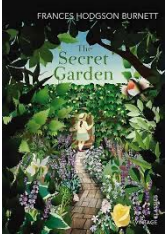


Weekly Overview of Learning

Year Group: 5

Week beginning: 30.10.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to infer and predict based on a front cover.</u>	<u>LI: We are learning to infer from a text.</u>	<u>LI: We are learning to retrieve from a text.</u>	<u>LI: We are learning to create a setting description (cold task).</u>	<u>LI: We are learning to reflect on our setting description.</u>
Speaking and Listening Focus	Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about what they can see, wonder, infer and predict	Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own.	Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own.	Cold Task - children will work independently to create their piece of writing.	Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.
Key vocabulary and Key Bloom's higher order thinking questions	<u>Key vocabulary</u> See Wonder Infer Predict Title Subtitle Author Illustration Summary	<u>Key vocabulary</u> Infer Deduce Figure out Point Evidence Explanation Quotes <u>Blooms questioning</u> What information or details	<u>Key vocabulary</u> Retrieve Evidence Text Quotes Facts True <u>Blooms questioning</u> How do we retrieve information from a text?	<u>Key vocabulary</u> Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting	<u>Key vocabulary</u> Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting

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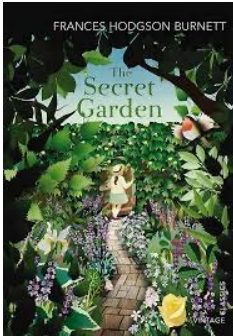




	<p>Genre Mood Setting/Context Tone/Mood Symbolism</p> <p><u>Blooms questioning</u> What do you think the book might be about based on the cover's illustration and title? How can you describe the mood or tone conveyed by the cover's design? What specific elements in the cover's artwork or design caught your attention, and why? What symbols or imagery might hold deeper meaning related to the content?</p>	<p>from the text can you retrieve that lead you to make an inference? What specific words or phrases in the text hints at something not explicitly stated?</p> <p>What is the setting of the story, and how does it contribute to the inferences you've made about the characters or events? How does the author's use of descriptive language and figurative language help you make inferences about the text? What inferences can you draw about the mood or tone of the text based on the author's word choice and style?</p>	<p>What is the main idea of the text? What are the names of the key characters mentioned in the story? What are the three main events that occurred in the text? What can you identify about the setting of the story?</p>	<p><u>Blooms questioning</u> What features are needed to create a successful setting description? What are some common sensory details used to enhance a setting's description? What descriptive words or phrases can be used to convey the mood of a setting. How does an author's choice of words can help readers visualise and understand a setting? How does the setting contribute to the overall tone of a story? How will you use sensory details, mood, and pacing to engage your readers?</p>	<p><u>Blooms questioning</u> What features did I use well in my setting description? What steps of learning do I need to improve my setting description? What writing targets do I have to do better next time? What am I going to remember to do when I complete my hot task?</p>
<p>Activities</p>	<p>In this lesson, children will take part in various discussions and activities that will help them consolidate their understanding on the purposes and features of a book cover. Following this, the children will use what they have</p>	<p>In this lesson, children will read summaries of what has happened in Chapter 2 to Chapter 4. Children will look at words that they are unfamiliar with to understand the plot of the story. As a class, children will read Chapter 5. They will learn how to infer from</p>	<p>In this lesson, children will read chapter 6 as a class and think about various questions, such as what happened in the chapter, which characters have been introduced and where the story has been set, to predict what is going to happen next. As a class,</p>	<p>In this lesson, children will discuss what they know about setting descriptions and what common features they know about already. Children will discuss what they could write in a setting description relating to the text.</p>	<p>In this lesson, children will look back on their setting description and reflect on what they did well and where they need to improve. Children will look at the technical features, language features and structural features of their writing as well as</p>

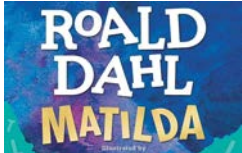
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	<p>learnt about book covers to make their own prediction on what they think the book, 'The Secret Garden' will be about. As a whole class, children will discuss the content domains we will be using in this lesson and what they mean. Then, children come up with ideas for what they can see, wonder and then infer. As a class, children will read chapter 1 and then rethink their predictions for the book.</p> 	<p>the text using PEE paragraphs. The class will practise how to do this successfully as a class. Following this, children will independently answer some inference questions noting that there is not a right or wrong answer for these - the children just need to back up and justify their opinions using evidence from the text.</p> <div data-bbox="663 762 985 999" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">2d - Infer</p> <p style="font-size: small;">Make inferences from the text / explain and justify inferences with evidence from the text.</p> <ul style="list-style-type: none"> • I can use clues in the text and read between the lines. • I understand what the text 'suggests' but does not directly say and can explain it with evidence. <p style="text-align: center;">Deduce figure out interpret</p> </div>	<p>children will discuss unfamiliar and interesting words to form a glossary. Following this, children will look at what retrieval means - one of the key reading domains. As a class, children will look at how to answer retrieval questions successfully. Children will have a set of retrieval questions to answer about the book.</p> <div data-bbox="1039 762 1355 978" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">2b - Retrieve</p> <p style="font-size: small;">Retrieve and record information / identify key details from fiction and non-fiction</p> <ul style="list-style-type: none"> • I can find answers in the text. These may be answers to: who, what, where, when, or why? <p style="text-align: center;">Find identify skim Scan copy</p> </div>	<p>Following this short input, children will demonstrate how much they know by creating a setting description independently.</p> 	<p>grammar, punctuation and spelling. Children will identify what steps are necessary to improve for their hot task.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div data-bbox="1834 491 2092 568" style="display: flex; align-items: center; margin-bottom: 10px;">  What went well: </div> <div data-bbox="1834 592 2056 668" style="display: flex; align-items: center; margin-bottom: 10px;">  Even better if: </div> <div data-bbox="1834 692 2092 769" style="display: flex; align-items: center;">  Next steps: </div> </div>
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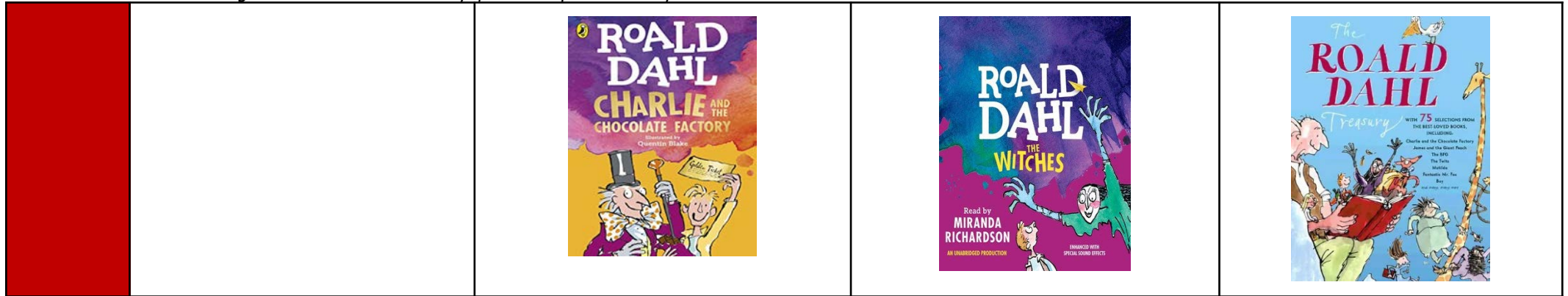
<p>Class Text - Reading Aloud 10-15 mins each day</p>	<p>Diamond TEXT - Matilda Author - Roald Dahl</p> 	<p>Emerald TEXT - Charlie and The Chocolate Factory Author - Roald Dahl</p>	<p>Jade TEXT - The Witches Author - Roald Dahl</p>	<p>Pearl TEXT - The Roald Dahl Treasury Author - Roald Dahl</p>
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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to develop our knowledge of multiplying numbers by 10, 100 and 1000.</u>	<u>LI: We are learning to develop our knowledge of dividing numbers by 10, 100 and 1000.</u>	<u>LI: We are learning to apply our knowledge of factors and multiples of 10, 100 and 1000.</u>	<u>LI: We are learning to reflect what we have learnt in our topic of multiplication and division.</u>	<u>LI: We are learning to find fractions that are equivalent to a unit fraction</u>
Key vocabulary and key questions	<p>Key vocabulary</p> <p>Multiplying 100 Integers Dividing Place holder</p> <p>Blooms questioning</p> <ul style="list-style-type: none"> • In what direction do the digits move when you multiply by 10/100/1,000? • How many places to the left do the digits move when you 	<p>Key vocabulary</p> <p>Multiplying 100 Integers Dividing Inverse</p> <p>Blooms questioning</p> <ul style="list-style-type: none"> • What direction do the digits move when you divide by 10/100/1,000? • How many places to the 	<p>Key vocabulary</p> <p>Multiples Numbers Patterns Integers Arrays Divisible</p> <p>Blooms questioning</p> <ul style="list-style-type: none"> • Will multiplying/dividing by 20 give an answer that is less than or greater than 	<p>Key vocabulary</p> <p>Multiples Numbers Patterns Integers Arrays Divisible</p> <p>Blooms questioning</p> <p>In what direction do the digits move when you multiply by 10/100/1,000?</p>	<p>Key vocabulary</p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p>Blooms questioning</p> <ul style="list-style-type: none"> • What does "equivalent" mean? • What is a unit fraction?

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	<p>multiply by 10/100/1,000? • When you have an empty place value column, what digit do you use as a placeholder? • How can you use the result of multiplying by 100 to help you multiply a number by 1,000?</p>	<p>right do digits move when you divide by 10/100/1,000? • How is dividing by 10, 100 or 1,000 linked to multiplying by 10, 100 or 1,000? • How can you use the result of dividing by 100 to help you divide a number by 1,000? • What does "inverse" mean?</p>	<p>multiplying/dividing by 10? Why? • How can you break down multiplying/dividing by into steps using powers of 10? • What is the same and what is different about the two calculations?</p>	<p>When you have an empty place value column, what digit do you use as a placeholder?</p>	<ul style="list-style-type: none"> • When are two fractions equivalent? • How can you use the model to see if the two fractions are equivalent? • How do you use a fraction wall to find equivalent fractions? • What multiplication/division facts can you use?
<p>Activities</p>	<p>In this small step, children revisit multiplying whole numbers by 10 and 100 (introduced in Year 4), and move on to multiplying whole numbers by 1,000 Concrete manipulatives such as place value charts and counters and Gattegno charts can be used to support understanding, using children's knowledge of the relationship between digits in given rows/columns. Children need to be aware that the effect of multiplying by 10 twice is the same as multiplying by 100 and that multiplying by</p>	<p>In this small step, children revisit dividing numbers by 10 and 100, and move on to dividing whole numbers by 1,000 As with multiplying, place value charts, counters and Gattegno charts can be used to support understanding, using children's knowledge of relationships between rows and columns. They need to be aware that the effect of dividing by 10 twice is the same as dividing by 100 and that dividing by 10 three times is the same as dividing by 1,000. Children should be comfortable with the language of "one-tenth the size of",</p>	<p>In this small step, children build on previous learning and begin to multiply and divide by multiples of 10, 100 and 1,000. Children use knowledge of factors to break a calculation down into a series of easier calculations. For example, to multiply by 200, they write 200 as 2×100 and then multiply by 2 and by 100. Children use the commutative law to know that they can find the product by multiplying by the factors in either order. Children use their knowledge of multiples and factors of numbers in common times-tables and</p>		<p>Children are familiar with the idea of equivalent fractions from earlier study. This small step focuses on how unit fractions can be expressed in other forms. It is important that children use a variety of representations, including fractions of shapes, number lines and fraction walls as well as the abstract form, so that they understand the relationships. They complement this conceptual understanding by using their times-table knowledge to find missing numerators or denominators, working both horizontally and vertically.</p>


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	<p>10 three times is the same as multiplying by 1,000. Children should be comfortable with the language of "10 times the size of", "100 times the size of" and "1,000 times the size of". In the next steps, children look at dividing whole numbers by 10, 100 and 1,000 and then multiplying and dividing by multiples of 10, 100 and 1,000</p>	<p>"one-hundredth the size of" and "one-thousandth the size of". Children should be aware that multiplication and division are inverse operations and make links between this step and previous learning. Division with decimal answers is covered in the Spring term.</p>	<p>link this to powers of 10 to find multiples of related numbers. They also work out related multiplications and divisions from a given fact that uses multiples of powers of 10</p>		<p>Children move on to find fractions equivalent to non-unit fractions in the next step and use this learning throughout the block</p>
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p>Unit: Keep the home fires burning LI: We are learning Verse 1 and the chorus of Keep the home fires burning. Practise moving to and recognising note durations</p> 	<p>LI: We are learning to In this lesson, children will be starting their new topic. Children will be completing a defining frame on what they already know about leaders. They will be reinforced to use key vocabulary, prior knowledge and any background cultural information.</p> <p>Key vocabulary Recall Record Leaders Religious leaders Respect Communities</p>	<p>OAA-Lesson 1 LI: We are learning to develop communication and negotiation skills In this lesson, children will learn the importance of good communication as a skill in PE. Children will start off by jogging to warm up and form a team based on criteria given. Children will then have the chance to reflect on their ability to form a team. To develop their skills, children will play infinity team tag, to help build strategy, and tally up involving cones and playground balls. These games will help children to focus on strategy,</p>

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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

Key vocabulary

Duration: crotchet, quavers, dotted quaver/semiquaver, minim, semiquavers, rhythm.

Pitch: C major triad, arpeggio, notes C, E, and G, octave above, octave below.

Structure: 2-bar phrases, verse/chorus.

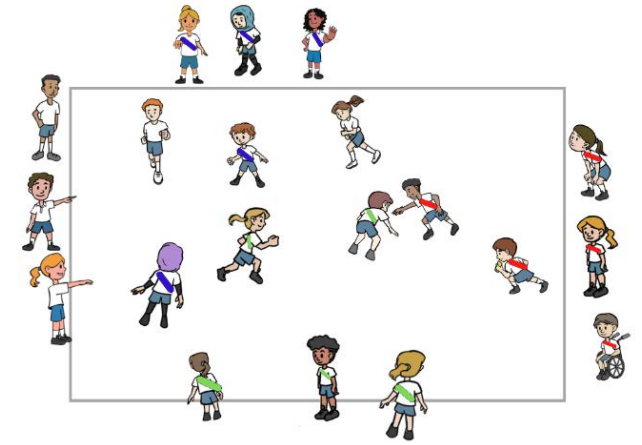
Tempo: steady beat, bpm (beats per minute).

Timbre: trumpet, bugle, brass instruments.

Texture: unison, harmony.

Other: fanfare, symphony.

communication and negotiation and to evaluate the importance of this in PE.



Badminton-Lesson 1

LI: We are learning to return the shuttlecock using an underarm rear.

In this lesson, children will start by discussing what badminton is with their partners. Children will then discuss what net games are, what they involve and other types of net games (tennis, volleyball). Children will then think about how they can make it hard for an opponent when playing a net game.

Children will then start by practising the ready position with feet apart, knees bent and racket up and to the front. Children will play 5-1 as a warm

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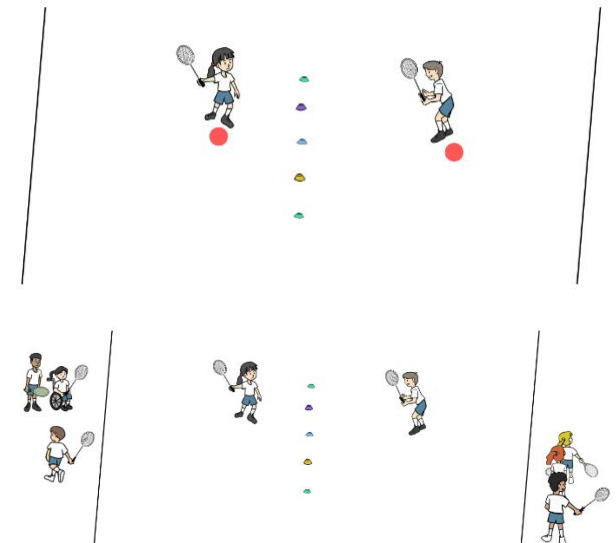
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up in pairs to practise their racket skills and will then progress to stretching.

For the main part of the lesson, children will practise their underarm forehand clear and underarm backhand clear. At the end of the lesson, children will play step back rallies and around the world before reflecting on their learning.



Art - Kapow

Spanish - Language Angels

PSHE - Jigsaw

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LI: We are learning to develop drawn ideas through printmaking (over two lessons)

In this lesson, children will look at the picture from the last lesson and discuss what has inspired them about the picture. Children will look carefully at 'Moonwalk' and discuss what materials or techniques they are going to use when they copy the image.

Children will then continue to create their own piece inspired by 'Moonwalk', experimenting with drawing and printmaking techniques. To end the lesson children will discuss colour choices made by Teis Albers on a 'moonwalk' picture.

While some children are creating their plans for this artwork, some children will start their printing of their retro-inspired background using paint.



LI: We are learning to order drinks and snacks in a Spanish bar.

In this first lesson of the unit, we will introduce the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafetería.



LI: We are learning to understand that cultural differences sometimes cause conflict

LI: we are learning to be aware of my own culture

In this lesson children will be learning about how cultural differences could cause differences. Children will learn how to deal with these conflicts by turning them into learning moments.

Vocabulary

Culture

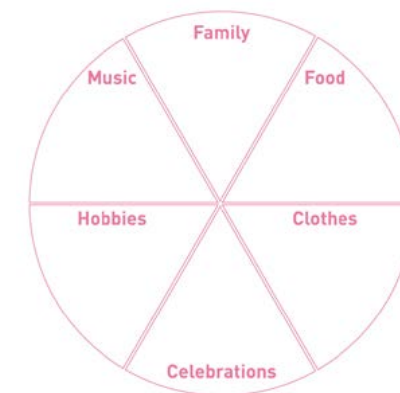
Conflict

Difference

Similarity

Belong

Culture wheel



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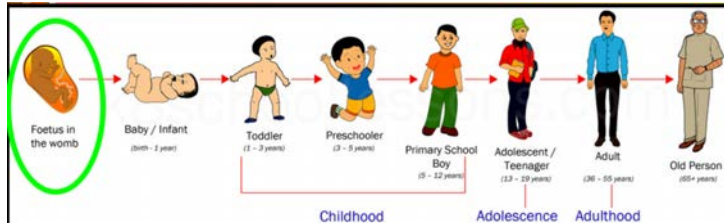
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LI: we are learning to describe the changes as humans develop from birth to old age.

Children in this lesson will be learning about the human gestation period. They will be completing different questions about the stages an embryo goes through.

Key Vocabulary:

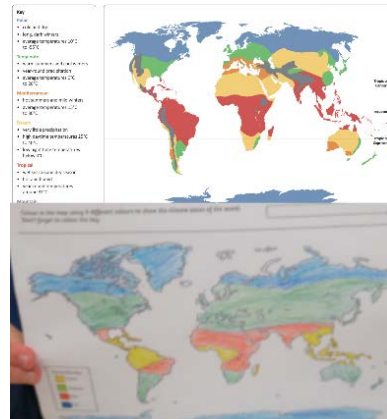
Foetus
Embryo
Uterus
Fertilisation
Womb



LI: We are learning to identify where the different climate zones are around the world.

LI: We are learning to categorise different climate zones and describe their features.

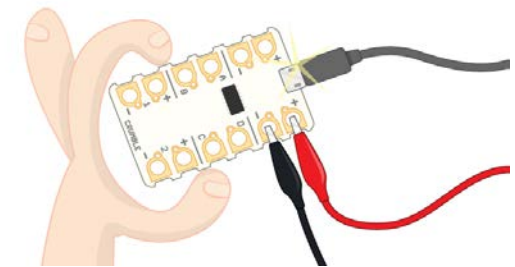
In this lesson, children will finish creating a colour coded map with a key to identify the different climate zones across the world.



After this, children will look at the definitions of weather and climate, understanding that both words have different meanings. Children will explore what ecosystems and the different types of biomes are. Children will recap the different types of biomes and have a quiz on what the climate is like in different places across the world using an atlas to help. Following this, children will create a poster using the categorising frame to describe and show their understanding of key aspects of each climate zone.

LI: We are learning to control a simple circuit connected by a computer.

In this lesson, the children will become familiar with the Crumble controller and the programming environment used to control it. Children will connect a Sparkle to a Crumble and then program the Crumble to make the Sparkle flash different colour patterns. Children will also use infinite loops, which were introduced to the learners in the previous school year.



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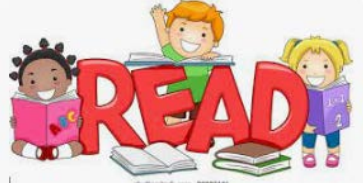







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Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Due back

Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
<p>Reading Tasks</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 Bug Club and Reading Eggs.</p>  	  <p>English Homework - this week we would like you to complete your extras on Doodle English.</p> <p>Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p>	 <p>Doodle Maths - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the green zone yet?</p> <p>Times Tables Rockstars:</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>Talk Tuesday</p> <p>Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</p> <p>This week's question is -</p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p>Send in your reply on Google Classroom.</p>

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		decimals and negative numbers	
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