

# Weekly Overview of Learning

Year Group: 5      Week beginning: 30.01.23

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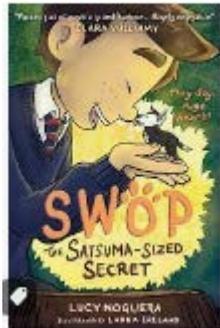
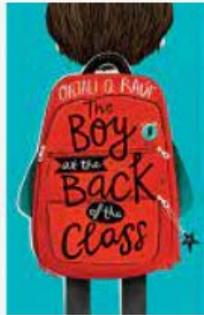
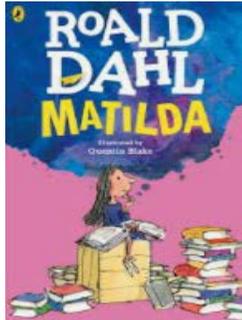
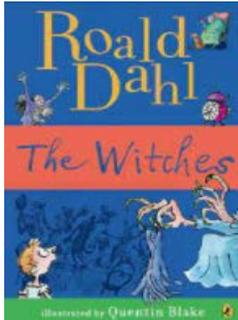
English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b>	Assessment	Assessment	Assessment	<b>LI: We are learning to develop and apply our editing and proofreading skills to our setting description using a checklist.</b>	<b>LI: We are learning to use a range of writing features to create a setting description of Timbavati.</b>
<b>Speaking and Listening Focus</b>				<b>In pairs the children listen and share ideas on how they can up-level their work as a class.</b>	<b>Listen and respond to feedback from adults and peers.</b>
<b>Key vocabulary and Key Blooms higher order thinking questions</b>				<p><b>Key vocabulary</b> analyse expand enhance elaborate proofreading editing apply</p> <p><b>Blooms questioning</b> How can you up-level your description? Can you identify which writing/language features you have included in your draft? Which writing features do you feel you applied with accuracy?</p>	<p><b>Key vocabulary</b> analyse expand editing veld impala Koje Timbavati figurative language</p> <p><b>Blooms questioning</b> Can you identify where you have included figurative language? Can you explain how you know Bertie is feeling_____? Can you recall events from chapter 3?</p>
<b>Activities</b>	In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be answering a variety of questions from the reading domains. The	In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have	In this assessment session, children will be required to show their understanding of their spelling knowledge they have covered thus far. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.	In this lesson the children will respond to teacher marking and up-level their draft. Once they have completed that, they will take part in editing stations where they up-level their work, focussing on a different writing feature each time.	In this lesson the children will start writing their final setting description using a range of the features that were included in their editing stations.

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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 Boy at The Back of the Class  Author - Onjali Q. Raúf</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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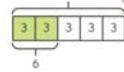
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Maths - Fractions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Assessment Maths Fluency	Assessment Maths Reasoning	Assessment Maths Reasoning	Assessment Maths Reasoning	<p><b>LI: We are learning to calculate fractions of amounts using more pictorial and abstract methods (step 5)</b></p>	<p><b>LI: We are learning to develop our understanding of finding a fraction of an amount to find the whole (step 6)</b></p>
Key vocabulary and key questions				<p><b>Key Vocabulary:</b>                      fraction                      amount                      bar models                      divide                      multiply                      Unit                      Non-Unit                      numerator                      denominator</p> <p><b>Key Questions:</b>                      How can you represent this in a bar model?                      • What is the relationship between 1 of a number and 2 of a number?                      • What is the first step to solve this calculation? What is the next step to solve this calculation?                      • How do you find a fraction of an amount?</p>	<p><b>Key Vocabulary:</b>                      whole                      counters                      fraction                      amount                      bar models                      divide                      multiply                      Unit                      Non-Unit                      numerator                      denominator</p> <p><b>Key Questions:</b>                      What is the same and what is different about finding a fraction of an amount and finding the whole?                      • If you know that one equal part is, what must all the other parts be?                      • If you know one equal part, how can you work out the whole?                      • If you know what equal parts</p>

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				<ul style="list-style-type: none"> <li>How can you find a fraction of a 3-digit number?</li> </ul>	<p>are, how can you find what one part is?</p> <ul style="list-style-type: none"> <li>Is your answer going to be greater or less than? How do you know?</li> </ul>										
<p><b>Activities</b></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 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 find fractions of amounts using more pictorial and abstract methods, rather than relying on concrete resources. Bar models are useful tools to help represent this mathematical concept and can also help to show links between finding unit fractions of amounts and non-unit fractions of amounts. Children initially use times-table facts, then move on to solve calculations that go beyond these. Once children are secure in finding non-unit fractions of amounts, they compare two calculations, for example <math>\frac{2}{3}</math> of 30 and <math>\frac{4}{5}</math> of 20. The learning from this step is built upon in Step 6, when children find the whole from a fractional part.</p> <div data-bbox="1400 1228 1747 1356"> <p>Brett is finding <math>\frac{2}{3}</math> of 618</p> <p>Use Brett's method to work out the fractions of amounts.</p> <table border="1"> <tr> <td><math>\frac{2}{3}</math> of 924</td> <td><math>\frac{5}{6}</math> of 126</td> <td><math>\frac{3}{5}</math> of 205</td> <td><math>\frac{7}{9}</math> of 6,498</td> </tr> </table> </div>	$\frac{2}{3}$ of 924	$\frac{5}{6}$ of 126	$\frac{3}{5}$ of 205	$\frac{7}{9}$ of 6,498	<p>In this small step, children build on their understanding of finding a fraction of an amount, as they use a fraction of an amount to find the whole. Children start with finding the whole from a unit fraction, initially using counters and bar models for support. They identify that if they know one equal part, they can use multiplication to find the whole. Once this is secure, children move on to finding the whole from a non-unit fraction. They should start by identifying what one part is to help them work out the whole.</p> <div data-bbox="1769 1165 2128 1388"> <p>Kim uses a bar model to help work out the missing amount.</p> <p><math>\frac{2}{5}</math> of _____ = 6</p>  <p>If 2 equal parts are 6, 1 part must be 3</p> <table border="1"> <tr> <td><math>6 \div 2 = 3</math></td> <td><math>\frac{2}{5}</math> of 15 = 6</td> </tr> </table> <p>Use Kim's method to work out the missing amounts.</p> <table border="1"> <tr> <td><math>\times \frac{2}{5}</math> of _____ = 8</td> <td><math>\times \frac{3}{7}</math> of _____ = 18</td> </tr> <tr> <td><math>\times \frac{4}{6}</math> of _____ = 20</td> <td><math>\times \frac{6}{7}</math> of _____ = 54</td> </tr> </table> </div>	$6 \div 2 = 3$	$\frac{2}{5}$ of 15 = 6	$\times \frac{2}{5}$ of _____ = 8	$\times \frac{3}{7}$ of _____ = 18	$\times \frac{4}{6}$ of _____ = 20	$\times \frac{6}{7}$ of _____ = 54
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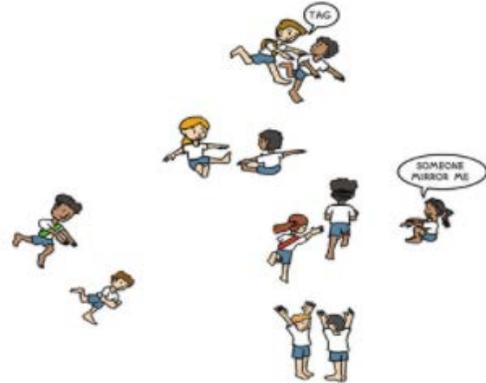
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are learning to demonstrate progress in singing ‘Hey ho! Nobody Home’.</u></b></p> <p>In this lesson, children are going to revisit the song ‘Hey ho, Nobody Home’. This is the second of three progression snapshots spread across the year that have been created to demonstrate the progress pupils make.</p> <p>By the end of the lesson, children will:</p> <ul style="list-style-type: none"> <li>● Recap the melody of ‘Hey, ho! Nobody home’ and accompany themselves with a drum beat.</li> <li>● Learn how to sing the song in two parts as a round with an accompaniment.</li> </ul> <p style="text-align: center;">HEY HO NOBODY HOME</p> <p style="text-align: right; font-size: small;">ENGLISH FOLK SONG</p> 	<p><b><u>LI: We are learning to identify the features of a Gurdwara in Sikhism</u></b></p> <p>Children are learning about and from the religious and spiritual insights, beliefs and practices of Sikhism. This week’s focus is on Place of Worship in Sikhism.</p> <p>This week, classes will be going on a school trip to the Gurdwara, the place of worship for Sikhs. The session will be led by a teacher from the Gurdwara. This experiential learning will reinforce and support previous learning of Sikhism, the holy scriptures (Guru Granth Sahib) and how worship takes place. Children will be encouraged to ask questions during this valuable experience.</p> 	<p><b><u>LI: We are learning to copy and repeat movements in the style of rock ‘n’ roll.</u></b></p> <p><b><u>Unit Dance Lesson 4</u></b></p> <p>This week the children will be introduced to a new ‘Rock n Roll song’. They will learn a combination of different dance moves related to the music genre e.g. hand jive. This week we will be focussing on expression as a whole, through their body and facial expression.</p> <p><b><u>LI: We are learning to explore matching and mirroring using actions both on the floor and on apparatus.</u></b></p> <p><b><u>Unit Gymnastics Lesson 5</u></b></p> <p>The children will develop the actions that they have learned throughout the term and focus on working with their partner this week. They will mirror each other completing a sequence of actions.</p>

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<p><b>Art - Kapow</b></p>	<p><b>Spanish – Language Angels</b></p>	<p><b>PSHE - Jigsaw</b></p>
<p><u><b>LI: We are learning to create a collage using black silhouettes.</b></u></p> <p>This week the children will be creating a sunset using their watercolour skills from last term, they will collage a range of animals that you would find in a hot climate on top of their painted background. This week's focus will be composition.</p>	<p style="text-align: center;"><u><b>Unit: ¿Qué tiempo hace?</b></u></p> <p><b>Lesson 4</b>  <u><b>LI: we are learning to read a weather map and describe the weather in different parts of Spain</b></u></p> <p><b>Skills we will develop:</b> To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.</p> <p><b>Activities we will complete:</b> A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!</p> <p><b>By the end of this unit, we will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise and recall the 9 weather expressions in Spanish from memory.</li> </ul>	<p><b>PSHCE - Dreams and Goals Piece 4</b>  <u><b>LI: we are learning to describe the dreams and goals of young people in a culture different to mine</b></u>  <u><b>LI: we are learning to reflect on how these relate to my own</b></u></p> <p>In this lesson the children will explore dreams and goals of children from all around the world and analyse their stories. They will reflect and answer the following questions:</p> <ol style="list-style-type: none"> <li>How are the lives of these children the same as yours?</li> <li>How are the lives of these children different from yours?</li> <li>What aspirations/dreams might these children have?</li> <li>How are their dreams the same/different to yours?</li> </ol>

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- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with
- symbols.



Science - Wellington Curriculum

Topic (Geography) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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## L.I. We are learning to use observations and apply scientific knowledge to investigate how to separate a solute from a solution

In this lesson children will be investigating how to separate a solute from a solution. They will be

### Key questions:

*What has happened to the solutions?*

*Have the solutions been separated?*

*Are the solutes back to how they were at the start?*

*How could you describe in a 'formal' scientific way the contents of each dish?*

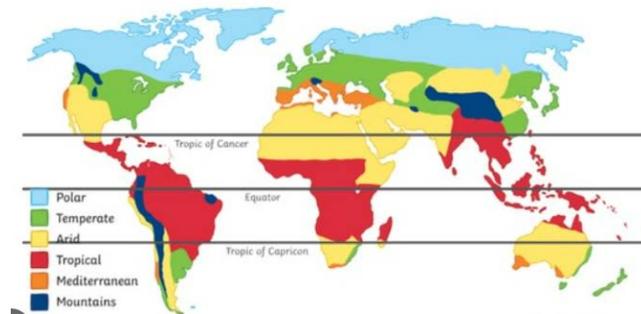
### Key vocabulary

soluble  
insoluble  
dissolve  
solute  
solution  
filtrate



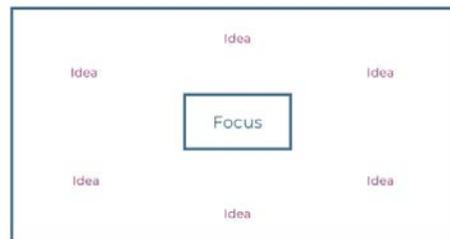
## LI: we are learning to explain why it is hot near the equator and what it is like living there. Over 2 weeks

Within this lesson, children will be using their research to create non-chronological reports about the equator and live near it. They will use and apply their learning from their English lessons to apply their knowledge of using subordination, embedded clauses, subheadings and the features related to writing non-fiction texts.



## LI: we are learning to explore and understand what Fairtrade is and how Fairtrade Premium is spent.

In this part of the lesson, children will explore and identify what Fairtrade is and understand how this works to benefit farmers. They will use a selection of frames to record their research as well as explore how Fairtrade premium is spent.



## L.I. we are learning to explain that a loop can be used to repeatedly check whether a condition has been met

In this lesson, learners will develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. They will be introduced to selection and then represent conditions and actions using the 'if...then...' structure.

Learners will create algorithms that include selection. They will use their algorithms to guide their program writing. Learners will see that infinite repetition is required to repeatedly check if a condition has been met.

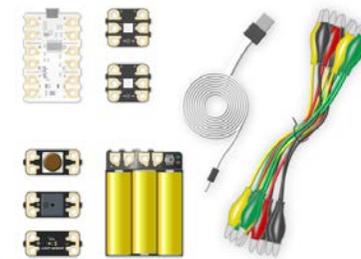
### Learning objectives

To write a program that includes count-controlled loops

- I can explain that a condition being met can start an action
- I can identify a condition and an action in my project
- I can use selection (an 'if...then...' statement) to direct the flow of a program
- 

### Key vocabulary

Microcontroller, output component, motor, repetition, count-controlled loop



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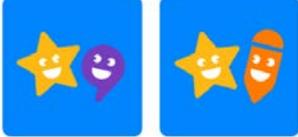
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## Homework

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

Due back 30.1.23

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 you will start researching themes within Ancient Greeks that will be presented in school after the half term.</p> <p><b>Doodle Spell</b> Log in to your account at least 3 times this week.</p> <p><b>Creating nouns using -ship suffix</b> stationary stationery steal steel wary weary who's whose fate fete</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><b>Maths Homework</b> – this week children will have extras to complete on mymaths to consolidate their understanding of fractions.</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><b>Which sports personality would you like to meet and why?</b></p> <p><b>What would you ask them?</b></p> <p><b>What would you be able to teach them?</b></p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p>

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