

Weekly Overview of Learning

Year Group: 5 Week beginning: 06.02.23

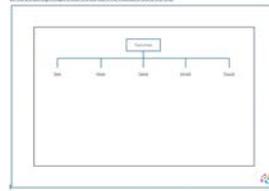
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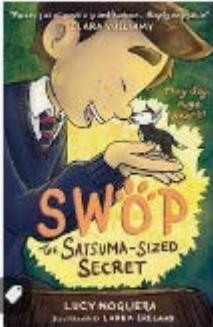
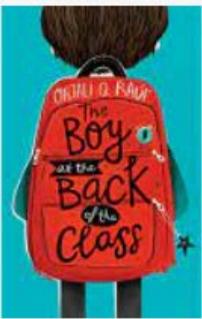
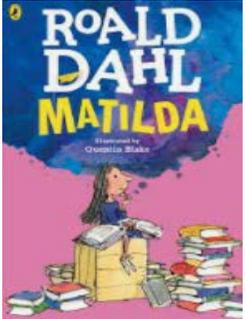
	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p>Reading - Assessment-</p> <p><i>Carried over from last week as we had the trip to the Gurdwara.</i></p>	<p>LI: We are learning to use a range of writing features to create a setting description of Timbavarti.</p> <p>Continued from last week.</p>	<p>LI: We are learning to retrieve and answer questions based on the text.</p>	<p>LI: We are learning to explore what life was like in the trenches in World War One.</p>	<p>LI: We are learning to retrieve key details to demonstrate understanding from a text.</p>
Speaking and Listening Focus		<p>Listen and respond to feedback from adults and peers.</p>	<p>In pairs the children will practise their pronunciation of new vocabulary.</p>	<p>In groups the children will listen and share ideas about life in the trenches and explore the impact of these on the soldiers health and feelings.</p>	<p>The children will be encouraged to ask questions to extend their understanding and learning.</p>
Key vocabulary and Key Bloom's higher order thinking questions		<p>Key vocabulary analyse expand editing veld impala Koje Timbavarti figurative language</p> <p>Blooms questioning 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>	<p>Key vocabulary skim scan retrieve point evidence explain</p> <p>Blooms questioning Can you identify why the author chooses the use the following language? What impact does this have on the reader? Can you identify_____?</p>	<p>Key vocabulary trenches flamboyant terror bayonets swarming hoisted</p> <p>Blooms questioning Can you explore what life was like in the trenches? Can you identify what a trench is? Define the key vocabulary.</p>	<p>Key vocabulary details understanding quotation evidence support I know..</p> <p>Blooms questioning Can you use evidence from the text to support your answer? Identify_____? How does the character feel about_____? Explore vocabulary that is unfamiliar to you.</p>
Activities	<p>In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be</p>	<p>In this lesson the children will start writing their final setting description using a range of the features that were included in their editing</p>	<p>In this lesson the children will read pages 76-91 and answer a series of comprehensive questions.</p>	<p>The children will recap what they learnt the previous day about the trenches from the book. The children will then research what life was like for someone in</p>	<p>In this lesson the children will be taught how to look at key details from a text to support their answers. The children will practise on the whiteboard to answer</p>

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	<p>answering a variety of questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>stations.</p>		<p>WW1. The children will then fill in a categorising frame discussing their 5 senses.</p> 	<p>questions with supporting evidence before completing the comprehensive questions.</p> <table border="1" data-bbox="1736 311 2139 454"> <thead> <tr> <th>Retrieved details relevant to the question</th> <th>Quotations to</th> </tr> </thead> <tbody> <tr> <td>Its jaws are extremely strong; it can gnaw a bird to the bone.</td> <td>'supernatural jaw strength to its victim apart'</td> </tr> <tr> <td>Its muscular body easily propels it through the water and it can jump up out of the water too. How it thrusts itself forward.</td> <td>'fish is extremely ... muscular' 'propels itself aimlessly' 'unleashes its power ... thrust exuded by a Fern</td> </tr> </tbody> </table>	Retrieved details relevant to the question	Quotations to	Its jaws are extremely strong; it can gnaw a bird to the bone.	'supernatural jaw strength to its victim apart'	Its muscular body easily propels it through the water and it can jump up out of the water too. How it thrusts itself forward.	'fish is extremely ... muscular' 'propels itself aimlessly' 'unleashes its power ... thrust exuded by a Fern
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Diamond TEXT – Swop the Satsuma-Sized Secret Author - Lucy Noguera</p> 	<p>Pearl TEXT – The Boy at The Back of the Class Author - Onjali Q. Raúf</p> 	<p>Emerald TEXT – Matilda Author – Roald Dahl</p> 	<p>Jade TEXT - The Witches Author - Roald Dahl</p> 	

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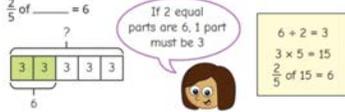
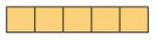
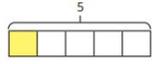
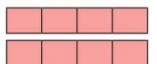
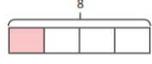
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths - Fractions	Maths Reasoning Assessment	<u>LI: We are learning to develop our understanding of finding a fraction of an amount to find the whole (step 6)</u>	<u>LI: we are learning to identify errors and make corrections in our answers</u>	<u>LI: We are learning to find a fraction of an amount to find the whole. (step 7)</u>	<u>LI: We are learning to identify what we have learnt in this unit.</u>
Key vocabulary and key questions		<p>Key Vocabulary: whole counters fraction amount bar models divide multiply Unit Non-Unit numerator denominator</p> <p>Key Questions: 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 are, how can you find what one part is? • Is your answer going to be greater or less than ? How do you know?</p>	<p>Key Vocabulary: fractions unit fractions non unit fractions decimals addition subtraction cube numbers square numbers</p> <p>Key Questions: Can you identify any misconceptions in your answers? Which strategy did you use? Was this the best method? How can you answer this question now? Which is the most efficient method?</p>	<p>Key Vocabulary: fraction operators Unit Non-Unit numerator denominator factors</p> <p>Key Questions: Is the denominator of the fraction a factor of the number you are multiplying by? Why is this important? • Which is the most efficient method? How do you know? • How would you write this improper fraction as a whole number/mixed number? • When is it more efficient to multiply fractions? • When is it more efficient to find a fraction of an amount?</p>	<p>Key Vocabulary: whole counters fraction amount bar models divide multiply Unit Non-Unit numerator denominator</p> <p>Key Questions: What have we learnt in this unit? How do we define what a unit and non-unit fraction is? Which strategy do we use when finding the fraction of a quantity? Which areas of the unit have you fully understood? Which areas already need more work.</p>

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<p>Activities</p>	<p>This assessment paper will be carried over from last week due to our visit to the Gurdwara.</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 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="645 837 990 1061"> <p>Kim uses a bar model to help work out the missing amount.</p>  <p>Use Kim's method to work out the missing amounts.</p> <p>$\times \frac{2}{5}$ of _____ = 8 $\times \frac{3}{7}$ of _____ = 18</p> <p>$\times \frac{4}{5}$ of _____ = 20 $\times \frac{6}{7}$ of _____ = 54</p> </div>	<p>In this session, children will work through specific questions from their arithmetic assessment. They will look at identifying errors, which is an important part of mathematical understanding. They will look to find alternative methods.</p> <p>The children will be provided with worked examples in the lesson to use when making corrections in small groups, pairs and independently.</p>	<p>In this small step, children revisit and compare their learning from earlier in the block as they look at fractions as operators. They should recognise the connection between finding a fraction of an amount and multiplying a fraction by an integer. Firstly, children are encouraged to both find fractions of amounts and multiply fractions, and to identify patterns. It may be appropriate to recap converting improper fractions to whole numbers/mixed numbers. Children should also recognise that commutativity of multiplication can be used, for example $\frac{1}{3}$ of 6 is the same as $6 \times \frac{1}{3}$. They also explore when it would be more efficient to choose each method, using their knowledge of factors.</p> <div data-bbox="1400 1069 1742 1300"> <p>Use the bar models to work out the calculations.</p> <p>$\times 5$ lots of $\frac{1}{5}$ $\frac{1}{5}$ of 5</p>   <p>$\times 8$ lots of $\frac{1}{4}$ $\frac{1}{4}$ of 8</p>   </div>	<p>In this lesson children will work through an end of unit assessment involving fractions. They will use their prior knowledge as well as their new knowledge to answer fluency and problem solving questions.</p>
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LI: We are learning to understand Islamic music and Nasheed.

Following on from last week, we will continue to learn the new piece of work in music this term called Madina tun Nabi; this is a modern Nasheed (Islamic song) that is all about the holy city of Madina in Saudi Arabia. The title is translated as 'The City of the Prophet'.

By the end of the lesson, children will:

- Learn more about Islamic music and Nasheed.
- Learn the introduction and Verse 1 of Madina Tun Nabi and recap the Chorus.



Art - Kapow

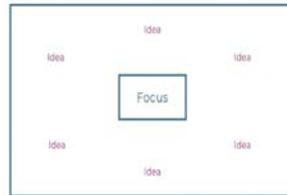
LI: We are learning to identify the features of a Gurdwara in Sikhism

LI: we are learning to reflect on our visit to the Gurdwara and share our new understanding.

Children are learning about and from the religious and spiritual insights, beliefs and practices of Sikhism. This week's focus is reflecting on our learning of Sikhism.

We will revise over the Five Ks and their importance to Sikhs, the importance of the Amrit ceremony and the Guru Granth Sahib using a reflective frame.

We will also reflect on our trip to the gurdwara and what we have learned. We will create a thank you card.



Spanish – Language Angels

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

Unit Dance

Lesson 5

The children will be dancing to 'Rock n Roll' again focussing on a range of spins and actions. The children will create a performance that will be bouncy, lively and will use counts of 8 to keep in time and to help remember the order of actions.

LI: We are learning to create a partner sequence using apparatus.

Unit Gymnastics

Lesson 6

The children will discuss, plan and create a partner sequence using an apparatus. The children will have to review which actions would work best on the apparatus. They will consider using actions that vary in level, speed and direction.



PSHE - Jigsaw

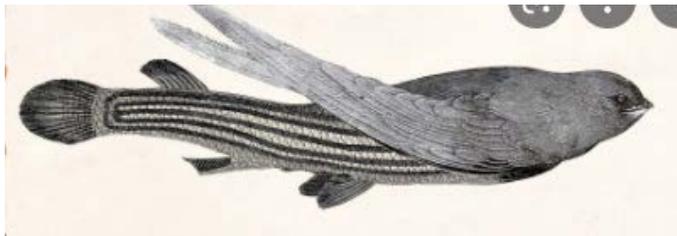
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LI: We are learning to arrange and collage an animal.

The children will combine the skills and knowledge of collage with their understanding of sketching to draw and sketch a new animal by collaging a range of animals together. For example, taking the scales of a fish and the feathers of a bird and combining them.



Unit: ¿Qué tiempo hace?

Lesson 5

LI: we are learning to use all the language learnt in this unit to be Spanish weather presenters



Lesson 6

LI: we learning to show our understanding of reading, writing, speaking and listening in Spanish.

Speaking Exercise	Listening Exercise
<p>Can you say any of the following in Spanish?</p> <p>What weather is it?</p> <p>It is nice weather.</p> <p>It is raining.</p> <p>In the north of Spain it is cold.</p> <p>In the south of Spain it is sunny.</p>	<p>From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different weather conditions you hear spoken. Listen carefully!</p> <p><input type="text"/> <input type="text"/></p> <p><input type="text"/> <input type="text"/></p> <p><input type="text"/> <input type="text"/></p>
<p>Word Bank</p> <p>está nevando, hace sol, hace calor, en el centro de España, está nevando, en el este de España, hay tormenta, en el oeste de España, hace buen tiempo, en el sur de España, hace mucho viento, hace mal tiempo.</p>	

Reading Exercise	Writing Exercise
<p>Can you read the passage in Spanish below and then answer any of the questions in English?</p> <p>Viernes está lloviendo. Lunes hace buen tiempo. Martes hace mucho viento y hace calor. Domingo hace frío y está nevando. Jueves hay tormenta.</p> <p>What is the weather like on Friday? <input type="text"/></p> <p>What is the weather like on Tuesday? <input type="text"/></p> <p>What is the weather like on Sunday? <input type="text"/></p> <p>What is the weather like on Monday? <input type="text"/></p> <p>What is the weather like on Thursday? <input type="text"/></p>	<p>Can you write any of the following five weather phrases in Spanish?</p> <p>It is sunny <input type="text"/></p> <p>It is snowing <input type="text"/></p> <p>It is bad weather <input type="text"/></p> <p>In the north of Spain <input type="text"/></p> <p>In the south of Spain it is very windy <input type="text"/></p>
<p>Word Bank</p> <p>está nevando, hace sol, hace calor, en el centro de España, está nevando, en el este de España, hay tormenta, en el oeste de España, hace buen tiempo, en el sur de España, hace mucho viento, hace mal tiempo.</p>	

PSHCE - Dreams and Goals Piece 6

LI: We are learning to understand that communicating with someone in a different culture means we can learn from each other.

LI: We are learning to identify a range of ways that we could support each other appreciate the similarities and differences in aspirations between myself and young people in a different culture

This week children will review a range of items from different countries and cultures e.g fruits from specific countries. The children are then to explore why it is important to share products with different countries. The children will organise how to help a country in crisis by organising a charity.

Chosen Charity:	
Ethos of the charity:	
Reasons behind your choice of charity?	
How do they need support?	
How much money would you like to raise?	
How would you like to raise money?	

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	<p>Skills we will develop: 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>Activities we will complete: 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>By the end of this unit, we will be able to:</p> <ul style="list-style-type: none">● Recognise and recall the 9 weather expressions in Spanish from memory.● 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.	
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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?

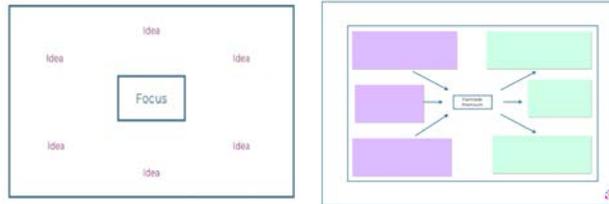
Key vocabulary

- soluble
- insoluble
- dissolve
- solute
- solution
- filtrate



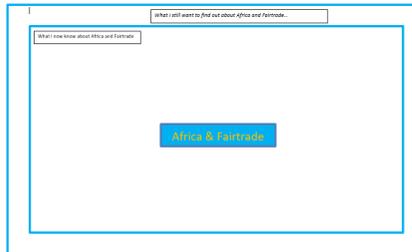
LI: We are learning to explore and understand what Fairtrade is and how Fairtrade Premium is spent.

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.



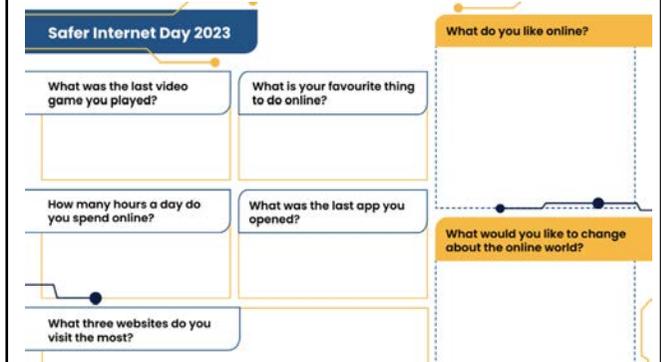
LI: we are learning to identify and show what we now know about Africa and Fairtrade.

In this lesson children will use a reflective frame to identify what they have learnt in their unit and also consider further exploration. The lesson will involve children sharing their learning highlights through collaborative discussions. Children will be encouraged to articulate their thoughts to the rest of the class.



L.I. We are learning to use the internet safely.

This week Year 5 will be observing Safer Internet Day. Children will be taught about using the internet safely as well as share knowledge of online dangers and know how to deal with them. They will discuss who can help them and understand safety.



Safer Internet Day 2023

What was the last video game you played?

What is your favourite thing to do online?

How many hours a day do you spend online?

What was the last app you opened?

What three websites do you visit the most?

What do you like online?

What would you like to change about the online world?

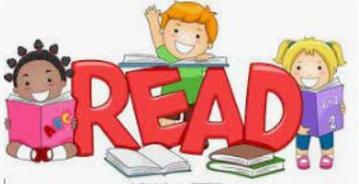
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Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Due back 20.2.23

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</p> <p>This week you will continue researching themes within Ancient Greeks that will be presented in school after the half term.</p> <p>Doodle Spell</p> <p>Log in to your account at least 3 times this week. This week's spelling are -</p> <p>Homophones & Near Homophones</p> <p>alter altar ascent assent bridal bridle cereal serial compliment complement</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>Maths Homework – this week children will have two extras to complete to get them ready for their next topic on decimals</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 - <i>If you could invent anything, what would you invent? Why?</i></p> <p><i>Ask your adult the same question – was their idea the same as your idea or better than yours?</i></p> <p>Send in your reply on Google Classroom.</p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p>