


# Weekly Overview of Learning

Year Group: 5

Week beginning: 05.02.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to draft our newspaper article.</u></p>	<p><u>Theatre trip to see Boy at the Back of the class</u></p>	<p><u>LI: We are learning to write our newspaper article.</u></p>		<p><u>LI: We are learning to evaluate our newspaper article.</u></p>
<p><b>Speaking and Listening Focus</b></p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>		<p><b>HOT TASK</b> Children to write newspaper article applying all the skills and features in their work independently.</p>		<p>Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve</p>
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key vocabulary</b> Newspaper article Language Layout Format Key features Grammar Punctuation Spelling Handwriting Direct Speech Reported Speech Inverted commas Plan</p>		<p><b>Key vocabulary</b> Newspaper article Language Layout Format Key features Grammar Punctuation Spelling Handwriting Direct Speech Reported Speech Inverted commas plan</p>		<p><b>Key vocabulary</b> Newspaper article Language Layout Format Key features Grammar Punctuation Spelling Handwriting Evaluate Reflect <b>Blooms questioning</b> What features are needed to create a successful newspaper article?</p>

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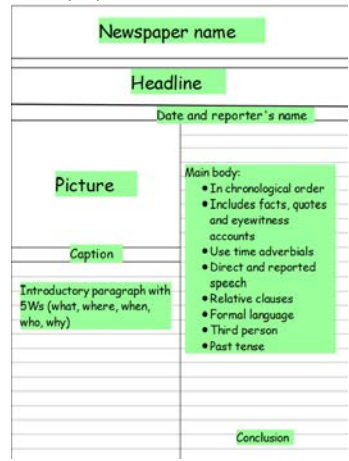
	<p><b><u>Blooms questioning</u></b>          What are the features of newspaper articles?          What is the layout of a newspaper article?          What is the language of a newspaper article?          What is the purpose of a newspaper article?          Who is the audience for newspaper articles?          What features have you used in your newspaper articles?          How have you ensured your newspaper article is presented clearly?</p>		<p><b><u>Blooms questioning</u></b>          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?          How can you make sure you draft your newspaper article effectively?          Have you used a checklist to make sure all of the features of a newspaper article are covered?</p>	<p>How does the layout of a newspaper article help readers understand the content?          How is information presented in a non-biased way?          What key information in the event needs to be presented (what, where, when, why)?          How are language and layout used effectively to present perspectives?          Can you explain what features of newspaper articles you have used and how these are effective in reporting information on the event?          How have you kept the language of your newspaper article formal and informative?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will discuss what a newspaper article is and revisit the features of a newspaper article. Children will then use their plan and their newspaper article checklist to draft their newspaper article. Children will ensure they have the correct structural features as well</p>		<p>In this lesson, children will be using their draft to write their newspaper articles independently. Children will be writing about an event from the book, <i>Cosmic</i>, making sure that they have included all the relevant vocabulary from the book.          Children will also make sure they use the correct language and structure features for their newspaper articles, using feedback from their cold tasks to help them.</p>	<p>In this lesson, children will look back on their cold task newspaper articles, their feedback and their draft 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</p>

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	<p>as the appropriate language features. Children will have two days to draft their newspaper article.</p>  <p>The diagram shows a newspaper article layout with sections: Newspaper name, Headline, Date and reporter's name, Picture, Caption, Introductory paragraph with 5Ws (what, where, when, who, why), Main body (with bullet points: In chronological order, Includes facts, quotes and eyewitness accounts, Use time adverbials, Direct and reported speech, Relative clauses, Formal language, Third person, Past tense), and Conclusion.</p>			<p>their writing as well as grammar, punctuation and spelling. Children will evaluate their learning during the lessons and their writing.</p>
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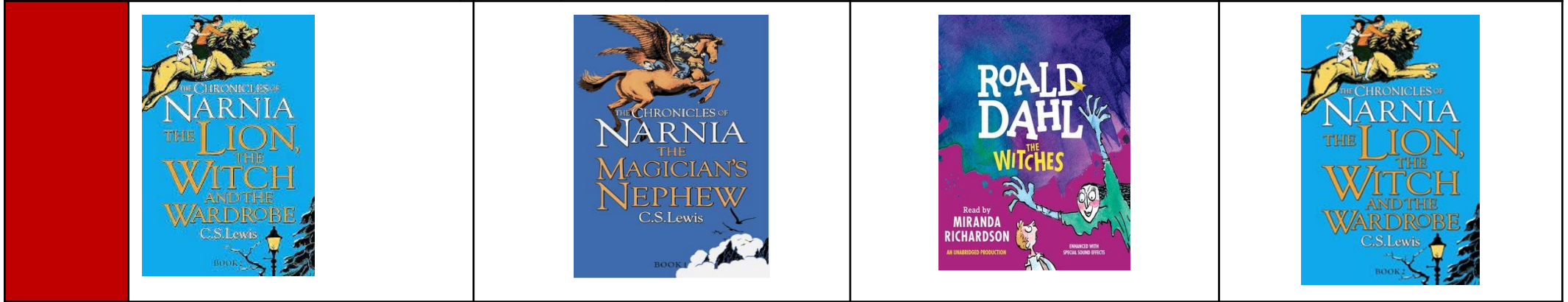
<p><b>Class Text</b> - Reading Aloud 10-15 mins each day</p>	<p><b>Diamond</b> <b>Diamond</b> TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis</p>	<p><b>Emerald</b> TEXT - The Magician's Nephew Author - C.S. Lewis</p>	<p><b>Jade</b> TEXT - The Witches Author - Roald Dahl</p>	<p><b>Pearl</b> TEXT - The Lion, The Witch and The Wardrobe Author -C.S. Lewis</p>
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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: we are learning to order and compare decimals (same number of decimal places)</u>	<u>Theatre trip to see Boy at the Back of the class</u>	<u>LI: We are learning to order and compare any decimals with up to 3 decimal places</u>	<u>LI: We are learning to order and compare any decimals with up to 3 decimal places</u>	<u>LI: We are learning to round to 1 decimal place</u>
<b>Key vocabulary and key questions</b>	<b>Key vocabulary</b> decimal tenths hundredths decimal point place value equivalent compare rounding fraction thousand		<b>Key vocabulary</b> decimal tenths hundredths decimal point place value equivalent compare rounding fraction thousand	<b>Key vocabulary</b> decimal tenths hundredths decimal point place value equivalent compare rounding fraction thousand	<b>Key vocabulary</b> decimal tenths hundredths decimal point place value equivalent compare rounding fraction thousand

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	<p><b><u>Blooms questioning</u></b> How do you compare two numbers?  <ul style="list-style-type: none"> <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> </p>		<p><b><u>Blooms questioning</u></b> What is the same and what is different about 1.4 and 1.305?  <ul style="list-style-type: none"> <li>• What are the digits in each number worth?</li> <li>• How can you represent these numbers on a place value chart?</li> <li>• Which place value column in the chart has the greatest value? Which has the next greatest value?</li> <li>• How can a place value chart help to show you which number is greater?</li> <li>• How can you work systematically to order numbers in a list?</li> </ul> </p>	<p><b><u>Blooms questioning</u></b> What is the same and what is different about 1.4 and 1.305?  <ul style="list-style-type: none"> <li>• What are the digits in each number worth?</li> <li>• How can you represent these numbers on a place value chart?</li> <li>• Which place value column in the chart has the greatest value? Which has the next greatest value?</li> <li>• How can a place value chart help to show you which number is greater?</li> <li>• How can you work systematically to order numbers in a list?</li> </ul> </p>	<p><b><u>Blooms questioning</u></b> How can you work out what numbers with 1 decimal place are either side of a number with two decimal places? • Which number with 1 decimal place is your number closer to? How do you know? • What number is halfway between the two numbers to 1 decimal place?  <ul style="list-style-type: none"> <li>• How do you round a number that is halfway between the two numbers to 1 decimal place?</li> </ul> </p>
<p><b>Activities</b></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</p>		<p>In this small step, children compare decimal numbers that have a different number of decimal places. A common misconception with this learning is thinking that numbers with more decimal places are greater, for example <math>0.365 &gt; 0.41</math>. Using place value counters on a place value chart to</p>	<p>In this small step, children compare decimal numbers that have a different number of decimal places. A common misconception with this learning is thinking that numbers with more decimal places are greater, for example <math>0.365 &gt; 0.41</math>. Using place value counters on a place value chart to build numbers supports children in developing their</p>	<p>In this small step, children build on the previous step by rounding to 1 decimal place. They see which numbers with 1 decimal place are either side of a number with 2 decimal places. From here, they work out which number with 1 decimal place is closer. As with rounding to the nearest whole number, a number line is a useful visual aid. When</p>

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	<p>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>build numbers supports children in developing their understanding. They should recognise that 0.41 has more tenths than 0.365 - it does not matter that it has fewer decimal places. Using place value charts supports children to recognise that they need to start comparing the numbers from the place value column that has the highest value, and that if this is the same, they need to look at the next column. When progressing to ordering sets of numbers, encourage children to work systematically through the list, starting by comparing the place value column that has the greatest value, then working their way down</p>	<p>understanding. They should recognise that 0.41 has more tenths than 0.365 - it does not matter that it has fewer decimal places. Using place value charts supports children to recognise that they need to start comparing the numbers from the place value column that has the highest value, and that if this is the same, they need to look at the next column. When progressing to ordering sets of numbers, encourage children to work systematically through the list, starting by comparing the place value column that has the greatest value, then working their way down.</p>	<p>rounding to 1 decimal place, if the digit in the hundredths column is 5, children learn that the number rounds to the greater of the two numbers with 1 decimal place. It is important that children understand that integers, including zero, can also be written as numbers with 1 decimal place, for example <math>3 = 3.0</math> For this step, only numbers with up to 2 decimal places will be rounded, as rounding numbers with 3 decimal places is covered in Year 6</p>
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Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE



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## Theatre trip to see Boy at the Back of the class

### Unit: Madina tun Nabi | Lesson 5

LI: We are learning to play the chorus chords and practise singing the song



In this lesson Children will  
Practise the whole song Madina tun nabi.  
Learn to play the chords of the chorus.  
Practise moving between the chords and the drone.  
Listen to examples of music containing microtones.

LI: We are learning to understand and explain that Hindus believe in reincarnation

LI: We are learning to understand and illustrate that your actions have outcomes known as cause and effect

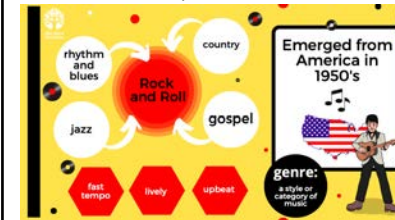
In this lesson, children will be learning about the beliefs Hindus have about death. They will then be learning about how our actions have consequences and will be showcasing this learning through a compare and contrast frame.



## Dance -Lesson 5

LI: We are learning to work with a partner to copy and repeat actions in time with the music.

In this lesson, children will explore spinning movements. Children will watch the video resource 'Rock 'n Roll Spins' then will be taught three basic spins that are in the style of rock 'n' roll. Pupils will be creating their rock 'n' roll dance in groups of four. First, they are going to explore spinning actions as a group. In their groups, pupils will choreograph 24-32 counts with their partner that includes at least two spins. The dance must also include the hand jive, travelling actions and a clear start and finish position. Half the class will perform at a time. All other pupils are the audience. Once the performers have finished, the audience will provide feedback.



## Yoga -Lesson 5

LI: We are learning to work collaboratively to create a controlled paired yoga flow.

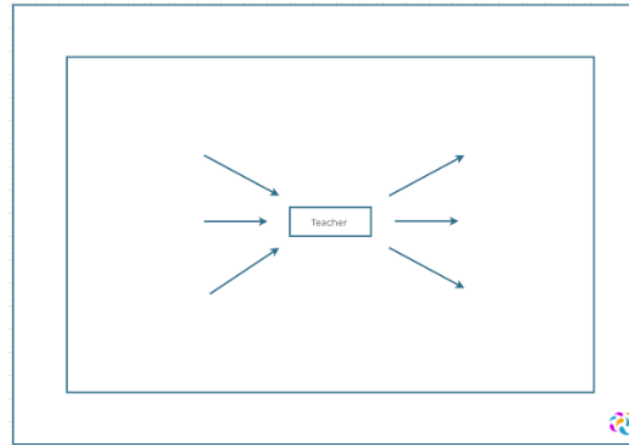
In this lesson, in pairs, pupils will take turns to show their partner a yoga pose for them to copy. Once in the pose, they count to five together and then change roles. Each pair will be given a partner yoga card and pupils will explore the poses. These cards will be rotated around the room every few minutes. Pupils will count to five together once they are in the pose. Pupils will select four or five

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## Vocabulary

Reincarnation

Karma

Ganges

Ashes

Rituals

Moksha

Samskaras

partner poses to link together to make a flow. They will need to consider how they transition from one pose to the next so that the sequence flows. After, children will participate in mindfulness, balanced breath where pupils lie down comfortably on their mat. They will take a big breath in and sigh it out of their mouths.



Art - Kapow

Spanish - Language Angels

PSHE - Jigsaw



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## LI: We are learning to identify the features of self-portraits.

In this lesson, children will finish answering the set of questions about Chila Kumari Singh Burman, using the research sheet and the chromebooks to find the answers. As a class, children will go through their answers.



In preparation for the final piece for this topic, children will take pictures of their partners for printing to create their very own self-portrait using mixed-media. Following this, children will also research Vincent Van Gogh, another artist famous for their self-portraits. They will briefly compare how these artists approach self-portraits.

## Unit: Weather, Lesson 5

### To use all the language learnt in this unit to be Spanish weather presenters!

In this lesson children will use all their new weather language to be Spanish weather presenters.



LI: We are learning to understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.

LI: We are learning to appreciate the similarities and differences in aspirations between myself and young people in a different culture.

In this lesson, children will play a game of guessing where objects around the class are made or come from. In this activity, the children will come to realise that everyday and everywhere, we are surrounded by objects and items that come from or are made from all across the world. Children will think about what ways might we share in other cultures and how our lives are influenced by other cultures. Children will also discuss what might we be able to offer to other countries and how we can support other countries. In groups, children will create an event or event or activity that could

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		<p>raise money for charity.</p> <p><b>Spring 1 Week 5 - Dreams and Goals - Supporting Others and Rallying Support</b></p> <p><i>L1: We are learning to understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</i></p> <p><i>L1: We are learning to appreciate the similarities and differences in aspirations between myself and young people in a different culture.</i></p> <p><i>L1: We are learning to encourage our peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</i></p> <p><i>L1: We are learning to understand why we are motivated to make a positive contribution to supporting others.</i></p> <table border="1"><thead><tr><th>Project name</th><th>Materials needed</th><th>Step 1</th><th>Step 2</th><th>Step 3</th><th>Outcome description</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> <p>Notes for each step of the process and who will do what.</p>	Project name	Materials needed	Step 1	Step 2	Step 3	Outcome description						
Project name	Materials needed	Step 1	Step 2	Step 3	Outcome description									

Science - Wellington Curriculum

Topic (History) - Wellington Curriculum

Computing

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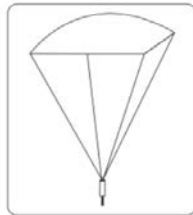
## L.I. We are learning to compare and demonstrate what affects air resistance.

In this lesson, children reflect on their previous learning of friction and be reminded that air resistance is a type of friction. As a class, children will volunteer to take part in class experiments to observe and compare changes that affect air resistance. Children will be given some more information about air resistance before making their own parachutes to carry out their own air resistance experiments.

### Making a parachute

#### Equipment

- tissue paper
- ruler
- pen
- scissors
- string
- sticky tape



#### Method

1. Draw a 30cm x 30cm square on a piece of tissue paper.
2. Cut out the square.
3. Measure and cut four 30cm lengths of string.
4. Attach a length of string to each corner of the tissue paper using sticky tape.
5. Gather the ends of the string and bind them with sticky tape.
6. To launch the parachute, hold the middle of the canopy with your thumb and forefinger, lift your arm higher than your head and open your fingers.

## Children will work in groups and record their findings to make conclusions based on their results.

### Key words:

air resistance  
friction  
gravity  
surface  
surface area  
streamline  
speed  
observations

## L.I: We are learning to explore religion in the Shang Dynasty and how beliefs might have affected their daily lives.

In this lesson, children will be learning about the religious beliefs about people who lived in the Shang dynasty. Children will then be completing a task where they have to answer questions in role of a person living in the Shang dynasty.

### Lesson 5- Religion in the Shang Dynasty

L.I: We are learning to explore religion in the Shang Dynasty and how beliefs might have affected their daily lives.

**Task: In the role of a person who lived in the Shang Dynasty answer the following questions.**

1. What do you believe in?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why are the gods important to you?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is it important for the king to communicate with ancestors and predict the future?  
\_\_\_\_\_  
\_\_\_\_\_
4. How do you keep the gods and your ancestors happy?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why do you think that it is right to sacrifice humans?  
\_\_\_\_\_  
\_\_\_\_\_
6. What do you do when someone dies?  
\_\_\_\_\_  
\_\_\_\_\_
7. Why is this important?  
\_\_\_\_\_  
\_\_\_\_\_

### Questions

How important do you think religion was in Shang Dynasty society?

## Lesson 5 - Comparing data visually

### L.I: We are learning to explain that computer programs can be used to compare data visually

In this lesson, learners will consider what makes a useful chart, and how charts can be used to compare data. They will create charts from their data in order to answer questions about it.

### Creating charts to answer questions



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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.

Reading

English Homework

Maths

Spelling and Grammar

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

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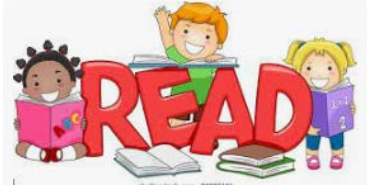
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## Reading Tasks

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

**Doodle Spell** - this week, please go on to Doodle Spell and complete your Doodle Extras please.



**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!

Homework - this week you will have some questions to complete on decimals and negative numbers



## 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 have any super power, what would it be? What could you do with it?

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

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