

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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	Wednesday	Thursday	Friday
<b>English Reading and Writing</b>	<u>LI: We are learning to understand how to develop characters and plot in a narrative poem.</u>	<u>LI: We are learning to explain the meaning and impact of imagery.</u>	<u>LI: We are learning to plan a narrative poem.</u>		<u>LI: We are learning to draft a narrative poem.</u>
<b>Speaking and Listening Focus</b>	Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about narrative poetry and what plot means and what characters it has.	Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about imagery and how it impacts the reader in a narrative poem.	Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.		Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<p><u>Key Vocabulary</u> Narrative poem Characters Plot Setting Storyline Figurative language Stanza Rhyme</p> <p><u>Blooms questioning</u> Can you recall the main characters in the narrative poem we read? What is the setting of the narrative poem, and why is it important for the story?</p>	<p><u>Key Vocabulary</u> Narrative poem Characters Plot Setting Storyline Figurative language Imagery Reader Impact Stanza Rhyme</p> <p><u>Blooms questioning</u> Can you recall a specific image described in the poem?</p>	<p><u>Key Vocabulary</u> Narrative poem Characters Plot Setting Storyline Figurative language Stanza Rhyme Layout</p> <p><u>Blooms questioning</u> Can you recall the key elements that are typically found in a narrative poem? What are some examples of narrative poems that you remember?</p>		<p><u>Key Vocabulary</u> Narrative poem Characters Plot Setting Storyline Figurative language Stanza Rhyme Layout</p> <p><u>Blooms questioning</u> Can you recall the key elements you planned for your narrative poem? What specific details or</p>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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>Can you explain the relationships between the characters in the narrative poem? Apply your understanding of the characters. How might they react in different situations? Analyse the motives of the characters in the narrative poem. What drives their actions? Evaluate the development of the characters. Are they well-rounded and believable? If you were to create a new character for the narrative poem, what traits would they have?</p>	<p>What words or phrases create vivid pictures in your mind as you read the poem? How does the imagery in the poem contribute to the overall mood or atmosphere? Can you explain the author's choice of imagery and how it connects to the poem's theme? How might the poem's meaning change if different words were used to create imagery?</p>	<p>Can you explain the difference between a narrative poem and other types of poems? How does the structure of a narrative poem contribute to the overall storytelling? How might you apply the concept of a plot to your narrative poem? Analyse the structure of a narrative poem you've read. How are stanzas used to develop the story? Break down the plot of a narrative poem into its different stages. How do these stages contribute to the overall narrative? Evaluate the effectiveness of different rhyme schemes in narrative poetry. How do they impact the flow of the poem? Assess the use of dialogue in narrative poems. How does it contribute to character development and the overall narrative? If you were to create a new character for your narrative poem, what traits would they have? Develop an outline for your narrative poem, including key events and the resolution. How will you structure it to engage the reader?</p>	<p>images do you want to include in your poem? Can you explain the purpose of each stanza in your narrative poem? How does the choice of words contribute to the overall meaning of your poem? Apply your understanding of rhyme and rhythm. How will you use them to create a musical flow in your poem? How might you apply descriptive language to bring the characters and setting to life in your narrative poem? How does the organisation of stanzas contribute to the development of the story? Break down the plot into different events. How does each event contribute to the overall narrative? Evaluate the effectiveness of your use of dialogue. Does it enhance the characterization and move the plot forward?</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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

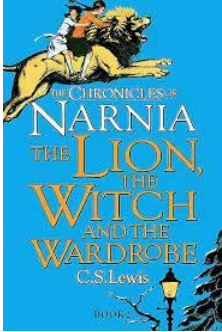
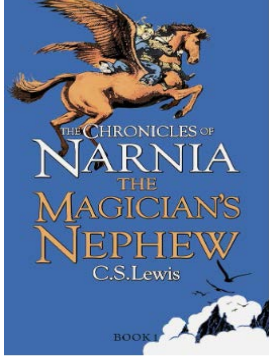
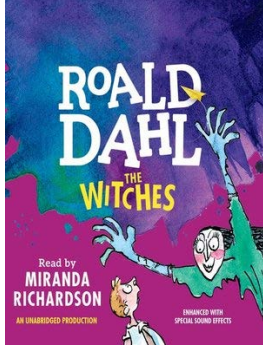
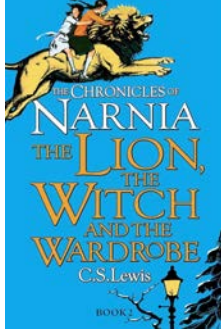
				<p>Assess the pacing of your narrative poem. Is it engaging, or should certain parts be expanded or condensed?</p> <p>If you were to add a new twist to the plot, what might it be, and how would it impact the overall story?</p>
<b>Activities</b>	<p>In this lesson, children will be engaging in conversations regarding plots and characters of a narrative poem. They will then look at a narrative poem and identify the plot and characters in the exemplar poem. As a class, we will discuss and gather plot and character ideas children will like to use in their own narrative poems. Individually, they will complete a worksheet with the plot of their own narrative poem and its characters.</p>	<p>In this lesson, children will be discussing what imagery is and the impact it has on the reader. Following on they will pick up phrases which create vivid images in a reader's head while reading a narrative poem. They will first identify this from an exemplar poem and write an explanation in their books. They will then think of ideas of their own narrative poem and write them down.</p>	<p>In this lesson, children will discuss what they know about narrative poems and what common features they know about already and have learned about in class. Children will discuss their ideas about what they could write in a narrative poem relating to the text.</p> <p>Following this short input, children will demonstrate how much they learned about in class by planning a narrative poem independently.</p>	<p>In this lesson, children will discuss what important elements they have included in their plan. Children will peer-check plans to make sure they have included everything on the success criteria.</p> <p>Following this, children will draft a narrative poem relating to the text using their plans.</p>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to calculate the area of compound shapes.</u></p>	<p><u>LI: We are learning to estimate the area of shapes.</u></p>	<p><u>Practicing PIXL arithmetic and reasoning questions.</u></p>	<p><u>LI: We are learning to calculate the perimeter of rectilinear shapes.</u>  <u>LI: We are learning to find the perimeters of polygons and solve word problems.</u>  <u>LI: We are learning to find the area of rectangles.</u>  <u>LI: We are learning to find the area of compound shapes.</u></p> <p><b>END OF BLOCK ASSESSMENT</b></p>	<p><u>LI: We are learning to read and interpret tables.</u></p>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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 vocabulary and key questions</b></p>	<p><b><u>Key vocabulary</u></b>                  area                  shape                  compound shape                  length                  width                  multiple                  squared                  unit of measurement                  two-dimensional                  array                  formula</p> <p><b><u>Blooms questioning</u></b></p> <ul style="list-style-type: none"> <li>• How do you work out the area of a rectangle?</li> <li>• Are there any rectangles within the shape?</li> <li>• How can you split the shape?</li> <li>• Is there more than one way to split the shape?</li> <li>• Do you get a different total area if you split the shape differently?</li> </ul>	<p><b><u>Key vocabulary</u></b>                  area                  estimate                  square unit                  length                  width                  rectangle                  square                  side                  perimeter                  square                  side                  perimeter                  unit square</p> <p><b><u>Blooms questioning</u></b></p> <ul style="list-style-type: none"> <li>• What does "approximate" mean?</li> <li>• What does "estimate" mean?</li> <li>• How many whole squares are covered?</li> <li>• How many part squares are more than half covered?</li> <li>• Are there any part-covered squares that you could combine to make a full square?</li> <li>• Does it matter if your answer is not exactly the same as a partner's? Why/why not?</li> </ul>	<p><b><u>Key vocabulary</u></b>                  Decide                  Assess                  Back it up                  Problem solving                  Calculations                  Evidence                  Accurate                  Reasonable                  Justify                  Prove                  Operation</p>	<p><b><u>Key vocabulary</u></b>                  rectangle                  perimeter                  side                  length                  width                  opposite sides                  adjacent sides                  vertex                  vertices                  unit of measurement                  formula                  polygon                  two-dimensional                  regular shape                  irregular shape                  array                  unit square</p> <p><b><u>Blooms questioning</u></b></p> <ul style="list-style-type: none"> <li>• How do you work out the area of a rectangle?</li> <li>• Are there any rectangles within the shape?</li> <li>• How can you split the shape?</li> <li>• Is there more than one way to split the shape?</li> <li>• Do you get a different total area if you split the shape differently?</li> <li>• What is a regular shape?</li> </ul>	<p><b><u>Key vocabulary</u></b>                  tables                  read                  interpret                  interval                  title                  increase                  decrease                  trend                  interpret                  summarise                  column                  row</p> <p><b><u>Blooms questioning</u></b></p> <ul style="list-style-type: none"> <li>• What information is given in this table?</li> <li>• What are the column/row headings of the table?</li> <li>• Why is it important to include the units of measure in the table?</li> <li>• What is the total of ?</li> <li>• How can you find the difference between two pieces of information given in the table?</li> <li>• How is a table similar to/different from a line graph?</li> </ul>
------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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

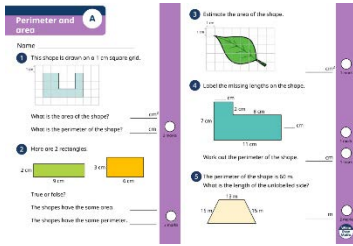
				<ul style="list-style-type: none"><li>• What is the difference between a square and a rectangle?</li><li>• Are all rectangles regular?</li><li>• How many sides does the shape have? What calculation will give you its perimeter?</li><li>• Would drawing the shape help you to solve the problem?</li><li>• What operation are you going to use? Why?</li><li>• What is area?</li><li>• What is the difference between 1 cm and 1 cm<sup>2</sup>?</li><li>• Which shape has the greater/greatest area? Can you tell just by looking?</li><li>• How can you work out area in a more efficient way?</li><li>• Will multiplying the length by the width calculate the area of any shape? Why/why not</li></ul>	
--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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>Activities</b></p>	<p>In this small step, children learn to calculate the areas of compound shapes, which are shapes made up of two or more other shapes. The focus is on rectilinear shapes. To support their understanding, give children compound shapes for them to physically cut or split. They could find the area of each rectangle and deduce the total area of the shape. Some children will split their compound shape differently from others. This will highlight that a compound shape is made up from other shapes and that the area of the compound shape remains the same, whichever way the shape is split. Children apply their learning from earlier steps to find missing lengths on the shape to support finding the area.</p>	<p>In this small step, children use their knowledge of counting squares to estimate the areas of non-rectilinear shapes. Children should be aware that the estimate is not exact and other people may find a different estimate. One way to obtain an estimate is to find the total number of complete squares, then include a square if more than half of it is coloured, but not if less than half is coloured. Children use their knowledge of fractions to estimate how much of a square is covered. For larger shapes, the areas of rectangles within them can be found by multiplying the length by the width, rather than</p>	<p>As a class, children will be going through five arithmetic and five reasoning questions from the recent Pixl maths papers. Questions will be modelled so that children can feel confident in attempting exam style questions. As a class, we will go over each question thoroughly and children will get time to work them out on whiteboards and talk through their strategies.</p>	<p>In this lesson, children will be showcasing their learning by completing the perimeter and area end of unit assessment. Children will work independently through the questions using the knowledge acquired in previous lessons.</p> 	<p>In this small step, children read and interpret data presented in a table. They look at the data in a table and work out the information that they need to extract from the table to answer questions on the data. Look at a range of questions that can be asked about information in a table, beginning with simple retrieval questions and moving on to comparing amounts, inferring reasons behind information and grouping information. Encourage children to generate their own questions that can be answered using the table. This step is a good opportunity for children to practise their addition and subtraction skills, as well as making comparisons. This learning can be linked to Science and topic work.</p>
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

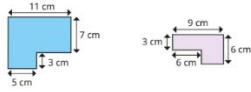
# Weekly Overview of Learning

Year Group: 5

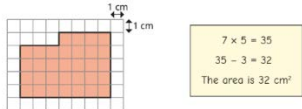
Week beginning: 4.03.24

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

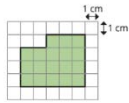
- Find the areas of the compound shapes.



- Whitney has found the area of this compound shape.

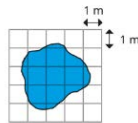


Explain why Whitney's method works.  
Use Whitney's method to find the area of the shape.



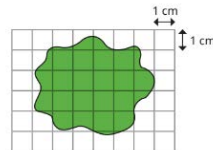
counting all the squares individually.  
To avoid repetition or miscounting, children can physically annotate when counting squares. An alternative method is to match up part-covered squares to create wholes, but this is more demanding and time consuming.

- Jack estimates the size of the pond as  $8 \text{ m}^2$



How do you think Jack made his estimate?

- Here is a shape on a centimetre squared grid.



- Mo collects information from children about their favourite colour. He puts the information into a table.

Colour	Red	Yellow	Green	Blue	Orange	Purple
Number of children	3	7	5	17	6	7

- How many children prefer orange?
  - What is the most popular colour?
  - What is the least popular colour?
  - How many children did Mo ask?
  - How many more children like purple than like green?
- What other questions could you ask about this table?

- Use the table to answer the questions.

City	Leeds	Wakefield	Braodford	Liverpool	Coventry
Population	720,000	316,000	467,000	440,000	305,000

- What is the difference between the highest and lowest populations?
- Which two cities have a combined population of 621,000?
- How much larger is the population of Liverpool than Coventry?

Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE



# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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

## LI: We are learning to sing in harmony and play a melodic riff by ear.

About the unit

Three little birds is a Bob Marley Reggae classic. This unit aims to provide some social and historical context to the globally famous music genre. Children will learn about features of the music through listening to classic tracks, singing the song, and adding instrumental riffs and a percussion backing to create a full class performance.

In this lesson children will -

- know that a triad is a three-note chord, made of the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> notes in a scale. We also know what they sound like because we have sung them.
- Instead of numbers, use the letter names of notes, like with the G major triad.
- In music, we only use the letters A, B, C, D, E, F, and G. There is no H, I, J etc.
- in this unit they are going to learn two new chords - G major and D major. This will allow them to play the chorus of *Three little birds* on instruments. To play D major they need to learn about sharps, flats, and scales in different keys.

### Key words

- **Duration:** offbeat, 4-beats per bar.
- **Pitch:** chord, triad, D major, G major, melody, riff, bassline.
- **Structure:** repeating riff, verse, chorus, chord pattern.
- **Timbre:** electric guitar, bass guitar, drum kit, keyboard.
- **Texture:** melody/chords, bassline, riff.
- **Other:** Reggae, playing by ear, playing from a score.

## Lesson 3

LI. To understand the significance of the Last Supper and that Jesus came as a servant king, not as a ruler. (AT1)

LI. (AT2) What moral decisions does a good leader make? What might happen as a result of the different decisions?

In this lesson, children will be learning about the significance of the last supper. Children will then be thinking about their own sacrificed they might make in life such as giving your last sweet to your friend



### Key vocabulary:

Communion Eucharist Chalice Goblet Altar disciples sacrifice

## Gymnastics - Lesson 3

LI: We are learning to develop the straight, forward, straddle and backward roll.

In pairs on a mat, pupils will sit one behind the other off the mat and take turns to practise each roll.

Straight roll:



Forward roll:



Straddle roll:



Backward roll:

Pupils will begin sitting in a tuck shape on the mat with their hands on their shoulders, palms facing up. They will rock backwards to place their hands flat on the mat and then come back to sit. Pupils may continue to practise this rock to seat until they feel confident and competent.





Pupils will begin standing, move down into a tuck shape with hands on their shoulders, palms facing up. They will rock backwards as before and back to seated this time straight to stand. Pupils may

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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>Spring 2, lesson 3 / 3 / 24</p> <p><u>L1. We are learning to understand the significance of the Last Supper and that Jesus came as a servant king, not as a ruler. (AT1)</u></p> <p>AT1 Question- Why was the last supper such an important event? AT2 Question- How would you show your friends that you wanted to serve them, not rule over them?</p> <p><u>Personal sacrifice scale (greatest to smallest)</u></p> <p>Key Questions: When have you shared a special meal together with other people? Why was the last supper such an important event? How do you think Jesus felt during the meal? How would you show your friends that you wanted to serve them, not rule over them?</p>	<p>continue to practise this rock to seat until they feel confident and competent.</p>  <p>Only if pupils can confidently complete the tasks in A and B, they will be asked to practise the full roll.</p>  <p>Sequence building: In pairs, pupils will create a sequence by linking two rolls with a symmetrical partner balance and an asymmetrical partner balance.</p>
<p>Art - Kapow</p>	<p>Spanish - Language Angels</p>	<p>PSHE - Jigsaw</p>

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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

## LI: We are learning to apply knowledge and skills to create a mixed media self-portrait. (Mixed Media Portraits)

Children will use their artwork created in the previous lesson and swap sketchbooks with the person sitting next to them. They will look carefully at their partner's self-portrait ideas and give constructive feedback, thinking about the key considerations they have just recapped and discussed: create an atmosphere, try different compositions, use more or less of the photo, think about the effect of colour and communicate something about themselves. They will receive feedback in return. The feedback will help them choose the best ideas for their finished piece. The children will work on a self-portrait, using whatever materials they have chosen and their photo portrait and sketchbook work as their starting point. The children may choose to use a wide variety of materials to make their pieces. They will use the space to plan this for next week to add onto their final piece.



## Topic: La Ropa (Clothing)

### LI: We are learning to fully conjugate the Spanish regular AR verb -llevar (to wear).

In this lesson, children will recap the previous twenty one nouns and their articles of clothing in Spanish. Children will practise saying small phrases such as 'Para la escuela me llevo...' which means 'For school I wear...'. The main activity will focus on reciting, practising and memorising the conjugated verb 'to wear' in Spanish which is 'llevar'. Children will also practise how to spell these. As a challenge, children will recap the previous topic of weather to say phrases such as 'When it is nice weather, I wear...'

#### New Key Vocabulary:

llevar - to wear

(Yo) llevo - I wear

(Tú) llevas - You wear

(Él) lleva - He wears

(Ella) lleva - She wears

(Nosotros) llevamos - We (masculine) wear

(Nosotras) llevamos - We (feminine) wear

(Vosotros) lleváis - You all (masculine) wear

(Vosotras) lleváis - You all (feminine) wear

(Ellos) llevan - They (masculine) wear

(Ellas) llevan - They (feminine) wear

## PSHE - Healthy Me - Emergency Aid

LI: We are learning to put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations

LI: We are learning how to keep myself calm in emergencies

Children will think about what calm looks like and discuss strategies they know on how to keep calm. They will learn the importance of how to keep calm in an emergency situation. After this, children will learn about the recovery position and practise putting their partner in the position using a set of instructions. Children will explore the St John Ambulance website where there are videos of DR ABC (an acronym that helps people to know what to do in emergency situations).

Following this, children will create a step by step guide of how to put a person into the recovery position.



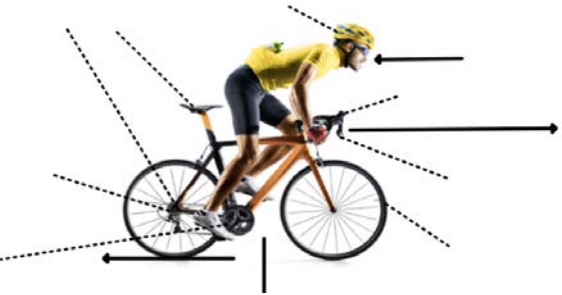
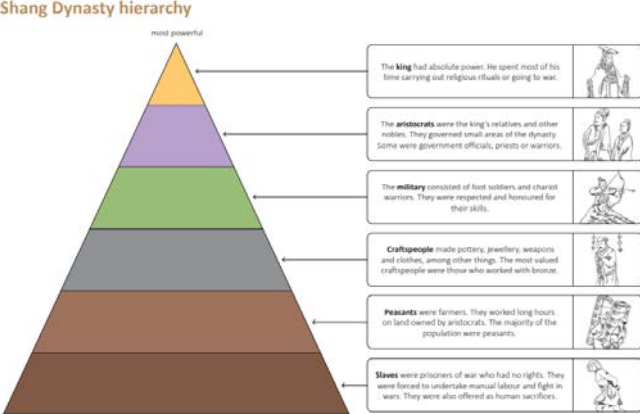
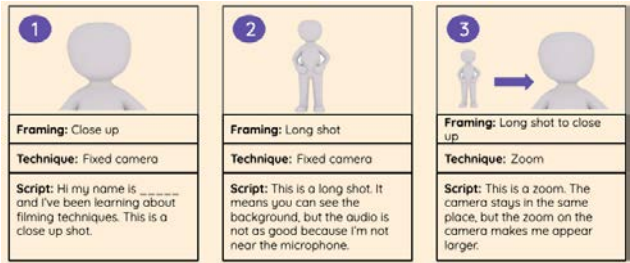
#TheFirstAidTeam

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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

Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing - Programming A - Selection in physical computing
<p><b>Forces and Mechanisms - Let's investigate focus: Observing, measuring and recording.</b>  <b>LI: We are learning to report and conclude using relevant scientific vocabulary.</b></p> <p>In this lesson, children will be describing and demonstrating how simple levers, gears and pulleys assist the movement of objects. Children will learn that mechanisms, such as levers, pulleys and gears, give us a mechanical advantage and the bigger the mechanical advantage, the less force we need to apply.</p> 	<p><b>Lesson 8-Power and hierarchy</b>  <b>LI: We are learning to describe the significance, impact and legacy of power in ancient civilisations.</b></p> <p>In this lesson children will be learning about the Shang Dynasty hierarchy. Children learn the effects this distribution of power would have had on society and the everyday lives of the people in the Shang Dynasty. They will then be completing a set of questions.</p> 	<p><b>Lesson 3 - Controlling with conditions</b>  <b>LI: We are learning to explain that a loop can stop when a condition is met.</b></p> <p>In this lesson, learners will be introduced to conditions, and how they can be used in programs to control their flow. They will identify conditions in statements, stating if they are true or false. Learners will be introduced to a Crumble switch, and learn how it can provide the Crumble controller with an input that can be used as a condition. They will explore how to write programs that use an input as a condition.</p> 

## Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back 20.2.23**

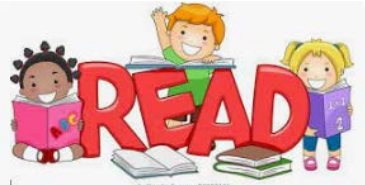





Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing
---------	------------------------------------------	-------	---------------------------------------------------

# Weekly Overview of Learning

Year Group: 5

Week beginning: 4.03.24

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

		REMINDERS - trips/events/items to bring in	
<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><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>Homework - this week you will have some questions to complete on decimals and negative numbers</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><b>This week's question is - If you could be the teacher for the day, what would you do?</b></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>