


# Weekly Overview of Learning

Year Group: 5

Week beginning: 8.1.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Speaking and Listening Focus</b></p>	<p><u>LI: We are learning to infer and predict based on a front cover.</u></p> <p>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.</p>	<p><u>LI: We are learning to retrieve from a text</u></p> <p>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.</p>	<p><u>LI: We are learning to describe the setting.</u></p> <p>Children will use relevant strategies to build their vocabulary and their knowledge of setting descriptions and write their own.</p>	<p><u>LI: We are learning to describe characters.</u></p> <p>Children will use relevant strategies to build their vocabulary and their knowledge of character descriptions and write their own.</p>	<p><u>LI: We are learning to compare rich and poor communities.</u></p> <p>Children will use relevant knowledge and the text to compare rich and poor communities, Damaidi and London, and plan towards a comparative long write.</p>
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><u>Key vocabulary</u> See Wonder Infer Predict Title Subtitle Author Illustration Summary</p>	<p><u>Key vocabulary</u> Retrieve Evidence Text Quotes Facts True</p>	<p><u>Key vocabulary</u> Setting description Language Layout Format Key features Expanded noun phrases Similes Metaphors Figurative language Sensory Language Vivid Imagery</p>	<p><u>Key vocabulary</u> Character description Language Layout Format Key features Appearance Personality Expanded noun phrases Show not tell Similes Metaphors Figurative language</p>	<p><u>Key vocabulary</u> Rich Poor Communities London Damaidi China Children Money Resources</p> <p><u>Blooms questioning</u> What are some things that</p>

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	<p><b><u>Blooms questioning</u></b>          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><b><u>Blooms questioning</u></b>          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><b><u>Blooms questioning</u></b>          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><b><u>Blooms questioning</u></b>          What features are in a character description?          What are the similarities between a character description and a setting description?          What are the differences between a character description and a setting description?          How does an author describe a character using show not tell?          How does an author describe a character using figurative language?          What makes an effective character description?</p>	<p>people in rich communities might have that people in poor communities may not have?          Can you name a few factors that determine whether a community is considered rich or poor?          Explain in simple terms why some neighbourhoods are called "rich" and others "poor."          Can you give examples of how life might be different for children living in rich and poor communities?          How might the availability of resources like schools and parks differ between rich and poor communities?          Imagine you are helping a friend from a poor community. What kind of support might they need?          What do you think could be the reasons behind the differences in the way people live in rich and poor communities?          Do you think it's fair that some communities have more resources than others? Why or why not?          What could be done to make sure that everyone,</p>
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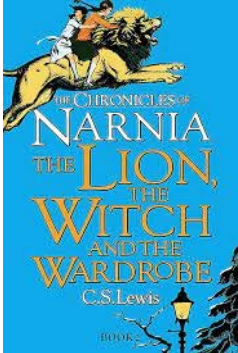
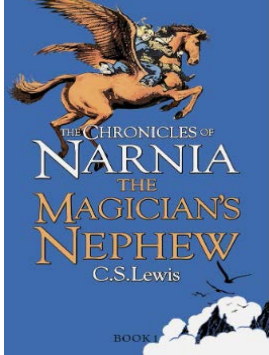
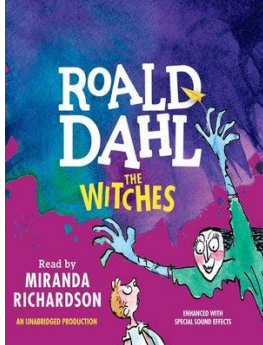
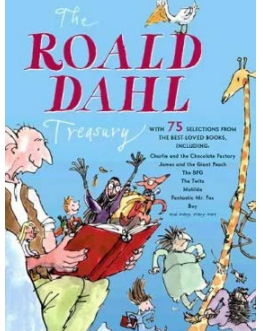
					regardless of where they live, has access to the things they need?
<b>Activities</b>	<p>In this lesson, children will take part in various discussions and activities that will help them consolidate their understanding on the purposes and features of a book cover. Following this, the children will use what they have learnt about book covers to make their own prediction on what they think the book, 'Bronze and Sunflower' 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 the blurb and then rethink their predictions for the book.</p>	<p>In this lesson, children will read chapter 1 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. Children will have a set of retrieval questions to answer about the book.</p>	<p>In this lesson, children will explore 'Damaidi' (a village in China) through the text. They will look at different features of a village. Children will then do a class plan with different language techniques such as figurative language and sensory language to describe the village and use this in their own independent description of the village. This will be written from the perspective of the character of Sunflower.</p>	<p>In this lesson, children will look at how the characters Bronze and Sunflower are described in the book Bronze and Sunflower. The children will then look at the features of an effective character description, linking this to setting descriptions and use of figurative language and relative clauses to provide detailed information. The children will then look at other example character descriptions and discuss the features used to make these vivid for the reader, whilst upleveling example character descriptions. Children will then write their own character descriptions using specific vocabulary to help them create a detailed and vivid character description.</p>	<p>In this lesson, children will be comparing a rich community to the poor community in the text 'Bronze and Sunflower'. Children will compare their life to the children's in 'Damaidi'. They will look at it from different aspects and plan towards writing a long comparative write. Children will need to look language features such as formal language and figurative language as well as structure features in order to have a detailed piece.</p>

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<b>Class Text</b> - Reading Aloud 10-15 mins each day	<b>Diamond</b> TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis	<b>Emerald</b> TEXT - The Magician's Nephew Author - C.S. Lewis	<b>Jade</b> TEXT - The Witches Author - Roald Dahl	<b>Pearl</b> TEXT - The Roald Dahl Treasury Author - Roald Dahl
				

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to multiply a unit fraction by an integer.</u>	<u>LI: We are learning to multiply a non-unit fraction by an integer.</u>	<u>LI: We are learning to multiply a mixed number by an integer.</u>	<u>LI: We are learning to calculate a fraction of a quantity.</u>	<u>LI: We are learning to find a fraction of an amount.</u>
<b>Key vocabulary and key questions</b>	<u>Key vocabulary</u> unit fraction integer multiplication product multiply	<u>Key vocabulary</u> non-unit fraction integer multiplication product multiply	<u>Key vocabulary</u> non-unit fraction integer multiplication product multiply	<u>Key vocabulary</u> non-unit fraction integer multiplication product multiply	<u>Key vocabulary</u> non-unit fraction integer multiplication product multiply

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	<p>denominator numerator fraction</p> <p><b><u>Blooms questioning</u></b> How can you write this multiplication as a repeated addition? How does this help you to work it out? • How can you represent this question as a bar model? • When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? • What is your answer as a mixed number? What is it as an improper fraction? • What happens if the integer you are multiplying by is the same as the denominator? Does this always happen?</p>	<p>denominator numerator fraction</p> <p><b><u>Blooms questioning</u></b> • How can you write this multiplication as a repeated addition? • How can you represent this multiplication as a bar model? • When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? • What is your answer as a mixed number? What is it as an improper fraction? • How do you know that <math>\frac{3}{5} \times 2 = \frac{6}{10}</math> can not be correct?</p>	<p>denominator numerator fraction unit fraction mixed number</p> <p><b><u>Blooms questioning</u></b> • How could you partition this mixed number? • When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? • What do you need to do if you have an improper fraction in your answer? • Could you work it out another way? Which way is most efficient? • Have you written your answer in its simplest form?</p>	<p>denominator numerator fraction unit fraction mixed number quantity</p> <p><b><u>Blooms questioning</u></b> • How can you share the counters equally? • How do you know the counters are in equal groups? • If you know 1 of a number, how do you find 2 of the number? • What do you need to do when you cannot share your tens counters equally? • How do you find a fraction of an amount?</p>	<p>denominator numerator fraction unit fraction mixed number quantity amount</p> <p><b><u>Blooms questioning</u></b> • How can you represent this in a bar model? • What is the relationship between 1 of a number and 2 of a number? • What is the first step to solve this calculation? What is the next step to solve this calculation? • How do you find a fraction of an amount? • How can you find a fraction of a 3-digit number?</p>
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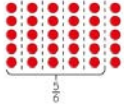
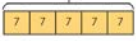
<p><b>Activities</b></p>	<p>In this small step, children encounter multiplication number sentences with fractions, multiplying unit fractions by an integer. Make links to multiplication as repeated addition, this will link back to previous learning and avoid the common misconception of multiplying both the numerator and the denominator by the integer. Bar models are a useful representation and can show the calculations in multiple or single bars. When answers are greater than 1, encourage children to write their answers as a mixed number. They may also find a number line useful. This learning is built upon in the next few steps, when children multiply non-unit fractions and mixed numbers.</p>	<p>In this small step, children build on the previous step to multiply non-unit fractions by integers. As in the previous step, children make the link between multiplication and repeated addition, and use bar models and number lines to support calculations. However, they should become more fluent and recognise the generalisation that they need to multiply the numerator by the integer and leave the denominator the same. Children need to be able to convert improper fractions to mixed numbers and could use number lines or other representations to help. In the next small step, children combine their learning from the first two steps to multiply mixed numbers by integers.</p>	<p>In this small step, children build on their learning from the first two steps to multiply mixed numbers by integers. Children need to be secure in their understanding of multiplying proper fractions by integers before adding the extra challenge of multiplying mixed numbers. Children explore a range of methods to complete the calculations and discuss the efficiency of each. To build understanding, initially calculations should not involve converting improper fractions to mixed numbers. Once children are secure in using the methods, they can explore questions where in the answer, the fractional part of the calculation is greater than 1 and needs converting to a mixed number before combining the totals.</p>	<p>In this small step, children calculate a fraction of a quantity, building on understanding from previous years. The step focuses on using concrete and pictorial representations to support learning. Children begin by using real-life objects or counters and sharing them into equal groups. This helps children to identify the relationship between dividing by the denominator and multiplying by the numerator. They start by finding unit fractions of amounts and, when they are secure in their understanding, move on to non-unit fractions. Children will build on this understanding in the next step, in which they focus on more abstract methods.</p>	<p>In this small step, children find fractions of amounts using more pictorial and abstract methods, rather than relying on concrete resources. Bar models are useful tools to help represent this mathematical concept and can also help to show links between finding unit fractions of amounts and non-unit fractions of amounts. Children initially use times-table facts, then move on to solve calculations that go beyond these. Once children are secure in finding non-unit fractions of amounts, they compare two calculations, for example 2 of 30 and 4 of 20. The learning from this step is built upon in Step 6, when children find the whole from a fractional part.</p>
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	<ul style="list-style-type: none"> <li>Write the multiplications as repeated additions.</li> </ul> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px;"><math>2 \times 6</math></div> <div style="border: 1px solid black; padding: 2px;"><math>3 \times 4</math></div> <div style="border: 1px solid black; padding: 2px;"><math>5 \times 3</math></div> </div> <p>How would you write <math>\frac{1}{4} \times 3</math> as a repeated addition?</p>	<ul style="list-style-type: none"> <li>Dani uses bar models to work out <math>\frac{2}{7} \times 5 = \frac{10}{7} = 1\frac{3}{7}</math></li> </ul>  <p>Use Dani's method to work out the multiplications.</p> <p><math>= \frac{2}{7} \times 6 = \frac{3}{7} \times 5 = 3 \times \frac{4}{7}</math></p>	<ul style="list-style-type: none"> <li>Amir is working out <math>3 \times 5\frac{1}{10}</math></li> </ul>  <p>I will partition <math>5\frac{1}{10}</math> into 5 and <math>\frac{1}{10}</math> and multiply each part by 3</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <math>3 \times 5 = 15</math>    <math>3 \times \frac{1}{10} = \frac{3}{10}</math>    <math>3 \times 5\frac{1}{10} = 15\frac{3}{10}</math> </div> <p>Use Amir's method to work out the multiplications.</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px;"><math>3 \times 4\frac{1}{10}</math></div> <div style="border: 1px solid black; padding: 2px;"><math>5\frac{3}{10} \times 3</math></div> <div style="border: 1px solid black; padding: 2px;"><math>6 \times 2\frac{1}{7}</math></div> <div style="border: 1px solid black; padding: 2px;"><math>3\frac{4}{9} \times 2</math></div> </div>	<ul style="list-style-type: none"> <li>Tommy uses an array of counters to find <math>\frac{5}{6}</math> of 30</li> </ul>  <p>I split the counters into 6 equal groups.</p> <p><math>\frac{5}{6}</math> of 30 = 25</p> <p>Use Tommy's method to work out the fractions of amounts.</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px;"><math>\frac{2}{5}</math> of 30</div> <div style="border: 1px solid black; padding: 2px;"><math>\frac{4}{5}</math> of 30</div> <div style="border: 1px solid black; padding: 2px;"><math>\frac{2}{3}</math> of 30</div> <div style="border: 1px solid black; padding: 2px;"><math>\frac{7}{10}</math> of 30</div> </div>	<ul style="list-style-type: none"> <li>Esther is finding <math>\frac{1}{5}</math> of 35</li> </ul> <div style="text-align: center; margin-bottom: 10px;"> <math>35</math>   </div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 10px;"> <math>35 \div 5 = 7</math>  <math>\frac{1}{5}</math> of 35 = 7         </div> <p>Use Esther's method to work out the fractions of amounts.</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; padding: 2px;"><math>\frac{1}{5}</math> of 45</div> <div style="border: 1px solid black; padding: 2px;"><math>\frac{1}{7}</math> of 35</div> <div style="border: 1px solid black; padding: 2px;"><math>\frac{1}{10}</math> of 80</div> <div style="border: 1px solid black; padding: 2px;"><math>\frac{1}{9}</math> of 81</div> </div>
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Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

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## LI: We are learning to play rhythms and melodies by ear.

We will starting a new piece of work in music this term called Madina tun Nabi, this is a modern nasheed (Islamic song) is all about the holy city of Madina in Saudi Arabia. The title is translated as 'the city of the Prophet'. We will start the lesson by challenging the children to recall notes from the previous lesson's bassline. In groups, the children will learn to -

- Practise echo playing rhythms and melodies by ear.
- Learn both parts of the chorus.
- Learn about the song and what it is about.

They will also use tuned Instruments - as many notes D-G-A-D (the 'Ds' an octave apart) on a range of tuned percussion (xylophones, chime bars, glockenspiels) and pitched instruments (guitars, ukuleles), as well as apps.

### Key questions for the lesson include:

What notes do we need to know for this piece of music?  
Why is this song important?

### Key Words:

Pitch: melody, octave, G major, D major, drone, microtone, vocal decoration.

Structure: introduction, verse, chorus.

Texture: call-and-response, a cappella/ unaccompanied, accompaniment.

Other: improvisation, Nasheed, Arabic music.

## Lesson 1 & 2

### LI: We are learning to understand that people have different beliefs regarding death

In this lesson, children will be starting their new topic of what people believe about life after death. In a class discussion, children will learn about different religions and cultures and what beliefs their families might have about death. We will then be completing a defining frame about what we have learnt.

### Key vocabulary

Recall

Record

Reincarnation

Resurrection

Life

Death

Spring 1, Lesson 1 & 2  
LI: We are learning to identify what we already know about life after death and what we would like to find out



Spring 2, Lesson 6 - Reflection  
LI: We are learning to reflect what we have learned about life after death  
Using a green pen, include what you have learned over the course of this project **good** answer any questions you were curious about!

## Dance -Lesson 1

### LI: We are learning to create a dance using a random structure and perform the actions showing quality and control.

In this lesson, children will first understand why we count in 8s in dance. Then children will understand the actions by reading the actions from the resource and ask pupils to provide an example of each action to check for understanding. Next, children will explore different ways they could complete each of the actions. After, in pairs, pupils decide how they are going to complete the eight actions they have on their sheet, and how many counts they will use for each. Pupils complete the actions standing side by side in unison and practise their dance. Pupils will perform their dance to another pair. Both pairs watch each other and provide feedback on each others' performances. Pupils will be given time to use the feedback provided to improve on their performance.



## Dance by Chance

	Action Week 1	Dynamics Week 2	Relationships / Space Week 3
0	extend	slowly	facing different directions
1	travel	explosively	side by side
2	kick	quickly	in canon
3	slide	sharply	in unison
4	ripple	smoothly	mirroring
5	jump	robotically	in contact
6	tilt	pulsing	back to back
7	fall	heavily	matching
8	twist	fluidly	in a backwards direction
9	spin	strongly	diagonally in space

## Yoga -Lesson 1



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LI: We are learning to develop flexibility through the sun salutation flow.

In this lesson, children will learn that Yoga is exercise for the mind, body and our breath. It makes us strong, flexible and helps us with our thoughts and feelings. Children will learn how to do the following:

**Breathe and focus** - Pupils will learn to sit in a good 'sitting pose.' Everyone takes a big breath in, raising their shoulders up to their ears as they do so. On the sigh out of their mouth, allow the shoulders to drop back down.

**Sun salutation** - Pupils will learn that in yoga, a sun salutation is a 'salute' to the sun. It is a series of yoga poses that create what is called a flow. Moving through a flow helps to develop flexibility, extending and lengthening muscles on the out breath.



The flow goes: Mountain pose - back bend - forward fold - lunge - plank pose - cobra pose - down dog - lunge - forward fold - back bend - mountain pose.

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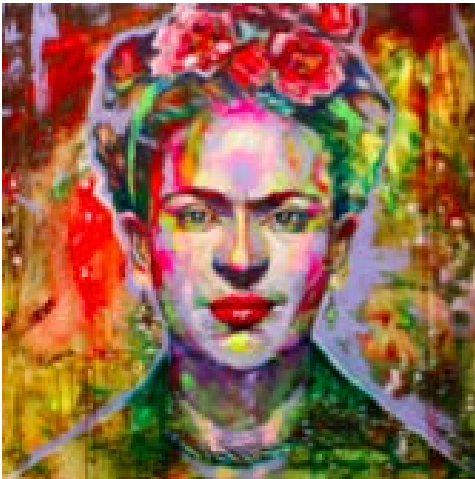
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## Art - Kapow

### Topic 2 Painting and mixed media: Portraits - Artist Research

#### LI: We are learning to review and explore the work of Frida Kahlo.

In this lesson, children will research the key artist. Children will learn about the artist's background and discover what makes their artwork special and unique. Children will review pieces of artwork by the artist by closely analysing and evaluating. Following this, children will create an artist research page in their sketchbooks and will create a piece of art in the style of the artist.



## Spanish - Language Angels

### Unit: ¿Qué tiempo hace?

**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.

**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!

#### **By the end of this unit, we will be able to:**

- 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.

#### Lesson 1

LI: we are learning to ask the question ¿Qué tiempo hace? ('what is the weather like today?') and start the new vocabulary connected to the weather in Spanish.

## PSHE - Jigsaw

LI: We are learning to understand that we will need money to help us achieve some of our dreams.

LI: We are learning to identify what we would like our life to be like when we are grown up.

In PSHE, we are starting our new topic: Dreams and Goals. In this lesson children will complete a defining frame of what they already know about dreams and goals. Children will discuss the key words in this topic: dream, goal, feeling, achievement, money, grown up, adult, lifestyle. Following this, children will discuss the following sentence stem: 'If I won lots of money my dream would be...' Children will be asked to think about whether any of their dreams could be fulfilled without having any money, reflecting whether or not money is an important factor when considering dreams and goals. Children look at a range of professions and will then write about their dreams and jobs, thinking about what steps they need to take to reach these.

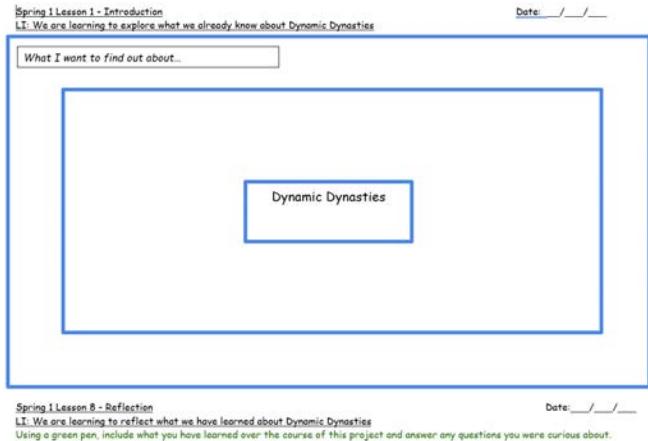


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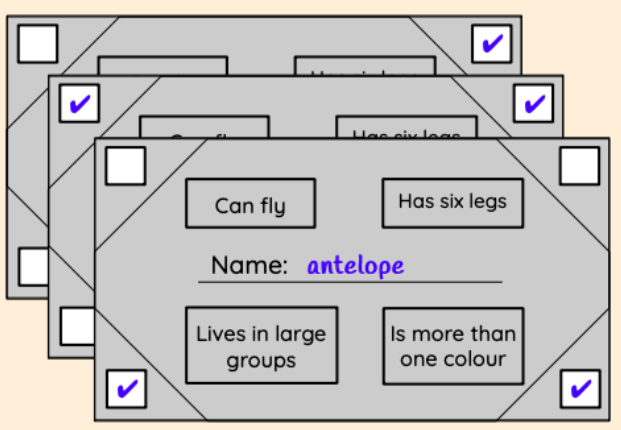
Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing
<p><b><u>Topic: Forces and Mechanisms</u></b>  <b><u>L.I. We are learning to identify contact and non-contact forces.</u></b></p> <p>At the start of this lesson, children will reflect on what they already know about forces and mechanisms and will record this on their new topic defining frame. Children will look at the key words and define the words they have already come across.</p> <p>In this lesson, children will look at a range of forces and learn their names. They will also learn the definition of contact force and non-contact force to group the different forces in their books.</p> <p>By the end of the lesson, children will know that friction, air resistance and water resistance are forces that oppose motion and slow down moving objects.</p>	<p><b><u>Lesson 1 - Introduction</u></b>  <b><u>L.I: We are learning to explore what we already know about Dynamic Dynasties</u></b></p> <p>In this lesson, children will be watching a video on our new topic and thinking about the following questions. What was the name of the first Chinese dynasty? During which dynasty was the first Chinese empire established? During which period did the philosopher Confucius live? How did life change between the Shang Dynasty and the Qin Dynasty? Which dynasty or period do you think led to the most significant change? Why?</p> <p>Children will then be completing a defining frame demonstrating what already know.</p>  <p><b><u>Key words</u></b>          China          Civilisation</p>	<p><b><u>New Topic: Flat-file databases</u></b></p> <p>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p> <p><b><u>Lesson 1 - Creating a paper-based database</u></b>  <b><u>L.I: We are learning to use a form to record information</u></b></p> <p>In this lesson, learners will create a paper version of a record card database. Using a card template, they will create a data set, with each learner creating eight to ten cards linked to a theme, e.g. animals. They will complete records for each of the animals in their database and then they will physically sort the cards to answer questions about the data.</p>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 8.1.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

<p><b>Key words:</b>          contact force          Non contact force          Push          Pull          Magnetic          Attract          Repel          Friction          Air resistance          Water resistance          Gravity</p>  <p style="text-align: center;"><b>Forces</b></p>	<p>Fertile          Isolated          Himalayan          Dynasty          Empire</p>	 <p>Can fly          Has six legs          Name: <u>antelope</u>          Lives in large groups          Is more than one colour</p>
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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 Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
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# Weekly Overview of Learning

Year Group: 5

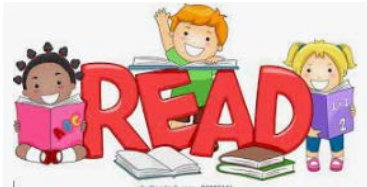
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## Reading Tasks

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!



## Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.

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

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