Weekly Overview of Learning

Year Group: 5 **Week beginning: 09.10.23**

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	Monday / Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to write a persuasive letter.	LI: We are learning to uplevel our persuasive letter.	LI: We are learning to recognise different modal verbs and understand their impact on readers.	LI: We are learning to answer exam-style questions focusing on conjunctions.
Speaking and Listening Focus	**Children will work independently to create their piece of writing.**	**Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.**	**Children will ask relevant questions to extend their understanding and knowledge.**	**Children will ask relevant questions to extend their understanding and knowledge.**
Key vocabulary and Key Bloom's higher order thinking questions	**Key vocabulary** Persuasive techniques: Alliteration Facts Opinions Repetition/Rhetorical question Exaggeration/Emotive language Statistics Three Rule Letter formatting: Address Salutation Engaging opening Writing with purpose topic sentences Call to action Formal language Strong conclusion Signature	**Key vocabulary** Persuasive letter Writing with purpose Expanded noun phrases Figurative language Adverbs and adverbials Prepositional phrases Subordinating clauses Coordinating clauses Pronouns Range of tenses Fronted adverbials Embedded clauses Modal verbs EAST (Emotion, Action, Speech, Thought) Paragraphs Punctuation Presentation Spelling **Blooms questioning** What am I most proud of? What features did I include in my diary entry? What techniques can I use to improve my work?	**Key vocabulary** Modal verbs Degree of possibility Degree of certainty Contractions can could may might must shall should will would **Blooms questioning** What are modal verbs? What examples of modal verbs have you used? What does the modal verb 'must' express? What is the difference between the	**Key vocabulary** Conjunctions Subordinating conjunctions Coordinating conjunctions Sentence Clauses Commas Cohesion **Blooms questioning** What are conjunctions? What examples of subordinating conjunctions and coordinating conjunctions have you used? Why is it important to understand what conjunctions are? How can I use my knowledge of conjunctions to answer exam-style questions? How do conjunctions create cohesion?

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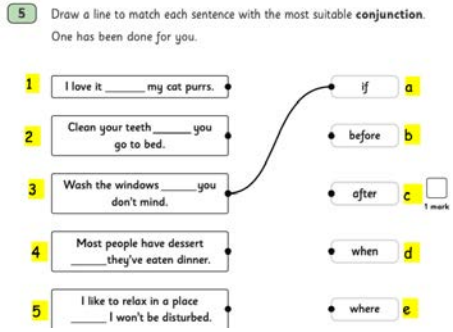
		What writing targets do I need to continue to work on? What will be my target for when I uplevel my work? What steps must I take to uplevel my work? How can I remember this area of improvement for next time?	meaning of 'might' and 'will'? Why is it important to understand modal verbs?	
Activities	In this lesson, children will use their plans to write up a showcase piece to demonstrate their ability to create a persuasive letter.	In this lesson, children will look back on their persuasive letter and reflect on what they did well and where they need to improve using the Year 5 Writing checklist. Children will look at the technical features, language features and structural features of their writing as well as grammar, punctuation and spelling. Following this, children will read the feedback from the teacher of what steps need to be made to improve and children will uplevel their work.	In this lesson, children will look at a range of modal verbs that have been classified into four different groups: possibility, ability, permission and obligation/advice. Children will have a look at each category as a class and will be shown a range of examples. Then as a class, children will have a go at answering a range of questions discussing their point of view and explaining their reasoning behind their answers. Following this, children will independently work through a similar set of questions to demonstrate their learning of modal verbs. 	In this lesson, children will be revising subordinating conjunctions and coordinating conjunctions. Children will then have a discussion of past exam questions focusing on conjunctions and share their reasoning for their answers in groups and in class discussions. 

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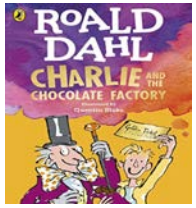
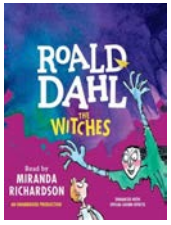
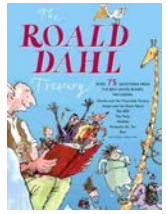
Class Text – Reading Aloud 10-15 mins each day	**Diamond** TEXT - Matilda Author - Roald Dahl 	**Emerald** TEXT – Charlie and The Chocolate Factory Author – Roald Dahl 	**Jade** TEXT - The Witches Author - Roald Dahl 	**Pearl** TEXT – The Roald Dahl Treasury Author - Roald Dahl 

Maths -	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI: We are learning to compare calculations.	LI: We are learning to find missing numbers.	LI: We are learning to reflect what we have learnt in our topic of addition and subtraction	LI: We are learning to build on our prior knowledge of multiples.	LI: We are learning to identify and categorise common multiples of pair of numbers
Key vocabulary and key questions	**Key vocabulary** add/addition subtract/subtraction calculate/calculation mental calculation written method operation total amount exchange regroup inverse estimate	**Key vocabulary** add/addition subtract/subtraction calculate/calculation mental calculation written method operation total amount exchange regroup inverse estimate	**Key vocabulary** add/addition subtract/subtraction calculate/calculation mental calculation written method operation total amount exchange **Blooms questioning** What does inverse mean?	**Key vocabulary** multiples half Arrays Integer **Blooms questioning** How do you find the multiples of a number? • What do you notice about the multiples of ?	**Key vocabulary** multiples half Arrays Integer **Blooms questioning** • How do you find the multiples of a number? • What multiples do and have in common? • What is the first multiple that and have

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	Blooms questioning • What is the key information in the question? • What can you work out straight away? How does this help you to answer the question? • How can you represent this problem using a bar model? Which bar will be longer? Why? • Do you need to add or subtract the numbers at this stage? How do you know? • How can you check your answer?	**Blooms questioning** • What is the same and what is different about the numbers in the two calculations? • If the two additions/subtractions have the same result, what does that tell you about the numbers in the additions/subtractions? • If you increase/decrease the first number by , what do you need to do to the second number for the total/difference to stay the same?	• What is the key information in the question? • How can you check your answer?	What is the same and what is different about them? • Can a number be a multiple of more than one number? • How can you tell if a number is a multiple of 2/5/10? • What does the word "divisible" mean? How does it link to multiples? • Are multiples of 8/4 also multiples of 4/8?	in common? • How can you tell if a number is a multiple of ? • Given any two numbers, can you always find a common multiple? How?
Activities	In this small step, children are required to compare calculations. The focus is not on completing calculations, but instead exploring their structure in order to make a comparison. Children should understand the effect that adding to or subtracting from numbers in a calculation has on the answer to that	This small step begins with revision of the use of inverse operations to find a missing number in a calculation. Children then build on the previous small step to solve missing number problems by comparing calculations. Children need to understand that when two numbers are increased by		Children should already be familiar with the idea of multiples from their previous learning. They should understand that a multiple of a number is any number that is in its times-table. This can then be generalised to define a multiple more formally as the result of multiplying a number by a positive	Building on their knowledge from the previous step, children find common multiples of any pair of numbers. They do not need to be able to formally identify the lowest common multiple, but this idea can still be explored by considering the first common multiple of a pair of numbers. Arrays and other

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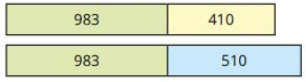
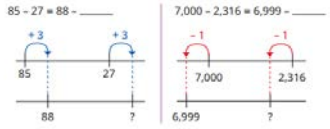
	calculation. Bar models are a useful way of illustrating the relationships between calculations. It may be appropriate to concentrate on comparisons with 2-digit and 3-digit numbers before moving on to larger numbers. The understanding children develop in this step will support them in the next step where they use a given fact to derive other answers. They also look at similar strategies for multiplication and division in future blocks. • Which calculation has the greater answer, 983 + 410 or 983 + 510?  Use the bar model to explain your answer. • Which calculations have an answer greater than the answer to 5,618 – 3,257? 5,618 – 4,257 5,618 – 1,257 5,619 – 3,257 6,618 – 3,257 Explain your answers.	the same amount the difference remains the same, and that the total of two numbers remains the same if one number has been increased by an amount and the other decreased by the same amount. Bar models and/or number lines can be used to illustrate these and other related concepts. Children could be encouraged to revisit rounding to estimate and approximate as a way of sense-checking their answers. • Complete the calculations. Use the bar models to help you. 97 + 54 = 100 + ____ 56 + 229 = ____ + 100  • Complete the calculations. Use the number lines to help you. 85 – 27 = 88 – ____ 7,000 – 2,316 = 6,999 – ____  		integer. Building on this knowledge, children now find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning. Children build multiples of numbers using concrete resources as well as pictorial representations. Arrays are particularly useful and will also help children when they study factors, prime numbers and square numbers later in the block. When listing multiples, children should work systematically to avoid omissions. 	representations may still be used for support, but children should start to become less reliant on these and more reliant on times-tables knowledge and simple rules of divisibility. These can be developed further as they notice, for example, that a multiple of 2 and 3 is also a multiple of 6 and can deduce that a number is divisible by 6 only if it is divisible by both 2 and 3 Encourage children to work systematically when listing multiples of given numbers. Tables and sorting diagrams are useful tools for children to show their results.

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE

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Unit:

LI: We are learning to create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid

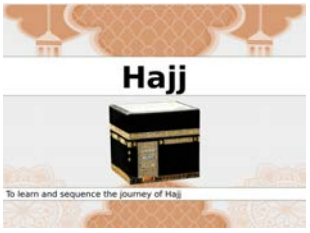
What shall we do with the drunken sailor? is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.

In this lesson Children will: Practise cup rhythms to What shall we do with the drunken sailor? Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.

LI: We are learning to create a poster to showcase our knowledge of Islam.

In this lesson, children will reflect and retrieve on their prior learning of Islam. Children will recap their understanding on the importance of the Quran and the significance of performing the holy pilgrimage, Hajj.

Children will think about how they can create a poster that is both informative and visually appealing.



Sport -Lesson 6

LI: We are learning to apply rules, skills and principles to play in a tournament.

In this lesson, children will be taking part in a tournament, working as a team to apply skills and knowledge learnt across the unit. KeyQ: What makes a successful team? Teams will also be praised for showing good sportsmanship.Key Q: What is sportsmanship? KeyQ: How could we show respect? First they will start with little activities to raise their heartbeats such as jogging, star jumps and others. They will then conduct stretches in teams of 5 or 6. Children will then play in teams and one pupil will be a referee. They will be explained what a tournament means and the last 2 teams that have won the small matches will play against each other at the end. They will be told that the referee's decision is key. At the end of the lesson as a reflection, children will be asked to award a medal to someone in the opposite team and have a reason why.

For six teams:

Pitch 1	Pitch 2	Pitch 3
1v2	3v4	5v6
1v3	2v5	4v6
1v4	2v6	3v5
1v5	2v4	3v6
1v6	2v3	4v5

Sport -Lesson 6

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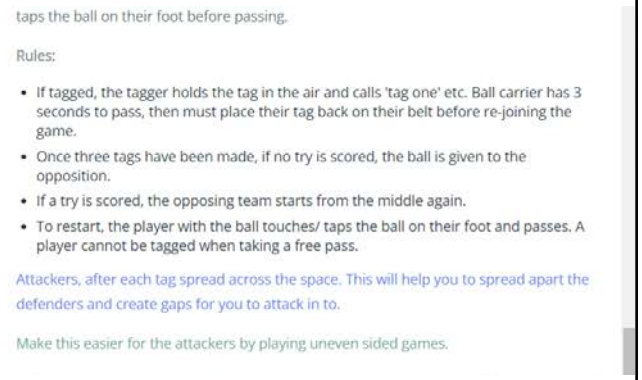
		LI: We are learning to use a variety of attacking skills to beat a defender In this lesson, children will start by recapping rules of tagging each other. We will then move on to playing a little game and accessing who is able to get 3 tags or more. They will then move on to stretches. They will get into teams of 6 and practise their defending skills and the different throwing. They will work as a team to attack past the defenders. They will then move on to playing with a bigger team with different rules.  taps the ball on their foot before passing. Rules: • If tagged, the tagger holds the tag in the air and calls 'tag one' etc. Ball carrier has 3 seconds to pass, then must place their tag back on their belt before re-joining the game. • Once three tags have been made, if no try is scored, the ball is given to the opposition. • If a try is scored, the opposing team starts from the middle again. • To restart, the player with the ball touches/ taps the ball on their foot and passes. A player cannot be tagged when taking a free pass. Attackers, after each tag spread across the space. This will help you to spread apart the defenders and create gaps for you to attack in to. Make this easier for the attackers by playing uneven sided games. As a plenary pupils work individually to reflect on the lesson. As we provide each letter, pupils reflect on their personal learning:
Art - Kapow	**Spanish – Language Angels**	**PSHE - Jigsaw**

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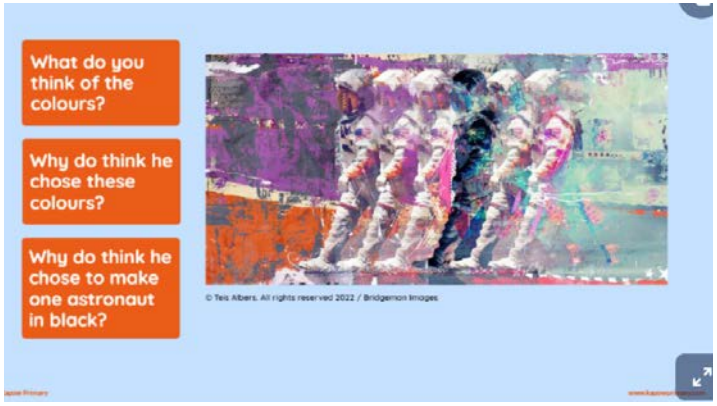
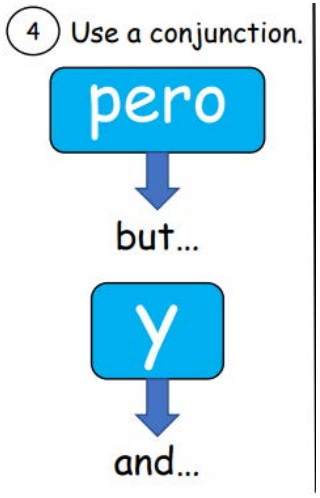
LI: We are learning to develop drawn ideas through printmaking (over two lessons)

In this lesson, children will start by discussing a picture and relating back to the last two lessons. Children will look carefully at 'Moonwalk' and discuss what materials or techniques they would use if they had to copy the image. Children will then create their own piece inspired by 'Moonwalk', experimenting with drawing and printmaking techniques. To end the lesson children will discuss colour choices made by Teis Albers on a 'moonwalk' picture.



LI: We are learning how to use the connective "pero" ("but").

In this lesson, children will be shown how to link all their new language together and will also be introduced
to a new connective "pero" ("but") that they can incorporate into their work.



LI: We are learning to understand how an individuals behaviour can impact on a group.
LI: We are learning to contribute to the group and understand how we can function best as a whole.

In this lesson, children will look at how best to work as a team and support each other, using communication and team building skills.
Children will start by playing a game as a team to build the tallest tower. Each person will need a role in their groups, such as resources manager, time keeper and designer.
Using this, children will start to think about the aspects of teamwork that are difficult and then create 6 rules which will help successful team work.
Children will finish by reflecting on the rule that is most important for them when working in groups.

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Programming A – Selection in physical computing

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LI: We are learning to gather and record data on the relationship between mammalian gestation and mass.

Key Vocabulary:

human
baby
childhood
mammal
life cycle
embryo
juvenile
adolescent
adult
offspring
womb
gestation

Key questions:

What is gestation?
What similarities are there between different mammalian gestation?
What is the relationship between mammalian gestation and mass?

In this lesson, children will begin by recapping the lifecycle of a mammal, thinking about the key stages and processes that occur.
After this, children will think about the definition of the key word 'gestation' and discuss as a class what this could mean. Children will then watch videos on mammalian gestation and start to compare the gestation period of mammals with larger masses, to those that have smaller masses.
For their task, children will complete data by using Chromebooks to research gestation periods for hooded seal and red deer.

LI: We are learning to use the eight points of a compass, four and six-figure grid references, symbols and key to build our knowledge of the UK and the wider world.

In this lesson, children will continue from the last lesson. Using their knowledge from the previous lessons on farming, children will be invited to use the maps to locate local farms. Children will think about questions, such as 'Where are the farms located? What does the map tell you about the topography of the farmland? What type of farming do you think is in that area? What evidence is there to support your ideas?' Children will be encouraged to look at the contour lines, map symbols and geographical features to help them to explain their reasoning. Children will create an informative leaflet about what they have learned about Farming in the UK using maps.

LI: We are learning to recognise why the order of results is important, and to whom

In this lesson, children will explore how someone performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching. They will also explore some of the limitations of searching and discuss what cannot be searched. By the end of the lesson children will be able to describe some of the ways that search results can be influenced, recognise some of the limitations of search engines and explain how search engines make money.

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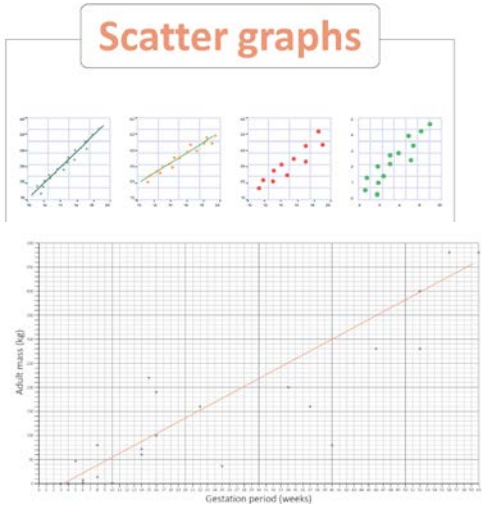
Then, children will use data to plot scatter graphs, draw a line of best fit and determine whether there is a negative or positive correlation between the mass of the animal and its gestation period. 		

Homework			
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back**			
Reading	**English Homework** **Spelling and Grammar**	**Maths**	**Topic/Other foundation subjects including writing** **REMINDERS – trips/events/items to bring in**

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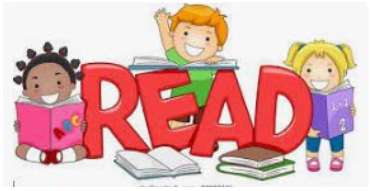
Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.



Try and login to **Bug Club** and **Reading Eggs**.

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

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

Doodle Maths - Log on to your account at least three times this week.

Work to reach your target – are you in the green zone yet?

Times Tables Rockstars:

Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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

Talk Tuesday

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

This week's question is -

If you were starting Year 5, what message would you send yourself about what to expect, now that you know what Year 5 expectations are.

What would you do again?
What would you do differently?

Send in your reply on Google Classroom.

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

Parents evening -

Tuesday 17th October from 3.45pm
Thursday 19th October from 4.30pm