> <ul style="list-style-type: none"> <li>• What do you need to do when there are no counters in a column?</li> </ul>	
<b>Activities</b>	<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 assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical fluency understanding.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and identified groups.</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<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</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>

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				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.	
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p><u>Unit: Madina tun Nabi   Lesson 4</u></p> <p><u>LI: We are learning to sing Verse 1 and 2, play the drone, and improvise</u></p>	<p><u>Lesson 3 &amp; 4</u></p> <p><u>LI: To explain that Buddhists believe that birth and death are part of the cycle of life and that the way you behave in life affects your future.</u></p> <p><u>LI: To understand that your actions have consequences that can affect the future.</u></p> <p>Over these 2 lessons children will be learning about reincarnations and the beliefs of death in buddhism. They will then be completing an information poster about Buddhists belief about death</p>	<p><u>Dance -Lesson 4</u></p> <p><u>LI: We are learning to copy and repeat movements in the style of rock 'n' roll.</u></p> <p>In this lesson, children will learn the hand jive. Children will learn that the hand jive is a popular dance in the rock 'n' roll genre. In pairs, pupils complete the hand jive facing each other then standing side by side. Using the 'The Hand Jive' video resource, children will add in the actions for the introduction of the music which is 16 counts long using points in different directions. Then, they will practise this with the music and the jive. Using the same or similar actions, in their pairs, pupils will be challenged to change the hand jive so that they interact with each other e.g. by clapping</p>

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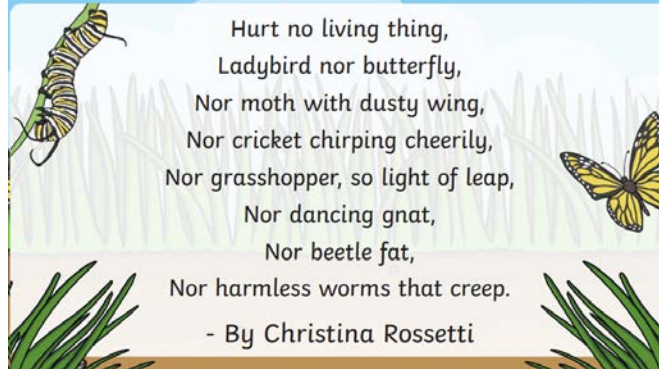
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In this lesson Children will recap Verse 1, adding a soloist. They will then learn Verse 2, learn to play a drone to accompany their singing. Improvise with the notes G - A - B - C - D. Finally children will listen to other examples of Arabic music.

## Hurt No Living Thing



Hurt no living thing,  
Ladybird nor butterfly,  
Nor moth with dusty wing,  
Nor cricket chirping cheerily,  
Nor grasshopper, so light of leap,  
Nor dancing gnat,  
Nor beetle fat,  
Nor harmless worms that creep.

- By Christina Rossetti

### Key Vocabulary

Buddhists  
Consequences  
Birth  
Death  
Reincarnation  
Enlightenment  
Nirvana

hands together like a high five or using the first action to bump fists together. Groups will be invited to perform their dance. All other pupils will be the audience. Once performers have finished, the audience will give feedback.



### Yoga -Lesson 4

LI: We are learning to develop balance through yoga flows.

In this lesson, children will begin on their own mat and will go through the following three yoga poses: mountain pose, chair pose and tree pose. Children will repeat the flow six times in total, three times per side for 'Tree Pose'. For the first two rounds children will hold each pose for five breaths, then move through rounds 3-6 at one breath per pose.



Pupils will go through this flow to develop balance. They will repeat the flow six times in total, three times per side. For the first two rounds, children




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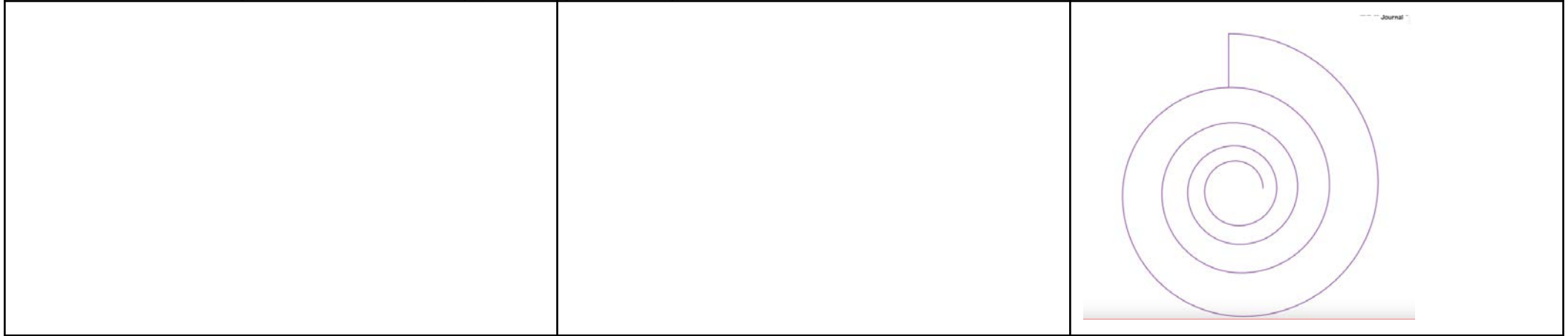
		<p>will hold each pose for five breaths, then move through rounds 3-6 at two breaths per pose. The flow is as follows: Mountain pose - side bend - single leg stand - aeroplane - high lunge - mountain - dancer - mountain</p>
<p style="text-align: center;"><b>Art - Kapow</b></p>	<p style="text-align: center;"><b>Spanish - Language Angels</b></p>	<p style="text-align: center;"><b>PSHE - Jigsaw</b></p>
<p><b><u>LI: We are learning to identify the features of self-portraits. (Self-Portraits)</u></b></p> <p>The key learning in this lesson is understanding what portraits are. In this lesson, children will have a set of questions to answer. Children will firstly answer what they think portraits are and share their answers. A possible definition might be that a portrait is a painting, drawing or photograph that shows the head and shoulders of a person. Children will be shown a presentation which shows three self-portraits by artists the children may recognise. Children will think about what they can see and establish the connection between the images - they are all portraits and in fact, they are all self-portraits. Children will be made aware of the difference between portraits and self-portraits.</p> <p style="text-align: right;">Date: ___/___/___</p> <p><small>Topic 2: Painting and mixed media: Portraits - Lesson 3 and Lesson 6: Self-portraits</small></p> <p><small>LI: We are learning to identify the features of self-portraits.</small></p> <p><input type="checkbox"/> I can use Art vocabulary to describe similarities and differences between portraits.</p> <p><input type="checkbox"/> I can justify my opinion when discussing the message behind a self-portrait.</p> <p>What does 'mixed media' art work mean?</p> <p>Choose one of Chila Kumari Singh Burman's art works and describe the materials she has used.</p> <p>What kinds of materials does Chila Kumari Singh Burman use to add detail in her collages?</p> <p>Chila Kumari Singh Burman likes customising objects to make them unique. What do you think her art work 'Why 'Tah-'Tah' communicates about her?</p> <p>What food is associated with Chila Kumari Singh Burman's work? Can you explain why?</p> <p>Why do you think she has been described as a 'pop artist'?</p> <p>Her art work is always fun, but it can contain important messages. Find and copy two things that her art work has been about.</p> <p>Following this, children will make a start on answering the set of questions about Chila Kumari Singh Burman. Children will use the research sheet and the chromebooks to find the answers.</p>	<p><b><u>LI: We are learning how to read a weather map and describe the weather in different parts of Spain.</u></b></p> <p>In this lesson children will use this new language to read a simple Spanish weather map, improving their geographical knowledge of Spain as well as practising their new language skills.</p> 	<p><b><u>LI: We are learning to describe the dreams and goals of young people in a culture different to mine.</u></b></p> <p><b><u>LI: We are learning to reflect on how these relate to my own.</u></b></p> <p>In this lesson, children will have a look at a range of pictures of children from different cultures and backgrounds. They will think, reflect and discuss what might the dreams or aspirations of these children be and how they may differ from theirs.</p> <p>Children will watch a video about a child's day in El Salvador. They will think about and empathise how it might feel to be the child in the video clip and discuss how realistic the child's dreams and goals are.</p> <p>Following this, children will decorate and write on a spiral of what they think the child from a different background's dream might be.</p>


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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing
<p><b><u>L.I. We are learning to investigate friction on different surfaces.</u></b></p> <p>In this lesson, children will write up and investigate an enquiry question regarding friction. Children will learn the meaning and some information about friction. They will be asked to consider situations where we might want to increase and decrease frictional forces in everyday life. Children are going to plan and carry out a fair, comparative test to investigate friction on different surfaces. Children will have a range of equipment and discuss what they need for their experiment. Children will write the following: an enquiry question, a prediction, what equipment they need to use, the independent variable, the dependent variable and control variables. Children then will conduct the experiment collecting the data they need and display their results. Children will make a conclusion by answering the inquiry question and write new questions to consider.</p> 	<p><b><u>Lesson 3+4- Oracle bones</u></b></p> <p><b><u>LI: We are learning to explore and carry out an enquiry on Oracle bones</u></b></p> <p>Over these 2 lessons children will carry a enquiry on Oracle bones. They will be working together in pairs to use the chrome books, information book and notes you have taken to help create an information page.</p> <p><b><u>Key words</u></b></p> <p>China Civilisation Enquiry Dynasty Empire Oracle Bones Diviners</p>	<p><b><u>Lesson 4 - Using search tools</u></b></p> <p><b><u>LI: We are learning to explain that tools can be used to select specific data.</u></b></p> <p>In this lesson, learners will develop their search techniques to answer questions about the data. They will use advanced techniques to search for more than one field, and will practise doing this through both unplugged methods (without using computers), and using a computer database.</p>

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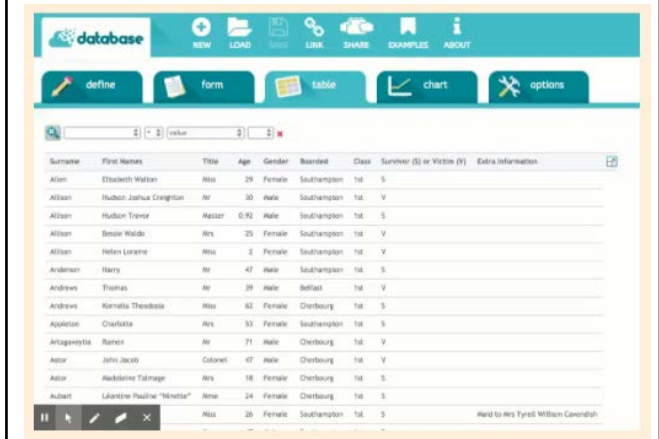
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## Key words:

friction  
investigation  
rougher  
smoother  
larger  
smaller  
lubricant  
heat  
streamlining

Surname	First Names	Title	Age	Gender	Resident	Class	Survivor (S) or Victim (V)	Extra Information
Allen	Elizabeth-Walter	Mrs	29	Female	Southampton	1st	S	
Alison	Hudson-Jarvis-Craigton	Mrs	30	Male	Southampton	1st	V	
Alison	Hudson-Trevar	Ms	31	Female	Southampton	1st	S	
Alison	Bessie-Walsh	Mrs	25	Female	Southampton	1st	V	
Alison	Helen-Lorraine	Mrs	3	Female	Southampton	1st	V	
Anderson	Harry	Mr	47	Male	Southampton	1st	S	
Andrews	Thomas	Mr	39	Male	Southampton	1st	V	
Andrews	Kornelia-Theodora	Mrs	42	Female	Southampton	1st	S	
Appleton	Charlotte	Mrs	33	Female	Southampton	1st	S	
Artagonyan	Ramon	Mr	71	Male	Southampton	1st	V	
Asor	John-Jacob	Colonel	47	Male	Southampton	1st	V	
Asor	Maddeline-Talmege	Mrs	18	Female	Southampton	1st	S	
Aubart	Léontine-Pauline-"Ninette"	Mrs	24	Female	Southampton	1st	S	
		Mrs	26	Female	Southampton	1st	S	Wid to Mrs Tyrrell William Cavendish

## Homework

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

### Due back

### Reading

#### 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.

### English Homework

#### Spelling and Grammar



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

**Doodle Spell** - this week, please go on

### Maths



**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?

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



### Talk Tuesday

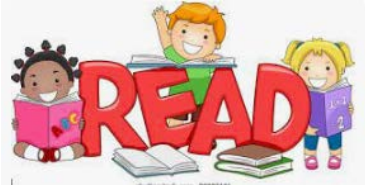
Log into your Google Classroom to discuss your Chatterbox Champions

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to Doodle Spell and complete your Doodle Extras please.

## 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

question of the week with your family.

**This week's question is - Think of a time you would like to go back to and relive. When would it be and why?**

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

**Send in your reply on Google Classroom.**

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

