

Weekly Overview of Learning

Year Group: 5

Week beginning: 06.05.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
	Bank holiday	<u>LI: We are learning to infer and predict based on a front cover.</u>	<u>LI: We are learning to summarise the sequence of events from the text.</u>	<u>LI: We are learning to retrieve and infer from the text.</u> (King Midas)	<u>LI: We are learning to write our own Greek mythical narrative. (cold task)</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 maintain attention and actively listen to the myth, Daedalus and Icarus. Children will ask relevant questions to extend their understanding about the myth. Children will participate in discussions to scan for evidence of mythical features.	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.	In this lesson children will have the opportunity to discuss the picture they will be writing about. Children will share how they will use specific vocabulary within their writing. Think, pair, share with partners and groups.
Key vocabulary and Key Bloom's higher order thinking questions		<u>Key vocabulary</u> Title Subtitle Author Illustration Summary Genre Mood Setting/Context Tone/Mood	<u>Key Vocabulary</u> Daedalus Icarus summarise key points what? where? who? when? where? how? <u>Blooms questioning</u> What features can you	<u>Key vocabulary</u> Retrieve Evidence Text Quotes Facts True King Midas Marigold The Midas Touch fairy	<u>Key vocabulary</u> Greece King Midas God Goddess <u>Blooms questioning</u> What do you already know about this myth? What do you know about

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		<p>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 age group or target audience do you think the book is intended for? How does the cover design relate to the book's genre or theme? What specific elements in the cover's artwork or design caught your attention, and why? How does the typography contribute to the overall message or atmosphere of the cover? What symbols or imagery might hold deeper meaning related to the content? Based on the cover alone, would you be interested in reading the book? Why or why not?</p>	<p>identify in the Daedalus and Icarus myth? What does the myth explain about the world? What are the supernatural parts? Who are the characters? Who is the hero? Who is the mythical creature? Who are the Gods? What are the main events? How does the moral of the myth link to real life situations? Explore vocabulary that is unfamiliar to you.</p>	<p>greed treasure gold golden statue</p> <p><u>Blooms questioning</u> How do we retrieve information from a text? 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>the characters? How will you begin your myth? Which narrative writing features do you think you will need to include? Why are paragraphs so important within your writing?</p>
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<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. As a whole class, children will discuss the effect the features can have on a reader. The book cover will be revealed a bit at a time. When the book is revealed, children will have been recording their thoughts in a defining frame. They will then write a prediction using the key vocabulary collected in the process and include what they can see, wonder and infer. Afterwards, they compare their predictions with peers.</p>	<p>At the start of this lesson, children will discuss what they know about Daedalus and Icarus. Before reading the myth, children will be given some background information about the myth to help them to understand the purpose of the myth. As a class, children will read the myth with prosody and identify features displayed in the text. In groups, children will sequence the events of the myth and in an independent task, children will create storyboards with summaries. Each box will represent an event in the myth with a few sentences to describe the events. At the end of the lesson, children will explain what they think the key message of the myth is by using evidence from the myth.</p>	<p>In this lesson, children will read a chapter from the book 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, 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.</p>	<p>In this lesson children will be provided with pictures from a well known myth. Within this lesson, children will be asked to write a Greek myth using the knowledge they already know. They will have 10 minutes to discuss ideas with their partners. This will highlight the areas which will need attention during this unit of work.</p> 
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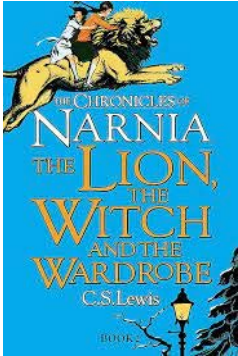
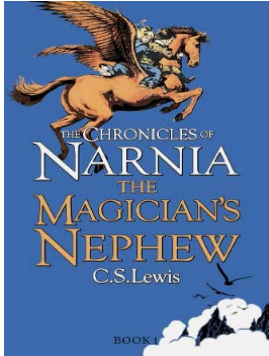
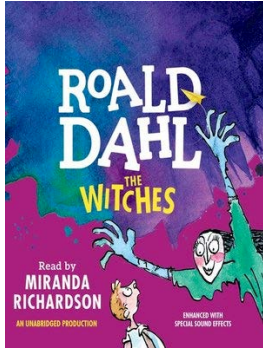
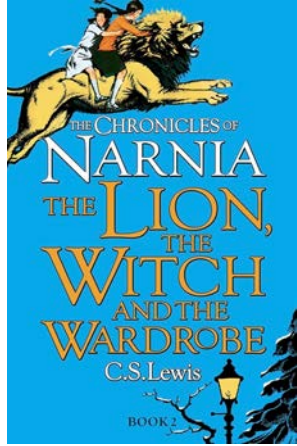
<p>Class Text - Reading Aloud 10-15 mins each day</p>	<p>Diamond TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis</p>	<p>Emerald TEXT - The Magician's Nephew Author - C.S. Lewis</p>	<p>Jade TEXT - The Witches Author - Roald Dahl</p>	<p>Pearl TEXT - The Lion, the Witch and the Wardrobe.</p>
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				<p>Author - C.S. Lewis</p> 
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths -	Bank holiday	<u>LI: We are learning to add and subtract decimals across 1.</u>	<u>LI: We are learning to add decimals with the same number of decimal places</u>	<u>LI: We are learning to subtract decimals with the same number of decimal places.</u>	<u>LI: We are learning to add decimals with different numbers of decimal places.</u>
Key vocabulary and key questions		<u>Key Vocabulary</u> decimal add subtract partitioning place value complement to 1 part-whole model diagram	<u>Key Vocabulary</u> decimal add subtract partitioning place value complement to 1 part-whole model diagram	<u>Key Vocabulary</u> decimal add subtract partitioning place value complement to 1 part-whole model diagram	<u>Key Vocabulary</u> decimal add subtract partitioning place value complement to 1 part-whole model diagram

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		<p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • How could partitioning one of the numbers help you? • How do you decide which number to partition? • How could you partition this number to help find a complement to 1? What number is left? • How can you use your number bond knowledge to help you? • What is the same and what is different about crossing 1 when adding and subtracting decimals? 	<p>column</p> <p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • How can you represent this calculation using a place value chart? • What happens when there are 10 or more counters in a place value column? What is the same and what is different in the formal written method? • Why is the position of the decimal point important? • Why is it important to line up the columns? • Will this addition involve an exchange? How do you know? 	<p>exchange</p> <p>column</p> <p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • What are ones/tenths/hundredths subtract ones/tenths/hundredths? • Will you need to make an exchange in this subtraction? How do you know? • What can you exchange 1 one/tenth/hundredth for? • Why is the position of the decimal point important? • What does zero in a place value column mean? How does this affect a subtraction? 	<p>place holder</p> <p>exchange</p> <p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • How can you show this addition on a place value chart? • What happens when there are 10 or more counters in a place value column? • Why is the position of the decimal point important? • Why is it important to line up the columns? • Will this addition involve an exchange? How do you know? • What could you add to the spaces that do not contain a digit, to help you?
Activities		<p>In this small step, children add and subtract decimals that cross 1. For some numbers, using known facts is again a useful strategy, for example $6 + 7 = 13$, so $0.6 + 0.7 = 1.3$. Children can also use their experience from the previous step of finding complements to 1, using the "make 1" strategy to help them add and subtract. This requires a</p>	<p>In this small step, children add decimal numbers with the same number of decimal places, using the formal written method for the first time. Children begin by looking at calculations with no exchanges before moving on to calculations that involve exchanges and numbers with up to 3</p>	<p>In this small step, children subtract numbers with the same number of decimal places, using the formal written method for the first time. As with addition, children first look at calculations with no exchanges, before moving on to calculations that involve exchanges</p>	<p>In this small step, children extend their knowledge of adding decimal numbers to include numbers with a different number of decimal places. Emphasise the importance of lining up the decimal point in order to ensure that digits with the same place value are also</p>

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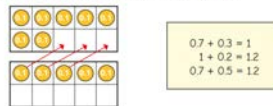
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secure understanding of flexible partitioning, which allows them to partition decimals into appropriate numbers. For example, when calculating $0.64 + 0.45$, children can use their knowledge of finding complements to 1: $0.64 + 0.36 = 1$, therefore 0.45 should be partitioned into 0.36 and 0.09 , leading to $0.64 + 0.36 = 1$ and $1 + 0.09 = 1.09$. Part-whole models or other diagrams can be used to support this. Similarly, when subtracting decimals, encourage children to subtract to get to 1 first, then subtract the remaining decimal.

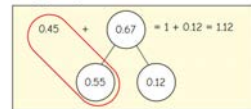
Huan is using ten frames to work out $0.7 + 0.5$



Use Huan's method to work out the additions.

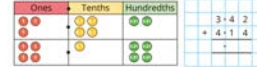


Dani is finding a complement to 1 to work out $0.45 + 0.67$



decimal places. Place value charts and counters are extremely helpful in ensuring that children understand the value of each digit and when an exchange is needed. When there are 10 or more in a place value column, children can physically exchange, for example, 10 tenths for 1 whole. They could also compare using column methods for integers and decimals, for example comparing $46 + 38$ with $4.6 + 3.8$. Children also perform decimal calculations with money, converting amounts in pence to pounds if necessary.

Use the place value chart and the column method to work out $3.42 + 4.14$



Use place value charts and the column method to work out the additions.



and numbers up to 3 decimal places. Place value charts and counters continue to support understanding of the value of each digit and when an exchange is needed. Again, children should look at the formal and practical methods alongside each other to begin with. When an exchange is needed, children can physically exchange, for example, 1 one for 10 tenths. They could also compare using column methods for integers and decimals, for example comparing $76 - 28$ with $7.6 - 2.8$. Give children opportunities to apply subtraction to real-life contexts, for example using measures and money.

Use the place value chart and the column method to work out $6.35 - 4.83$



aligned. A place value chart is a useful representation to reinforce this, as children can see the value of each digit in the correct place value column. Children could be encouraged to "fill" empty columns with trailing zeros to promote an understanding of using the zero as a placeholder and making it easier to see how the numbers line up. Children could also use estimation to think about whether their answers are sensible. As in previous steps, it may be useful to begin with examples that do not require an exchange, so that children can focus on the new learning of adding numbers with a different number of decimal places.

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Music - Sing Up

Composing in ternary form| Lesson 1

LI: We will be learning to explore a happy little walk.

In this lesson, children will be able to understand and recognise ternary form (A-B-A). They will then be able to play and use the pentatonic scale and invent a short tune and rhythmic accompaniment.

Ternary form (ABA) is a very satisfying musical shape that has been used by composers across many genres for centuries. This unit borrows ideas from a wonderful piece by French composer Maurice Ravel called Laideronnette or Empress of the pagodas, which describes the simple story of a little girl walking through a Japanese forest. Ravel uses only the traditional pentatonic scale in this work and we will use that as the basis for the unit while also exploring dynamics (volume) and tempo (speed).



RE - Widening Horizons

Pilgrimage- Lesson 4 and 5

LI: We are learning to understand and explain that Christians make special journeys to places of religious significance.

LI: We are learning to reflect on feelings and emotions of myself and others.

In this lesson, children will look at the story of Bernadette and the significance of Lourdes for Christians. After reading through information on Bernadette and her vision of the Virgin Mary, children will think about the emotions and feelings Bernadette experienced when she was dismissed by local townspeople. Children will use hot seating to think about both Bernadette's thoughts and feelings and also the thoughts and feelings of the townspeople.

Then, children will use their hot seating questions and responses and write their own set of interview questions and answers for Bernadette, thinking about her perspective.

PE - Get Set 4 PE

Athletics-Lesson 4

LI: We are learning to build momentum and power in the triple jump.

Children will be learning the triple jump pattern: hop, step and jump.

Hop: Must take off and land on same foot, drive knee upwards and forwards.

Step: Must land on the opposite foot. As far as you can to gain distance.

Jump: Must land two feet. Jump forward and drive hands forward. Pattern is one foot to the same foot, to the other foot, to two feet (same, other, both).



Fitness (Lesson 4)

LI: We are learning to develop coordination.

In this lesson children will identify that coordination is a skill that requires moving different body parts at the same time and this also requires balance. Children will be using a skipping rope to develop coordination and will take part in the following activities:

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Jump rope



Double Dutch:

Art - Kapow

Spanish - Language Angels

PSHE - Jigsaw

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Lesson 3 - Everyday amazing

LI: We are learning to understand the concept of 3D art and to create their own sculptures.

In this lesson, children will learn about what 3D art or huge art is. They will look at a range of examples of 3D artwork that are made from a range of materials. The main art of the lesson, children will be working in teams to create 3D sculptures, they will use objects around the school: hockey sticks, balls chairs etc.

After this, the children will then have the opportunity to assess their sculptures as well as how well their team worked together. The

children will have to focus on a message that they would like to convey through their sculpture.



LI: We are learning to consolidate all the language taught so far in the unit in order to be able to say the date in Spanish.

In this lesson, children will recall and consolidate all the new vocabulary they learnt in this unit in order to say the date in Spanish. Children will have lots of opportunity in this lesson to practise their pronunciation and will complete a written activity to practise their spelling.



LI: We are learning to understand there are rights and responsibilities in an online community or social network.

LI: We are learning to recognise when an online community is helpful or unhelpful to me.

This week, the lesson is called 'Being in an Online Communities'.

In pairs, children will name as many different social networks or online communities that they, their family members or friends use to highlight there are so many different available platforms for both adults and children.

Children will look at some fake online communities and the reasons why fake online communities are created. Children will learn that these are called online hoaxes.

Children will reflect on online hoaxes and look at a range of different social media groups. They will answer a series of questions in groups that will lead to discussions regarding the risk, rights and responsibilities we should think about.

#Fanzone

An online chat group in Facebook, Twitter and Instagram. Group chats about the latest sporting action, 36,945 members.

#Photoswapzzzz

An online forum in Instagram for sharing photographs and private messaging. For 10-15-year-olds only. 1,234 members.

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Earth and Space- Lesson 6 and 7

LI: We are learning to use our knowledge of the Earth's rotation to explain time differences and day and night round the world.

In this lesson, children will learn to use the idea of the Earth's rotation to explain how day and night occur in different countries, and the Sun's apparent movement across the sky.

As a class, children will recap the modelling demonstration showing the movement of the Earth and will use this to help answer questions such as 'If it is midday in the United Kingdom, what time of day do you think it will be in Australia?' Children will then use Chromebooks to complete the time around the world recording sheet and link their knowledge of the Earth's rotation to this.



Investigating our world

LI: We are learning to describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

In this lesson, children will look at motorways as main roads built for fast travel over long distances, and the motorway network connects towns, cities and transport links across the UK. To illustrate this idea, children will use the motorway network, using an interactive online map, such as Google Maps to highlight the characteristics of motorways. Children will explore the interactive map in pairs and ask questions to help them understand how motorways work. For example, 'Which motorways can you see going into and out of London? Which two cities does the M5 connect? Which motorways travel north to south? Which travels east to west?' Children will then complete a question sheet about Motorways, using their prior knowledge, maps or other sources.

Topic: Programming A - Selection in physical computing

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.

Lesson 4 Layers and objects

To recognise that vector drawings consist of layers

Learners gain an understanding of layers and how they are used in vector drawings. They discover that each object is built on a new layer and that these layers can be moved forwards and backwards to create effective vector drawings.

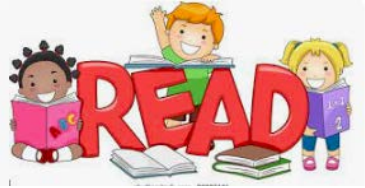







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Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

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>Talk Tuesday</p> <p>Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</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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