

Weekly Overview of Learning


Year Group: Year 5 Week beginning: 7th October 2024

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to understand and structure a PEE paragraph.</u>	<u>LI: We are learning to plan a persuasive letter using the PEE structure.</u>	<u>LI: We are learning to write a persuasive letter to Mrs Norton using persuasive techniques and PEE.</u>		<u>LI: We are learning to identify features in a balanced argument.</u>
Speaking and Listening Focus	<p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Cold calling will be used to generate points, evidence and explanation to build on and up level PEE paragraph as a class,</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>In small groups or pairs, students will verbally share their persuasive points, ensuring their reasoning is logical and well-supported with evidence</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Through my turn, your turn activities, children will be able to watch modelled examples and use this to work independently in writing a persuasive letter.</p> <p>therefore / In my opinion / I believe... He considers... It is my opinion that... however others may/might believe...</p>		<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Talk, pair and share</p> <p>In my opinion... I have two main reasons for believing this. First of all, as I'm sure you'll agree... My second important reason for wanting to... Perhaps some people would argue that... However, I would point out that...</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary: Point Evidence Explanation PEE Paragraph Topic Sentence Supporting Detail Cohesion Analysis Relevant Clarify statistic fact</p> <p>Key questioning: What is the main idea you want to convey</p>	<p>Key vocabulary: Letter formatting Introduction PEE paragraphs Point Evidence address Explanation Conclusion Modal verbs Topic sentences Refugee Equality writers tool box</p> <p>Key questioning:</p>	<p>Key vocabulary: Letter formatting Introduction PEE paragraphs Point Evidence address Explanation Conclusion Modal verbs Topic sentences Refugee Equality inclusive AFOREST</p>		<p>Key vocabulary: Balanced argument Key question Opening statement Arguments for Argument against Conclusion Present tense Conjunctions Third person Formal tone Technical vocabulary</p>

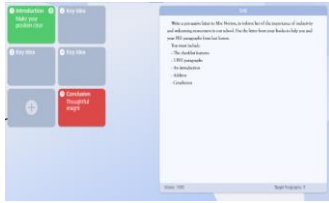
Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

	<p>in your paragraph? How can you state this idea clearly in your topic sentence? What facts, quotes, or examples can you find to support your point? How does this evidence directly relate to your point? How does your evidence support or prove your point? Can you explain why this evidence is important and relevant? How can you organise your paragraph to ensure it includes a clear point, evidence, and explanation? What should you include in your topic sentence to introduce the point? How can you smoothly transition from your evidence to your explanation?</p>	<p>What is the primary issue or concern that you want to address in your letter? Why is this issue important to you personally? How can you use persuasive language and rhetorical devices to make your argument more convincing? Which pieces of evidence or statistics are the most compelling to support your position? Have you proofread and edited your letter for clarity, grammar, and spelling errors? Does your letter maintain a respectful and persuasive tone throughout?</p>	<p>Key questioning: What persuasive techniques or devices can you recall being used in the letter? What is the purpose of the letter when it relates to persuasion? What is the tone of the letter, and how does it influence the reader's perception of the writer's argument? How does the organisation of the letter, including the placement of persuasive devices, affect the reader's comprehension and engagement? What emotions does the writer aim to evoke in the reader, and how do they achieve this through persuasive language?</p>	<p>Key questioning: What is a balanced argument? What is the purpose of writing a balanced argument? What are the main features used in a balanced argument? How does a balanced argument differ from a one-sided argument? What are the implications of not presenting a balanced argument? Can you provide examples of real-world situations where a balanced argument is necessary? How do authors or speakers ensure that their arguments are balanced?</p>
<p>Activities</p>	<p>In this lesson, we will be looking at a PEE paragraph. This will be the first time the children will be understanding what a PEE paragraph is and why it is used.</p> <p>We will be looking at examples of PEE paragraphs as a class and then the children will have the opportunity to write one together as a class before they work in pairs to create their own.</p> <p>The idea behind today's lesson is to understand how and when to use a PEE paragraph. It is important for the children to grasp the structure of using point, evidence and explanation correctly.</p> 	<p>In this lesson, the children will be using writer's tool box. The children would have briefly looked at this in year 4. As part of English, we will be using this scheme to guide our writers through various stages of their writing process and help improve the quality of their writing further.</p> <p>We will be writing a letter to Mrs Norton to explain why it is important to be kind and inclusive to newcomers in our school. The children will be looking at their learning from our book 'the boy at the back of the class'.</p> <p>The children will write example PEE paragraphs which they can use in tomorrow's writing lesson using the plan section on writers tool box.. We will be following the structure we learned yesterday to develop our own points, evidence and explanation using statistics and fact.</p>	<p>Across the next two lessons, the children will be using all their learning over the past few days to write their letter. We will continue using writers tool box and our plans from yesterday to begin writing today. The website will allow children to see whether they are on track, providing us with feedback which you can note a word count, spellings, precision and will also allow them to see a next step which they can instantly include.</p> <p>The letters will be written to our head teacher. Children will be using their learning from year 4 on structuring a letter, their recap from this week as well as PEE paragraphs to include all their strong points, evidence and explanations.</p>	<p>In this lesson, children will learn to identify the features of a balanced argument by exploring how to fairly present multiple perspectives on an issue. They will focus on key elements such as stating clear points for and against the topic, supporting these points with evidence, and providing thorough explanations. We will be identifying and understanding structural and language features. Through analysing example texts, guided practice, and peer feedback, students will develop their skills in creating balanced arguments that are well-structured and objective. By the end of the week, they will be able to craft their own balanced arguments, enhancing their critical thinking and writing abilities.</p>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024



Dear Mrs. Norman,

I hope this letter finds you well. I am writing to emphasize the importance of fostering kindness and inclusivity towards newcomers in our Year 5 class.

Creating a welcoming environment for newcomers is essential. New students often feel anxious and unsure about fitting in. For instance, a student joining mid-term may feel isolated and overwhelmed by unfamiliar faces and routines. Studies indicate that 70% of students who experience initial kindness and inclusion are more likely to perform better academically and socially. By encouraging our existing students to reach out and befriend newcomers, we can help them feel valued and accepted. This initial kindness can significantly boost a newcomer's confidence and self-esteem, making them more comfortable and willing to participate in class activities.

Promoting inclusivity also teaches our students empathy and understanding. When children are encouraged to include newcomers, they learn to appreciate diverse perspectives and backgrounds. For example, if a new student comes from a different cultural background, inclusive behavior fosters cultural exchange and broadens everyone's understanding. This exposure helps children develop empathy and respect for others, essential skills for personal growth and future interactions in a diverse society. Research shows that classrooms emphasizing inclusivity have a 30% higher rate of student satisfaction and engagement. Imagine a world where every child feels accepted and understood—our classroom can be the start of this utopia.

A kind and inclusive classroom enhances the overall learning environment. When students feel safe and included, they are more likely to engage actively and collaborate effectively with their peers. Group projects and discussions



Language Features

Did you identify these features?

- Conjunctions
- Present tense
- Third person
- Impersonal voice
- Formal tone
- Technical vocabulary
- No opinion until the conclusion

Structural Features

Did you identify these features?

- Question for the title
- Introduction using opening statement for the issue
- Arguments for
- Arguments against
- Topic sentence for every paragraph
- Conclusion with personal opinion

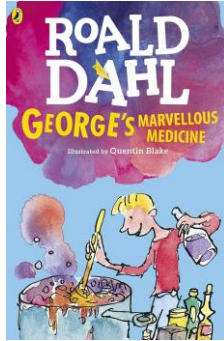
Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

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

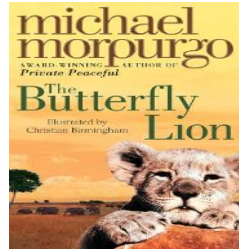
Emerald

TEXT – George’s
Marvellous Medicine
Author – Roald Dahl



Jade

Text - Butterfly Lion



Author –
Michael
Morpurgo

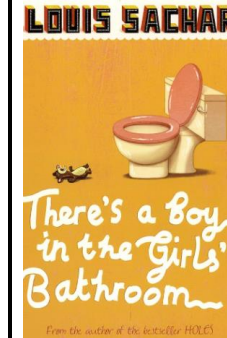
Pearl

Text – Stitch Head
Author – Guy Bass



Diamond

Text – There’s a boy in the girls
bathroom
Author – Louis Sachar



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths- Addition and Subtraction	<u>LI: We are learning to apply mental strategies within addition and subtraction problems</u>	<u>LI: We are learning to add whole numbers with more than four digits</u>	<u>Pixl Therapy - LI: We are learning to identify, name and write equivalent fractions of a given fraction, represented visually</u> <u>& Weekly Arithmetic Test</u>	<u>LI: We are learning to subtract whole numbers with more than four digits</u>	<u>LI: We are learning to round to check answers</u>

Key vocabulary and key questions	<p>Key Vocabulary: Partitioning Number Bonds Place Value Sum Difference Addition Subtraction Multiples Powers of 10 Mental Calculation Strategies</p> <p>Key Questions: How does knowing that $2 + 5 = 7$ help you to work out $20,000 + 50,000$?</p> <p>How can the numbers be partitioned to help add/subtract them?</p> <p>Are any of the numbers multiples of powers of 10? How does this help you to add/subtract them? What number is 999 close to? How does that help you to add/subtract 999 from another number?</p>	<p>Key Vocabulary: Addition Sum Total Place value Exchange Column addition Estimate</p> <p>Key Questions: Does it matter which number goes at the top when using the column method?</p> <p>Will you need to make an exchange? Which columns will be affected if you do? How do you know?</p> <p>Does it matter if the numbers have different numbers of digits?</p> <p>How do you know which digits to "line up" in the calculation?</p> <p>How do you know if the calculation is an addition?</p>	<p>Key Vocabulary: multiples equivalent equal part</p> <p>Key Questions: What fraction of the shape is shaded, and how do you know?</p> <p>Can you divide the shape into more (or fewer) equal parts to create an equivalent fraction? What would the new fraction be?</p> <p>How can you prove that these two fractions are equivalent?</p> <p>What happens to the numerator and denominator when you find an equivalent fraction? Can you write down a rule for creating equivalent fractions?</p>	<p>Key Vocabulary: Subtraction Difference Decrease Place value Exchange Column subtraction Estimate</p> <p>Key Questions: Which number goes at the top when using the column method? Does this affect the final answer?</p> <p>Will you need to make an exchange? Which columns will be affected if you do? How do you know?</p> <p>Does it matter if the numbers have different numbers of digits?</p> <p>How do you know which digits to "line up" in the calculation?</p> <p>How do you know if the calculation is a subtraction?</p>	<p>Key Vocabulary: Rounding Estimate Nearest ten Nearest hundred Approximate Place value Sum Difference Check</p> <p>Key Questions: Which multiples of _____ does the number _____ lie between?</p> <p>Which division on the number line is the number closer to?</p> <p>What is the number rounded to the nearest ?</p> <p>What place value column should we look at to round the number to the nearest 10/100/1,000/10,000/100,000?</p> <p>How could you use your estimates to check your</p>
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Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024



					answers? Is the actual answer going to be greater or less than your estimate? Why?
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Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

Activities

In this small step, the children will recap and build on their learning from previous years to mentally calculate sums and differences using partitioning. They will use their knowledge of number bonds and place value to add and subtract multiples of powers of 10. They will unitise to help them complete a calculation. For example, if they know that $3 + 5 = 8$, then 3 thousand + 5 thousand = 8 thousand and $3,000 + 5,000 = 8,000$

We will also count forwards and backwards in multiples of powers of 10 to answer questions such as $1,050 - 100$ without the need for a formal written method.

We will also explore strategies such as compensation and adjustment to mentally calculate the answer to questions such as $14,352 + 999$ or $14,352 - 999$. This helps them to make connections between calculations and will be developed further in Year 6

The number line shows a method for adding 99 mentally.

In this small step, we will revisit the use of the column method for addition and learn to apply this method to numbers with more than four digits.

A range of representations will be used for support in this step, including place value counters and place value charts. These representations are particularly useful when performing calculations that require an exchange.

We will also begin to practise our rounding skills to estimate the answer before working out the calculation, and then use it as a sense-check for our solution. This skill is covered in detail later in this block.

Ron uses place value counters to calculate $4,356 + 435$

Use Ron's method to work out the additions.

$32,461 + 4,352$

$48,276 + 5,613$

PiXL Therapy - This PiXL Therapy will be a revision lesson on equivalent fractions, as part of our focused support for the children's learning. In the recent PiXL tests, this topic was identified as a gap for some pupils. This session will help reinforce their understanding of how to identify, name, and write equivalent fractions, ensuring they are confident in this important area of the maths curriculum.

Arithmetic Test - To help improve the children's arithmetic skills, we will be conducting weekly arithmetic tests. These regular assessments will help build their confidence and fluency with key mathematical concepts, ensuring they develop a strong foundation in basic calculations, which are essential for their progress in maths.

In this small step, we will revisit the use of the column method for subtraction and learn to apply this method to numbers with more than four digits.

A range of representations will be used for support in this step, including place value counters and place value charts. These representations are particularly useful when performing calculations that require an exchange.

Children will experience both questions and answers where zero appears in columns as a placeholder.

Use the place value chart and the column method to help you.

In this small step, we will practise rounding in order to estimate the answers to both additions and subtractions. We will also review mental strategies for estimating answers.

Children should be familiar with the word "approximate", and the degree of accuracy to which to round is a useful point for discussion. Generally, rounding to the nearest 100 for 3-digit numbers, the nearest 1,000 for 4-digit numbers and so on is appropriate.

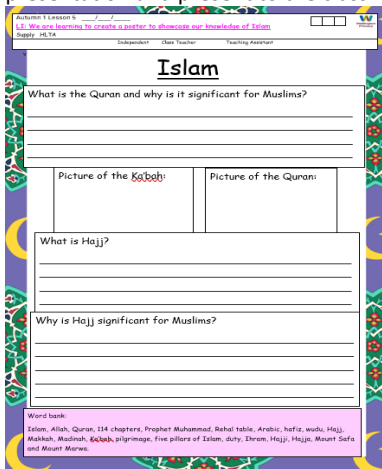
We will remind the children that the reason we round in this context is to produce a calculation that can easily be completed mentally.

Mrs Khan wants to buy a laptop, a monitor and a keyboard.

Mrs Khan has £1,700
Estimate whether she can afford all three items.

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Unit: What shall we do with the drunken sailor? Lesson 5</p> <p>LI: We are learning to create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> bpm rhythm rhyme cup vocal clap <p>Key questions:</p> <ul style="list-style-type: none"> What is a sea shanty, and how were they traditionally used by sailors? How can we use body percussion to represent the rhythm of the song? What is a rhythm grid, and how do we write our patterns using it? How do different body percussion sounds affect the overall feel of the rhythm? <p>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.</p>	<p>Unit: Islam Lesson 5</p> <p>LI: We are learning to create a poster to showcase our knowledge of Islam.</p> <p>Key vocabulary: Islam, Prophet Muhammad, Quran, Five pillars, Shahada, Fasting, Hajj, Pilgrimage.</p> <p>Key questions: What have we learnt about Islam? What is important to Muslims? What is Hajj? Why do Muslims journey to Hajj? What is the significance of the Quran in Islam? Who was Prophet Muhammad pbuh?</p> <p>In this lesson, children will use their knowledge from previous lessons to create a poster on Islam, focussing on the Quran and Hajj. Children will use their work from previous lessons as well as Chromebooks to research more information to add to their posters. Children will need to make sure that they use key vocabulary successfully as well as present their information clearly and neatly. The poster will help to inform pupils in the upcoming lessons, where they will be creating a Google slides presentation and present to the class.</p> 	<p>Sport -Lesson 5</p> <p>LI: We are learning to use the appropriate defensive technique for the situation.</p> <p>In this lesson, children will engage in jogging forwards, backwards, sidesteps, jumps and also trying partner shadow. This will also include a tag and practising tagging people. This will lead into stretches. We will then share pupil's ideas of defensive skills or techniques they know e.g. intercepting a pass, tackling, closing down space. Pupils will be told what jockeying (tracking) is, it denies your opponent time and space and gives your team time to transition from attack to defence if possession is lost. We will then demonstrate jockeying as a class. In pairs pupils practise defending and attacking within their area surrounded by cones. Then, groups of six will be created, five cones and one ball. We will create a goal using two cones and place one cone opposite approx 10m away. Then, we will place the other two cones either side of the goal. They will take turns in being goalkeeper. Everyone practises their defending and attacking techniques such as Jockeying. The lesson will end with plenary questions: Why are tactics important? Why is it important that a team communicates and collaborates on the same strategy or tactic? What defending tactics did you use? How did you make decisions about when to jockey and when to tackle?</p> <p>Sport -Lesson 5</p> <p>LI: We are learning to work as a defending unit to prevent attackers from scoring.</p> <p>In this lesson, children will create a line of defence across the width of the playing area and track the attacker to stop them running forwards. Firstly, Pupils put on a tag belt. Q: What tagging rules can you remember?</p>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024



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.

In pairs, pupils stand opposite their partner. Aim of the game is to take both of your partners' tags and place them on your tag belt. First person to have all four tags on their belt wins. When a tag is taken the pupil must shout 'tag' and the game only restarts once they have the tag on their belt. Players are only allowed to take one tag at a time. We will play for 1 minute then rotate partners. We will recap the role of defender and then carry as stretches. In groups of five, one pupil is the defender. Attackers start at one end of the area. If tagged, the defender shouts 'tag' and the attacker must replace their tag and become a defender too. We will play again, rotating the first defender. Key questions: How can you work together to be more successful at defending?

Children will play four defenders against one attacker. Four cones will be placed on a line behind the defenders. Attacker will start at the opposite side on the start line and try to pass the defenders to steal a cone. If they collect a cone, they take it back to the start line. If tagged by a defender, they put their tag back on their belt and return to the start line before attempting to try again. Once the attacker is tagged three times, change roles with a defender.

Children will play again with three defenders and two attackers who attempt to score by placing a ball on one of the cones. If tagged, the attackers go back to the start line. Rotate after a couple of minutes. Play again 5v5.

Plenary questions:

Explain how you or someone else played the role of an effective defender.

The defending tactics you and your team used. Can you explain your strategies and tactics?

How could you have improved as a team?

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

Unit: Drawing - I Need Space

Lesson 4 & 5

LI: We are learning to understand and explore decision making in creative processes.

Key Vocabulary: Continuous, Formal elements, Line, Medium, Process, Stimuli, Stimulus, Technique, Texture, Tone

Key Questions:

- What choices did you make in selecting the tools and materials for your drawing, and why?
- How did experimenting with different techniques change your understanding of the image you selected?
- Which drawing technique was most challenging for you, and how did you adapt to overcome it?
- What do you think makes a drawing 'successful'? Does it need to look exactly like the image?

In this week's art lesson, the children will explore different drawing techniques and experiment with various materials. They'll start by sorting space-themed images into categories based on the type of art (e.g., painting, photography, or digital). After discussing their ideas, the children will choose an image they find interesting and focus on drawing a section of it in four different ways using tools like pencils, pastels, and ink. They'll try different methods such as line drawing, shading, or drawing on textured backgrounds. The goal is for students to experiment with their creativity rather than aiming for perfect drawings.

Unit: Being me in my world!

Lesson 6

LI: We are learning to understand how an individual's behaviour can impact 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.

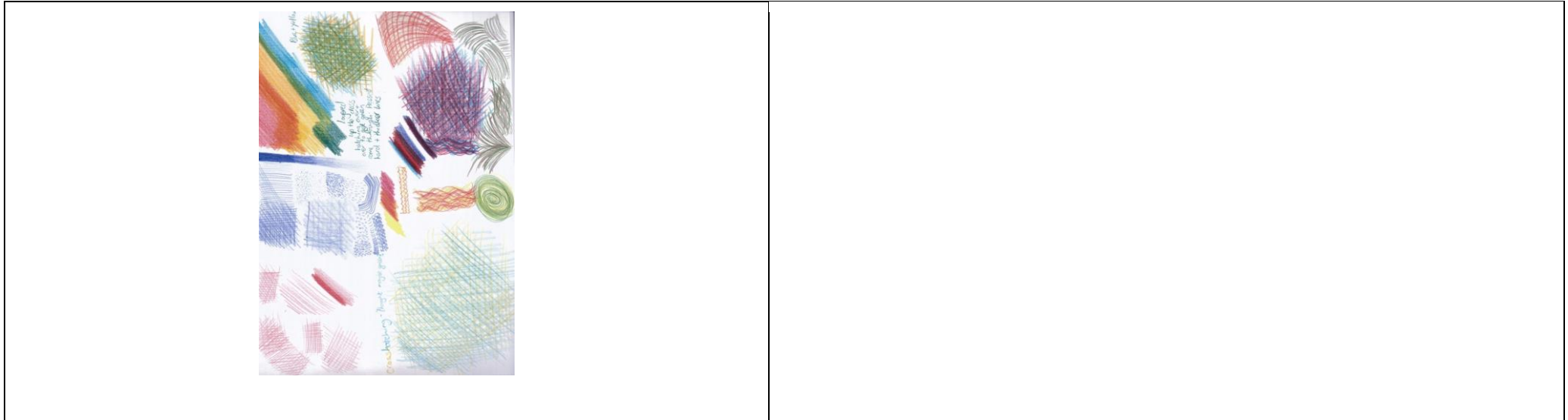
Using this, children will start to think about the aspects of teamwork that are difficult and then create 6 rules which will help successful team work.


Children will finish by reflecting on the rule that is most important for them when working in groups.



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

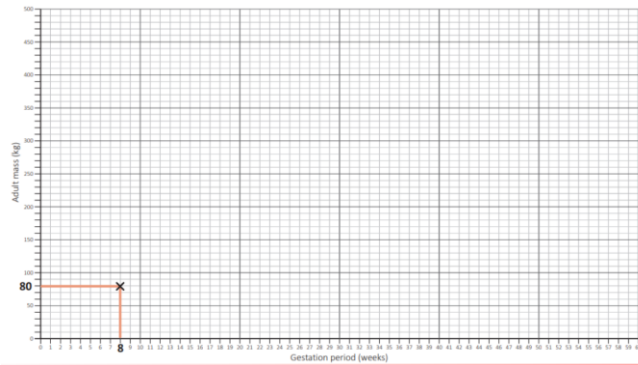


Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to gather and record data on the relationship between mammalian gestation and mass.</u> <u>Key Vocab:</u> gestation, mass, mammal, process, stage, reproduction, life cycle.</p> <p><u>Key Questions:</u> What is gestation? What similarities are there between different mammalian gestation? What is the relationship between mammalian gestation and mass?</p> <p>In this lesson, children will be examining the relationship between the mass of mammals and the</p>	<p><u>Black history month</u></p>  <p><u>LI: We are learning to recognise and understand the contributions of Black History on our society today.</u></p> <p>In this lesson, we will be focusing on celebrating black history month! This year's theme is 'Reclaiming Narratives'. It means that we need to recognise, correct and shine a light</p>	<p>Lesson 5</p> <p><u>LI: We are learning to explain how search results are ranked</u></p> <p><u>Key vocabulary:</u> Ranking Webpage Criteria Content Algorithm Relevance</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What is a search engine, and how does it help us find

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

gestation period. Children will look at various mammals and their ranging gestation periods as well as their ranging mass. As a class, we will discuss if there are any patterns which can be observed between the gestation period and the mass. Children will use Chromebooks to research the mass of specific mammals and using this data, will plot a scatter graph to determine whether there is a positive or negative correlation between mammalian mass and gestation. Children will write their findings



on the stories and histories of Black individuals. We learn about the diverse and profound impact that they have had across various fields. In year 5, we will be exploring Marcus Rashford, his achievements and how he has helped our society.

The children will have discussions around his importance and then will apply their understanding in creating a fact file to celebrate this month.

Key words:

Equality
Contributions
Community
Society
Identity
Government
Campaign



information?

- What are keywords, and why are they important for search rankings?
- How does the content of a webpage influence its ranking in search results?
- What criteria do search engines use to rank web pages?
- How can we improve the ranking of a webpage when people search for specific topics?

In this lesson, children will take part in an unplugged activity to find out about how a webpage's content can influence where it is ranked in search results. In groups, children will create paper-based web pages on a topic that they are familiar with. They then discover how their webpages would rank when searching for keywords relating to their content. By the end of the lesson they will order a list rank, explain that a search engine follows rules to rank results and give examples of criteria used by search engines to rank results.

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

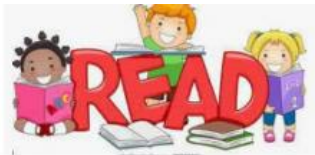
Homework

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

Reading/Spelling and Grammar

Reading Tasks

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



Your purple task book should be completed to a high standard. You are expected to write in full sentences and sit with an adult to up level your work and edit it. At least one page should be written for your writing task.

Try and login to Bug Club and Reading Eggs.



Spelling and Dictation

We are using Superhero spellings weekly.

Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings. These will be available on google classroom as well as printed and handed out every week.



Superhero Spelling – Year 5 Yearly Overview

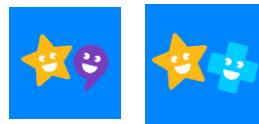
Week	Spelling 1	Spelling 2	Spelling 3
1	Write words with 'oa'	Adapted spelling and progress	Spelling 1: fly
2	Write words with 'oa'	Spelling 2: coat	Spelling 2: fun
3	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
4	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
5	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
6	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
7	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
8	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
9	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
10	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
11	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'
12	Write words with 'oa'	Spelling 2: coat	Write words with 'oa' and 'oi'

English and Maths

Homework:

Doodle Maths/English

Log on to your account at least three times this week. Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.



WRITER'S TOOLBOX

We have also started to use the **writer's toolbox** this year. We will be familiarising the children with using this website in class to help them improve their writing skills. Homework will sometimes be set on this - children will receive their login details.

Times Tables Rock stars:

Take part in the Year 5 Battle of the Bands! Keep your eyes peeled for when there is a battle, it will help you to practise your multiplication facts as well as compete with the other classes! This will

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

Please ensure your child has a **water bottle** and a pencil case with the correct equipment. This should also include:





Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 7th October 2024

		<p>also help with topics such as decimals and negative numbers.</p> 	<p>the week with your family and send in your responses!</p> 
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