

# Weekly Overview of Learning

Year Group: 5

Week beginning: 8.7.24

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.

|   | Monday  | Tuesday and Wednesday   | Thursday   | Friday  |
|---|---|---|--|---|
|   | <u>LI: We are learning to plan a diary entry.</u>   | <u>LI: We are learning to write a diary entry (over 2 days)</u>   | <u>LI: We are learning to uplevel our diary entries.</u>   | <u>LI: We are learning to summarise the text.</u>   |
| <b>Speaking and Listening Focus</b>                                   | Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.   | <p>Group Discussion</p> <p>When discussing children, they will focus on decoding new vocabulary and inferring characters' feelings.</p> <p>Using PEE to structure their opinions.</p>   | Children will reflect on their own writing, sharing their strengths and areas of improvement demonstrating their awareness of what is needed in suspense writing   | <p>While listening or watching, children will make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using their own words as appropriate.</p> <p>Children will participate in performances, role play and improvisations.</p>  |
| <b>Key vocabulary and Key Bloom's higher order thinking questions</b> | <p><u>Key vocabulary</u></p> <p>Frustration<br/>Anticipation<br/>Satisfaction<br/>Manipulated<br/>Controlled<br/>Confined<br/>Ominous<br/>Desires<br/>Glee<br/>Foreboding<br/>Triumph<br/>Consequences</p> <p><u>Blooms questioning</u></p> <p>What would she write in her journal?<br/>How does she feel</p> | <p><u>Key vocabulary</u></p> <p>thoughts<br/>feelings<br/>chatty language<br/>sentences starters -eg/-ing/-ly<br/>emotive language<br/>time conjunctions<br/>signing off the diary entry<br/>paragraphs</p> <p><u>Blooms questioning</u></p> <p>What would she write in her journal?<br/>How does she feel about Coraline?<br/>What does she think about how Coraline is behaving towards her?<br/>Why did she behave this way?<br/>What will she unravel in her diary?</p> | <p><u>Key vocabulary</u></p> <p>thoughts<br/>feelings<br/>chatty language<br/>sentences starters -eg/-ing/-ly<br/>emotive language<br/>time conjunctions<br/>signing off the diary entry<br/>paragraphs</p> <p><u>Blooms questioning:</u></p> <p>Do you think your diary entry effectively captured the emotions you were feeling at the time?</p> <p>What strengths and weaknesses do you notice in your diary writing style?</p> | <p><u>Key vocabulary</u></p> <p>Summarise<br/>Key events<br/>Characters<br/>Settings<br/>Dialogue<br/>Thoughts<br/>Feelings</p> <p><u>Blooms questioning:</u></p> <p>Can you recall the main characters in "Coraline"? Who is the protagonist and what challenges does she face?<br/>How would you explain the main plot of "Coraline" in your own words?<br/>Can you summarise what happened in [specific chapter or section] of "Coraline"?</p> |

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|                          |  |   |  |  |
|--------------------------|--|---|--|--|
|                          | <p>about Coraline?<br/>What does she think about how Coraline is behaving towards her?<br/>Why did she behave this way?<br/>What will she unravel in her diary?<br/>Are there any underlying emotions for her behaviour?<br/>What is she worried about? Does she have any worries?<br/>What is she going to do next?</p> | <p>Are there any underlying emotions for her behaviour?<br/>What is she worried about? Does she have any worries?<br/>What is she going to do next?</p>   | <p>Compare your diary entry with that of a classmate. What similarities and differences do you notice? Which aspects do you find most interesting?</p> | <p>How can you use the events from "Coraline" to predict what might happen next in the story?<br/>Can you apply the events from "Coraline" to a different setting or time period? How might the story change?<br/>What are the key events that drive the plot forward in "Coraline"? How do the characters' actions in "Coraline" influence the story's outcome?<br/>If you were to write a different ending for "Coraline", how would you change the events leading up to it?</p> |
| <p><b>Activities</b></p> | <p>In this lesson children will be planning a diary entry from the perspective of the other mother. They will be writing from the moment she swings the door closed and leaves Coraline in the darkness.</p>   | <p>In this lesson, children will be writing a diary entry in the role of the other mother. They will focus on areas which they have been developing to try and include these in their writing.</p> <p>They will use their diary entry knowledge organiser to guide their writing as well as a modelled example to help children see how these features are included in their writing.</p> | <p>In this lesson, children will be using a checklist to uplevel their own diary entries.</p>  | <p>In groups, children will sequence the events of chapter 10 and in an independent task, children will create story maps with summaries. They will then go onto writing a few paragraphs describing the events in chapter 10.</p>   |

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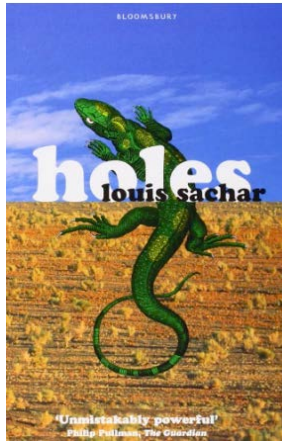


Emotions Thesaurus Vocabulary Grid

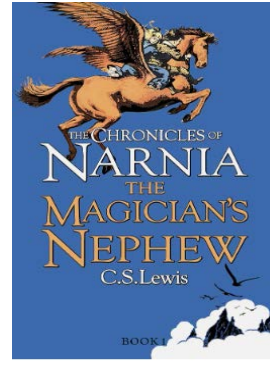
| Happy     | Excited     | Surprised     |
|-----------|-------------|---------------|
| Amused    | Delighted   | Stunned       |
| Content   | Overjoyed   | Flabbergasted |
| Relieved  | Thrilled    | Speechless    |
| Satisfied | Ecstatic    | Appalled      |
| Gratified | Overwhelmed | Appalled      |
| Delighted | Overjoyed   | Stunned       |
| Content   | Overjoyed   | Flabbergasted |
| Relieved  | Thrilled    | Speechless    |
| Satisfied | Ecstatic    | Appalled      |
| Delighted | Overwhelmed | Appalled      |

**Class Text**  
- Reading Aloud  
10-15 mins each day

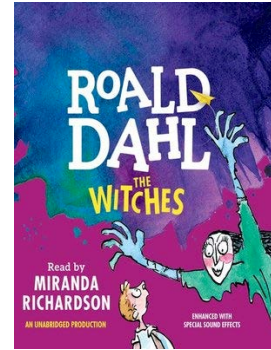
**Diamond**  
TEXT - Holes  
Author - Louis Sachar



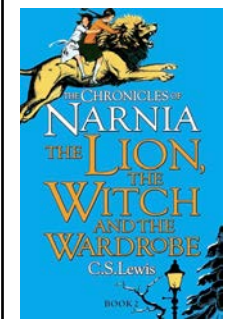
**Emerald**  
TEXT - The Magician's Nephew  
Author - C.S. Lewis



**Jade**  
TEXT - The Witches  
Author - Roald Dahl



**Pearl**  
TEXT - The Lion, the Witch and the Wardrobe.  
Author - C.S. Lewis



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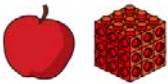


| Maths -                                 | Lesson 1   | Lesson 2   | Lesson 3   | Lesson 4  | Lesson 5   |
|---|--|--|--|---|--|
|   | <u>LI: We are learning to solve and use our critical thinking to answer reasoning questions.</u>   | <u>LI: We are learning to understand and use the approximate equivalences between metric units and common imperial units. (PIXL Therapy)</u>   | <u>LI: We are learning to estimate volumes.</u>  | <u>LI: We are learning to estimate capacity.</u>  | <u>LI: We are learning to evaluate our learning of volume and capacity.</u>  |
| <b>Key vocabulary and key questions</b> | <p>Key vocabulary</p> <p>Calculations<br/>Evidence<br/>Justify<br/>Prove<br/>Operation</p> <p><b>Key questions:</b></p> <p>What is the problem asking you to find or solve?<br/>What information do you already have?<br/>What additional information might you need?<br/>Can you break the problem into smaller, more manageable parts?<br/>How can you check if your solution makes sense?<br/>Can you think of different ways to approach this problem?</p> | <p>Key vocabulary</p> <p>metric measures<br/>imperial measures<br/>approximately<br/>convert</p> <p><b>Key questions:</b></p> <p>What are the measurements for length?<br/>What are the measurements for mass?<br/>What are the measurements for volume?<br/>What facts can you recall about the common conversions between metric and imperial units?</p> | <p>Key vocabulary</p> <p>Estimation<br/>Volume<br/>3D shapes<br/>cubes<br/>cubic centimetres<br/>cubic millimetres<br/>cubic metres</p> <p><b>Key questions:</b></p> <p>What is volume?<br/>How could you estimate the volume of the shape?<br/>Which of these two objects has the greater volume?<br/>How can you use cubes to estimate the volume of an object?<br/>If object A has a volume of _____, what do you estimate the volume of object B will be?<br/>Is the actual volume</p> | <p>Key vocabulary</p> <p>Estimation<br/>Capacity<br/>liquid<br/>millilitres<br/>litres</p> <p><b>Key questions:</b></p> <p>What is capacity?<br/>What is the difference between capacity and volume?<br/>Which of these containers has the greater capacity?<br/>What units of measure are used for the capacity of bottles? How many millilitres are there in a litre?<br/>The volume of water in the container is about millilitres/litres. ml in the jug now, approximately how much will it hold when full?</p> | <p>Key vocabulary:</p> <p>Volume<br/>Capacity<br/>Cubic units<br/>Litres<br/>Millilitres<br/>Measurement<br/>Imperial<br/>Metric<br/>Compare<br/>Estimate<br/>Length<br/>Width<br/>Height</p> <p><b>Key Questions:</b></p> <p>What is volume?<br/>What is capacity?<br/>What are the suitable units to measure _____?<br/>How do you measure the volume of a cuboid?<br/>What is the difference between volume and capacity?</p> |

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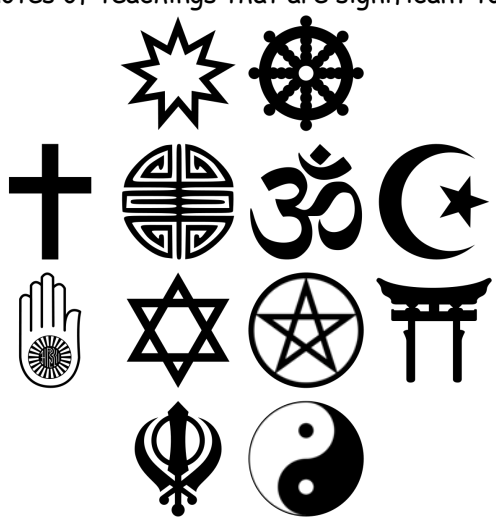
|                          | How can you use logical reasoning to justify your answer?  |   | greater or less than the estimated volume? |  | Why do we use cubic units to measure volume? |        |   |  |   |
|--------------------------|--|---|--|--|--|--------|---|--|---|
| <p><b>Activities</b></p> | <p>In this lesson, children will be practising PIXL questions and following modelled steps to better understand the mathematical vocabulary, concepts and strategies when answering reasoning questions.</p> | <p>In this lesson, children will go through the PIXL therapy as a class and answer the questions using their mathematical reasoning. Children will first recap metric and imperial measures that they have learned about in previous lessons and discuss which type of measure with the imperial/metric unit of measurement. Afterwards children will look at facts about the equivalence between metric and imperial units. Using the learned facts, children will explore a range of questions about this topic.</p> <div data-bbox="654 1173 987 1276" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr style="background-color: #00aaff; color: white;"> <td colspan="2">2 inches</td> </tr> <tr> <td style="width: 50%;">2.5 cm</td> <td style="width: 50%;">2.5 cm</td> </tr> </table> </div> | 2 inches                                   |  | 2.5 cm                                       | 2.5 cm | <p>In this small step, children estimate the volumes of different objects, by using cubes with a volume of 1 cm<sup>3</sup> and building a shape similar to the 3-D object. For different objects, the class will discuss whether the actual volume is greater or less than the estimate. For example, an apple may have a smaller volume than that of a similar-sized cuboid. Children then consider the volumes of much larger objects such as rooms. They discuss why cubic centimetres would be inappropriate for larger volumes and think about the need for different units such as cubic metres.</p> <div data-bbox="1025 1204 1361 1252" style="font-size: small;"> <p>Aisha is using cubes to estimate the volume of the apple. Each cube has a volume of 1 cm<sup>3</sup></p> </div> <div data-bbox="1115 1257 1281 1340" style="text-align: center;">  </div> <div data-bbox="1025 1356 1361 1420" style="font-size: small;"> <p>Work out an estimate for the volume of the apple. Is the actual volume of the apple greater or smaller than the estimate?</p> </div> | <p>In the final small step of this block, children move on to looking at the capacity of different objects. Children should be aware of the difference between capacity and volume. They should also know that the term "capacity" is most commonly used when looking at amounts of liquid. They may need reminding that 1 litre is equal to 1,000 millilitres. Children will look at containers that they may be more familiar with, such as a 330 millilitre can and a 2 litre bottle to help them with estimating the capacity of unknown containers. They can then estimate the capacity of a container where a known amount of something is already inside it.</p> <div data-bbox="1406 1316 1668 1332" style="font-size: x-small;"> <p>There is 1 litre of water in each container.</p> </div> <div data-bbox="1467 1340 1747 1417" style="text-align: center;">  </div> <div data-bbox="1406 1428 1668 1444" style="font-size: x-small;"> <p>Estimate the capacity of each container.</p> </div> | <p>In this lesson, children will recap their learning about volume and capacity. They will then complete an End of Block Assessment to consolidate their learning. Children will self-mark their answers and will go through the questions as a class to discuss what mistakes they have made and how to correct their mistakes.</p> <div data-bbox="1780 821 2139 1029" style="text-align: center;">  </div> |
| 2 inches                 |  |   |  |  |  |        |   |  |   |
| 2.5 cm                   | 2.5 cm   |   |  |  |  |        |   |  |   |

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| Music - Sing Up  | RE - Widening Horizons   | PE - Get Set 4 PE  |
|--|--|--|
| <p><b>Unit: Kisne Banaaya- Lesson 5</b><br/> <b><u>LI: We are learning to explore a range of harmonies and learn to play an accompaniment.</u></b><br/>                     In today's lesson the children will:</p> <ul style="list-style-type: none"> <li>• Sing 1, 121 as a two-part round.</li> <li>• Listen to a different arrangement of the song.</li> <li>• Learn a harmony to the song and sing unaccompanied in two parts.</li> <li>• Begin to learn to play an accompaniment.</li> </ul> <p>Today we will create an accompaniment for the song using a combination of the following: tuned percussion, beginner strings, guitar apps. Some students might be able to manage the chords on ukulele. You can pluck the A and D strings together on a guitar. Similarly on ukulele you can pluck the A string.</p> | <p><b><u>LI: We are learning to reflect on our learning of RE this year to make connections between different features of religions.</u></b><br/>                     In this lesson, children will begin with a brief discussion on the importance of reflection in learning. Children will have a think about the religions they have studied this year (Christianity, Islam, Hinduism, Buddhism and Judaism) and will create mind maps of these in table groups. Children will be encouraged to share key features they remember about each religion, such as beliefs, practices, symbols, places of worship, festivals and sacred texts.<br/>                     Using Venn diagrams, children will make comparisons between two different religions of their choosing. When creating these, children will be asked to make notes of teachings that are significant to them.</p> <div style="text-align: center;">  </div> | <p><b><u>Cricket Unit</u></b><br/> <b><u>LI: We are learning to further develop our fielding techniques and use them in a game situation.</u></b><br/>                     Children will develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, children will have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, children will achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><b><u>Rounders Unit</u></b><br/> <b><u>LI: We are learning to apply rules and skills that we have learned to play in a rounders tournament.</u></b><br/>                     Children will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.</p> |

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| Art - Kapow   | Spanish - Language Angels   | PSHE - Jigsaw   |
|---|---|---|
| <p><b><u>LI: We are learning to extend design ideas through research and sketchbook use.</u></b></p> <p>Students will extend their design ideas by researching and using sketchbooks, inspired by the work of Friedensreich Hundertwasser. Children will be shown a presentation about Hundertwasser and will examine the architect's design choices as a class.</p> <p>Children will be shown the Hundertwasser House video to demonstrate creating colourful patterns inspired by Hundertwasser's style to use as inspiration to create a double-page sketchbook response, including: facts about Hundertwasser, descriptions of his style and ideas with words and pictures, designing a house in his style, annotated with features and design choices, annotating one of Hundertwasser's designs and an information collage about Hundertwasser. They can decorate pages with coloured papers and patterns inspired by Hundertwasser and include printable images from the activity.</p> | <p><b><u>LI: We are learning to use all the language we have covered in this unit in a real context.</u></b></p> <p>In this lesson children will be learning how to link the word for a sport to how we use / change that word to describe that sport as someone's profession. We will look at the changes that take place, when and why.</p> <p><b><u>Key vocabulary:</u></b><br/>                     atletismo nadadora atleta natación remo<br/>                     boxeo remero ciclista boxeador atleta<br/>                     ciclismo triatlón esgrima saltadora tiro con arco<br/>                     esgrimidora jinete salto de trampolín arquero equitación</p>  | <p><b><u>LI: We are learning to describe how boys' and girls' bodies change during puberty.</u></b><br/> <b><u>LI: We are learning to express how I feel about the changes that will happen to me during puberty.</u></b></p> <p>The class will begin with a discussion on what puberty is and why it happens. It will be explained that puberty is a natural process that everyone goes through. Using age-appropriate diagrams, children will learn about the physical changes in boys and girls. They will discuss changes such as growth spurts, body developments (e.g., breast development, facial hair), and changes in voice. As a class, they will talk about the emotional and social changes that may occur, such as mood swings and the desire for more independence. Teachers will inform children about the ways to handle these changes positively and healthily.</p> <p>Children will be provided a safe space to ask questions anonymously using a question box. These questions will be answered respectfully and clearly, ensuring that students feel supported.</p> |

| Science - Wellington Curriculum  | Topic (History) - Wellington Curriculum  | Computing   |
|--|--|---|
| <p><b><u>Lesson 5 - Solubility</u></b><br/> <b><u>LI: We are learning to explain that some solutes will dissolve in liquid to form a solution and the solute can be recovered by evaporating off the solvent.</u></b></p> <p>In this lesson, children will look at what solubility and</p> | <p><b><u>Groundbreaking Greeks- lesson 9</u></b><br/> <b><u>LI: We are learning to investigate the different roles of men and women in Athens.</u></b></p> <p>In this lesson, children will learn about the different roles of men and women in Athenian society. Children</p> | <p><b><u>Lesson 2- Selection in quizzes.</u></b><br/> <b><u>LI: We are learning to relate that a conditional statement connects a condition to an outcome</u></b></p> <p>In this lesson, learners will develop their understanding of selection by using the 'if... then...</p> |

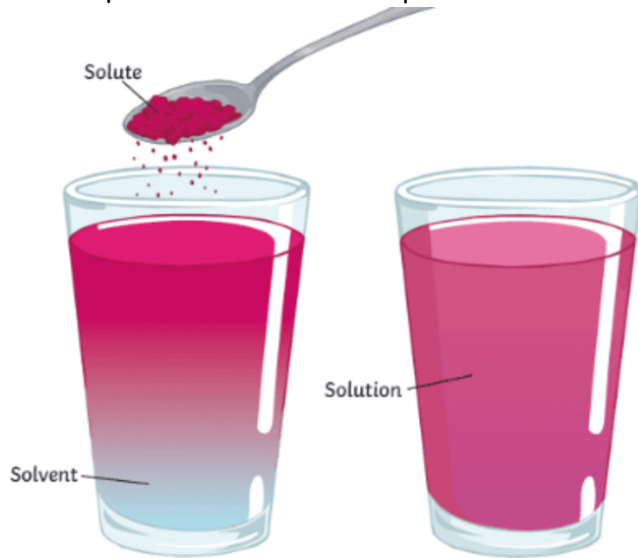
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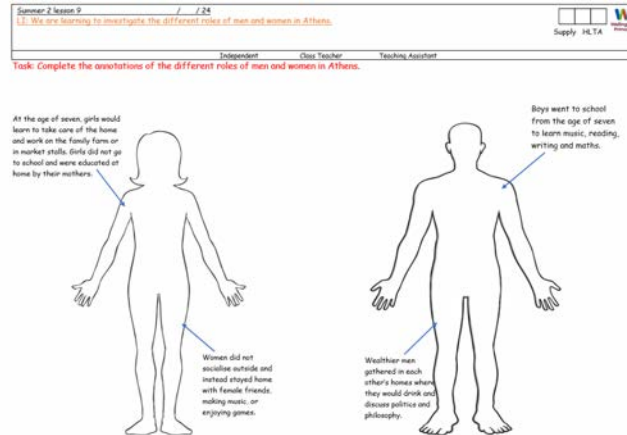
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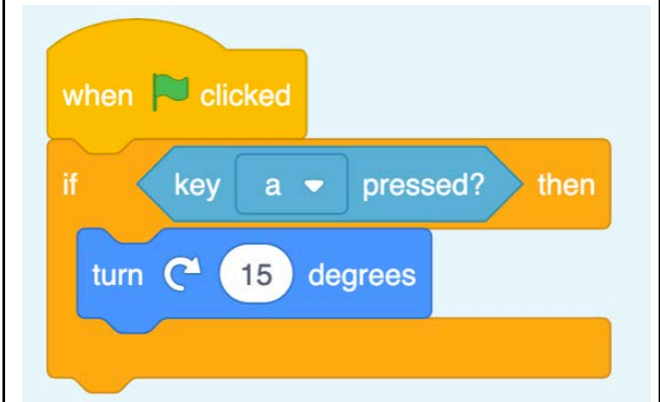
dissolving is. Children will be looking at words like solvent and insoluble and understand what they mean. They will investigate which material dissolves the best in water (salt, sugar, flour and others). Children will record their observations in a table and answer questions about their experiment.



will discuss factors such as gender, poverty and age to determine the differences between the lives of men and women. Then, children will listen to an audio clip from a historian discussing men and women in ancient Athens and will take notes. To consolidate their learning, children will then use their notes to complete the worksheet on the different roles of men and women. For their challenge, children will use their knowledge to write a short paragraph.



else' structure in algorithms and programs. They will revisit the need to use repetition in selection to ensure that conditions are repeatedly checked. They identify the two outcomes in given programs and how the condition informs which outcome will be selected. Learners use this knowledge to write their own programs that use selection with two outcomes.



### Key vocabulary

Selection, condition, true, false, outcomes, conditional statement (the linking together of a condition and outcomes), algorithm, program, debug

## Homework

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

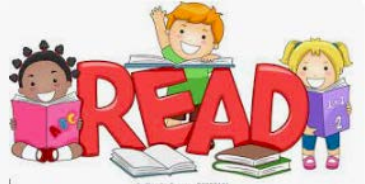








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|--|--|--|---|
| <p><b>Reading Tasks</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>  <p>Try and login to <b>Bug Club</b> and <b>Reading Eggs</b>.</p>   |  <p><b>English Homework</b> - this week we would like you to complete your extras on Doodle English.</p> <p><b>Doodle Spell</b> - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p> |  <p><b>Doodle Maths</b> - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the <b>green</b> zone yet?</p> <p><b>Times Tables Rockstars:</b></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><b>Talk Tuesday</b></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><b>Send in your reply on Google Classroom.</b></p> |