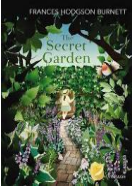


Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to use our senses to describe a setting.</u></p>	<p><u>Pixl Therapy</u> <u>LI: We are learning to recognise and use relative clauses.</u></p>	<p><u>LI: We are learning to use metaphors and powerful imagery to describe a setting.</u></p>	<p><u>LI: We are learning to plan our setting description.</u></p>	<p><u>LI: We are learning to draft our setting description.</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will use relevant strategies to build their vocabulary.</p> <p>It looks / tastes / feels / sounds / smells like ... It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p>	<p>Children will use relevant strategies to build their vocabulary and their knowledge of relative clauses.</p> <p>A relative clause is..... A relative clause adds..... It is mostly in the The punctuation uses.....</p>	<p>Children will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>It looks / tastes / feels / sounds / smells like ... It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p>	<p>While listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, and use this information to write their setting description.</p> <p>A setting description is In my setting description, I should include..... My introduction should include..... The descriptive techniques I should use are.....</p>	<p>Children will use relevant strategies to build their vocabulary to draft their description.</p> <p>It looks / tastes / feels / sounds / smells like ... It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p>
<p>Key vocabulary and Key Blooms higher order thinking</p>	<p><u>Key vocabulary</u> sensory language five senses hear taste touch smell</p>	<p><u>Key vocabulary:</u> relative pronoun relative clause subordinate clause who where when which</p>	<p><u>Key vocabulary:</u> metaphors powerful imagery sensory language show not tell figurative language expanded noun phrases describe</p>	<p><u>Key vocabulary:</u> Setting description Language Layout Format Key features Descriptive techniques</p>	<p><u>Key vocabulary:</u> sensory language figurative language expanded noun phrases adjectives similes metaphors</p>




Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

<p>questions</p>	<p>figurative language noun phrases expanded noun phrases adjectives similes metaphors show, don't tell describe setting</p> <p><u>Blooms questioning:</u> What are the five senses? What is sensory language? Why do writers use sensory language? What words in the text describe things we can see, hear, taste, touch or smell? How can we use show, don't tell to describe the senses? How can sensory language enhance the reader's understanding of the text? What figurative language can be used to describe a setting?</p>	<p>that whose whom parenthesis extra information technical vocabulary commas</p> <p><u>Blooms questioning:</u> What is a relative clause? Why do writers use relative clauses? Where is the relative clause in the sentences? What punctuation is needed when using relative clauses? How can you use relative clauses to provide additional information about a noun? How can you use relative clauses to clarify technical vocabulary?</p>	<p>relative clause</p> <p><u>Blooms questioning:</u> What is a metaphor? Why do writers use metaphors? What is imagery? Why do writers use powerful imagery to describe a setting? What meanings are conveyed by metaphors? What figurative language can be used to describe a setting? Evaluate the author's choice of metaphors and powerful imagery, do you think it is effective at describing a setting? Why or why not?</p>	<p><u>Blooms questioning:</u> What features are needed to create a successful setting description? What are some common sensory details used to enhance a setting's description? What descriptive words or phrases can be used to convey the mood of a setting. How does an author's choice of words can help readers visualise and understand a setting? How does the setting contribute to the overall tone of a story? How will you use sensory details, mood, and pacing to engage your readers?</p>	<p>show, don't tell relative clauses</p> <p><u>Blooms questioning:</u> What kinds of figurative language (such as similes, metaphors, or personification) can you use to describe a setting? Can you list some examples we have learned? Why is figurative language important when describing a setting? How does it help create a picture in the reader's mind? What is my success criteria for writing a successful setting description?</p>
<p>Activities</p>	<p>In this lesson, children will learn about sensory language and why it is used in writing to describe a setting. Children will revisit sensory language that they may have used before and think of sensory</p>	<p>In this lesson, children will learn about relative clauses and will understand that they are a specific type of subordinate clause - they help to add more information to sentences and they directly link to the noun</p>	<p>In this lesson, children will learn about metaphors and powerful imagery, and how these can be used to describe a setting. In pairs, children will create metaphors and powerful imagery, using the five</p>	<p>In this lesson, children will re-read their cold task of their setting description. Children will discuss in groups what they need to do in order to write a successful setting description. Children will use a planning sheet for their</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>

Weekly Overview of Learning

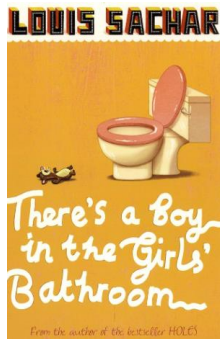
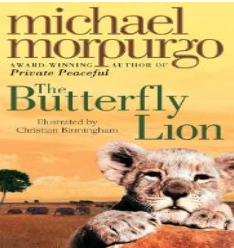
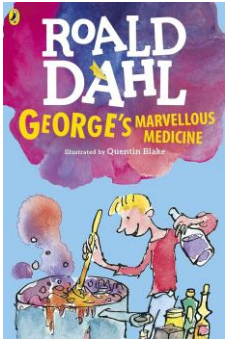
Year Group: Year 5 Week beginning: 11.11.24

<p>language examples in the class text, <i>The Secret Garden</i>. As a class, on sugar paper, we will mindmap sensory language examples using the five senses for a magical garden picture.</p> <p>As a class, children will examine how they can uplevel their sensory language even further by choosing improved adjectives and expanded noun phrases. Children will then complete the worksheets and write sensory language for the setting of a garden.</p> 	<p>which you are describing or modifying. They will also look briefly at relative pronouns. As a class, children will take part in whiteboard activities to do with relative clauses.</p> <p>Year 5 Writing 2e Uses relative clauses in their writing</p>	<p>senses, to describe a variety of setting pictures. As a class, children will think about how they can uplevel their metaphors and powerful imagery even further by using expanded noun phrases, personification and relative clauses. Children will then complete the worksheets, writing metaphors and powerful imagery to describe pictures linked to the book, <i>The Secret Garden</i>.</p> 	<p>setting description that will be inspired by the garden from the key text, <i>The Secret Garden</i>. Children will use their ideas from previous lessons to ensure they have planned for a setting description with all the descriptive features.</p> 	<p>Following this, children will draft a description of the garden using their plans.</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Emerald TEXT – George’s Marvellous Medicine Author – Roald Dahl</p>	<p>Jade Text - Butterfly Lion Author – Michael Morpurgo</p>	<p>Pearl Text – Stitch Head Author – Guy Bass</p>	<p>Diamond Text – There’s a boy in the girls bathroom Author – Louis Sachar</p>
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Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to develop our knowledge of multiplying numbers by 10, 100 and 1000.</u>	<u>LI: We are learning to develop our knowledge of dividing numbers by 10, 100 and 1000.</u>	<u>LI: We are learning to apply our knowledge of factors and multiples of 10, 100 and 1000.</u>	<u>LI: We are learning to reflect what we have learnt in our topic of multiplication and division.</u>	<u>LI: We are learning to recap our learning of adding and subtracting using negative numbers.</u>
Activities	<p><u>Key vocabulary</u> Multiplying 100 Integers Dividing Place holder</p> <p><u>Key questions</u> • In what direction do the digits move when you multiply by 10/100/1,000? • How many places to the left do the digits move when you multiply by 10/100/1,000? • When you have an empty place value column, what digit do you use as a placeholder? • How can you use the result of multiplying by 100 to help you multiply a number by 1,000?</p> <p>In this small step, children revisit multiplying whole</p>	<p><u>Key vocabulary</u> Multiplying 100 Integers Dividing Inverse</p> <p><u>Key questions</u> • What direction do the digits move when you divide by 10/100/1,000? • How many places to the right do digits move when you divide by 10/100/1,000? • How is dividing by 10, 100 or 1,000 linked to multiplying by 10, 100 or 1,000? • How can you use the result of dividing by 100 to help you divide a number by 1,000? • What does “inverse” mean?</p>	<p><u>Key vocabulary</u> Multiples Numbers Patterns Integers Arrays Divisible</p> <p><u>Key questions</u> • Will multiplying/dividing by 20 give an answer that is less than or greater than multiplying/dividing by 10? Why? • How can you break down multiplying/dividing by into steps using powers of 10? • What is the same and what is different about the two calculations?</p> <p>In this small step, children build on previous learning</p>	<p><u>Key vocabulary</u> Multiples Numbers Patterns Integers Arrays Divisible</p> <p><u>Key questions</u> In what direction do the digits move when you multiply by 10/100/1,000? When you have an empty place value column, what digit do you use as a placeholder?</p>	<p><u>Key vocabulary</u> Negative Positive Difference Subtract Number line Zero</p> <p><u>Key questions:</u> What does it mean when a number is negative? How do we add a negative number to a positive number? What happens when we subtract a negative number from another number? Can you explain how to use a number line to solve a problem with negative numbers?</p>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

numbers by 10 and 100 (introduced in Year 4), and move on to multiplying whole numbers by 1,000. Concrete manipulatives such as place value charts and counters and Gattegno charts can be used to support understanding, using children's knowledge of the relationship between digits in given rows/columns.

Children need to be aware that the effect of multiplying by 10 twice is the same as multiplying by 100 and that multiplying by 10 three times is the same as multiplying by 1,000. Children should be comfortable with the language of "10 times the size of", "100 times the size of" and "1,000 times the size of". In the next steps, children look at dividing whole numbers by 10, 100 and 1,000 and then multiplying and dividing by multiples of 10, 100 and 1,000.

In this small step, children revisit dividing numbers by 10 and 100, and move on to dividing whole numbers by 1,000. As with multiplying, place value charts, counters and Gattegno charts can be used to support understanding, using children's knowledge of relationships between rows and columns.

They need to be aware that the effect of dividing by 10 twice is the same as dividing by 100 and that dividing by 10 three times is the same as dividing by 1,000. Children should be comfortable with the language of "one-tenth the size of", "one-hundredth the size of" and "one-thousandth the size of".

Children should be aware that multiplication and division are inverse operations and make links between this step and previous learning. Division with decimal answers is covered in the Spring term.

and begin to multiply and divide by multiples of 10, 100 and 1,000. Children use knowledge of factors to break a calculation down into a series of easier calculations. For example, to multiply by 200, they write 200 as 2×100 and then multiply by 2 and by 100.

Children use the commutative law to know that they can find the product by multiplying by the factors in either order. Children use their knowledge of multiples and factors of numbers in common times-tables and link this to powers of 10 to find multiples of related numbers. They also work out related multiplications and divisions from a given fact that uses multiples of powers of 10.

The Commutative Law

The Commutative Law says that when you add or multiply numbers, you get the same answer if you swap the numbers round.

$$6 + 3 = 9 = 3 + 6$$

$$4 \times 2 = 8 = 2 \times 4$$

In this lesson, children will put their knowledge of multiplication and division into practice. They will tackle various questions and exercises related to this topic, applying what they have learned. This lesson serves as an opportunity for students to reinforce their understanding of shapes and areas and demonstrate their ability to show working out.

		2	9	
	×	6	5	
<hr/>				
		1	4	5
		1	7	4
		1	8	8
		1	8	5

← This is 29 × 5

← This is 29 × 60

← This is 29 × 65

Why is it important to understand negative numbers in real-life situations, like temperatures or bank balances?

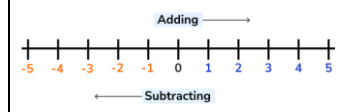
In this lesson, we will review how to add and subtract using negative numbers to close gaps found in our PIXL data.


We will revisit what negative numbers are and practice using a number line to help us solve problems. We'll focus on understanding how adding and subtracting negative numbers affects the overall result and explore real-life examples, such as temperatures dropping below zero or calculating bank balances.

By the end of the lesson, we will have strengthened our understanding of how to add and subtract negative numbers.

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

<p style="text-align: center;">PLACE VALUE CHART <small>MILLIONS TO ONES</small></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #00a0e3; color: white;">Millions</td> <td style="background-color: #00a0e3; color: white;">Hundred Thousands</td> <td style="background-color: #00a0e3; color: white;">Ten Thousands</td> <td style="background-color: #e300a0; color: white;">Thousands</td> <td style="background-color: #e300a0; color: white;">Hundreds</td> <td style="background-color: #e300a0; color: white;">Tens</td> <td style="background-color: #e300a0; color: white;">Ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p style="font-size: 8px; margin-top: 5px;">Copyright ©2011 Holt, Rinehart and Winston</p>	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones								<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #e30000; color: white;">10,000</td> <td style="background-color: #e30000; color: white;">20,000</td> <td style="background-color: #e30000; color: white;">30,000</td> <td style="background-color: #e30000; color: white;">40,000</td> <td style="background-color: #e30000; color: white;">50,000</td> </tr> <tr> <td style="background-color: #e30000; color: white;">1000</td> <td style="background-color: #e30000; color: white;">2000</td> <td style="background-color: #e30000; color: white;">3000</td> <td style="background-color: #e30000; color: white;">4000</td> <td style="background-color: #e30000; color: white;">5000</td> </tr> <tr> <td style="background-color: #e30000; color: white;">100</td> <td style="background-color: #e30000; color: white;">200</td> <td style="background-color: #e30000; color: white;">300</td> <td style="background-color: #e30000; color: white;">400</td> <td style="background-color: #e30000; color: white;">500</td> </tr> <tr> <td style="background-color: #e30000; color: white;">1</td> <td style="background-color: #e30000; color: white;">2</td> <td style="background-color: #e30000; color: white;">3</td> <td style="background-color: #e30000; color: white;">4</td> <td style="background-color: #e30000; color: white;">5</td> </tr> <tr> <td style="background-color: #e30000; color: white;">0.1</td> <td style="background-color: #e30000; color: white;">0.2</td> <td style="background-color: #e30000; color: white;">0.3</td> <td style="background-color: #e30000; color: white;">0.4</td> <td style="background-color: #e30000; color: white;">0.5</td> </tr> <tr> <td style="background-color: #e30000; color: white;">0.01</td> <td style="background-color: #e30000; color: white;">0.02</td> <td style="background-color: #e30000; color: white;">0.03</td> <td style="background-color: #e30000; color: white;">0.04</td> <td style="background-color: #e30000; color: white;">0.05</td> </tr> <tr> <td style="background-color: #e30000; color: white;">0.001</td> <td style="background-color: #e30000; color: white;">0.002</td> <td style="background-color: #e30000; color: white;">0.003</td> <td style="background-color: #e30000; color: white;">0.004</td> <td style="background-color: #e30000; color: white;">0.005</td> </tr> </table>	10,000	20,000	30,000	40,000	50,000	1000	2000	3000	4000	5000	100	200	300	400	500	1	2	3	4	5	0.1	0.2	0.3	0.4	0.5	0.01	0.02	0.03	0.04	0.05	0.001	0.002	0.003	0.004	0.005		<p style="text-align: center;">Adding →</p>  <p style="text-align: center;">← Subtracting</p>
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<h2>Music – Sing Up</h2>	<h2>RE – Widening Horizons</h2>	<h2>PE – Get Set 4 PE</h2>
<p style="text-align: center;"><u>Unit: Keep the home fires burning</u></p> <p><u>LI: We are learning to compare musical pieces and learn Verse 2 of Keep the home fires burning</u></p> 	<p style="text-align: center;">Unit: Inspirational leaders</p> <p style="text-align: center;">Lesson 2 and 3</p> <p><u>LI: We are learning to consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India.</u></p> <p><u>L.I. We are learning to think about how we might be inspired to behave when we see poverty.</u></p> <p><u>Key vocabulary:</u> Mother Teresa Nun Schools Poverty Inspirational Poor Charity India Values</p>	<p style="text-align: center;"><u>OAA-Lesson 2</u></p> <p><u>LI: We are learning to develop strong communication and negotiation skills to solve challenges.</u></p> <p>In this lesson, children will start by playing a game of infinity team tag to encourage communication amongst teammates. Children will then play ‘build it’ which will test and challenge the children’s communication and problem solving skills. The final activity will be a game of ‘human machine’ where children will be in groups and compete against each other. The machines will involve children using skills such as bouncing balls, hopping, skipping, squats and catching.</p>

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Keep the home fires burning is an emotional ballad from 1914 celebrating the brave service of those at war and provides a good introduction to the social and historical context of songs and music written around the time of World War 1. Beginning by learning the song, the unit leads onto composing a fanfare using the chord of C, and playing a fanfare as a class ensemble

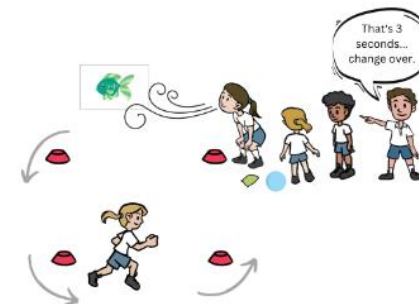
Key vocabulary

Duration: crotchet, quavers, dotted quaver/semiquaver, minim, semiquavers, rhythm.
Pitch: C major triad, arpeggio, notes C, E, and G, octave above, octave below.
Structure: 2-bar phrases, verse/chorus.
Tempo: steady beat, bpm (beats per minute).
Timbre: trumpet, bugle, brass instruments.
Texture: unison, harmony.
Other: fanfare, symphony.

Belief

Key questions:

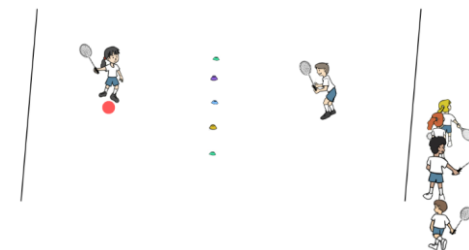
- What do you already know about Mother Teresa?
 - What qualities made Mother Teresa an inspirational leader?
 - What happened in Mother Teresa's life which influenced her?
 - How did Mother Teresa stand up for her beliefs?
 - In what ways did Mother Teresa influence others?
- In this lesson, children will examine the life of Mother Teresa, thinking about how she positively influenced the life of others. First, children will watch a video about Mother Teresa and make notes on the key events in her life. Then, children will look at the key events and complete the worksheet to order the events chronologically. Children will then reflect on their learning by thinking about how they can



Badminton-Lesson 2

LI: We are learning to return the shuttlecock using an overhead clear.


In this lesson, children will begin by recapping the 5-1 and stretching. Children will then practise using the overhead clear and the backhand overhead clear. Children will then play ocean break in groups of six, where they will practise their overhead clear. Children will then play 3 v 3 on opposite sides of the net and will then progress to playing to six. Children will then reflect on One thing you have learnt about how to score a point.



Weekly Overview of Learning

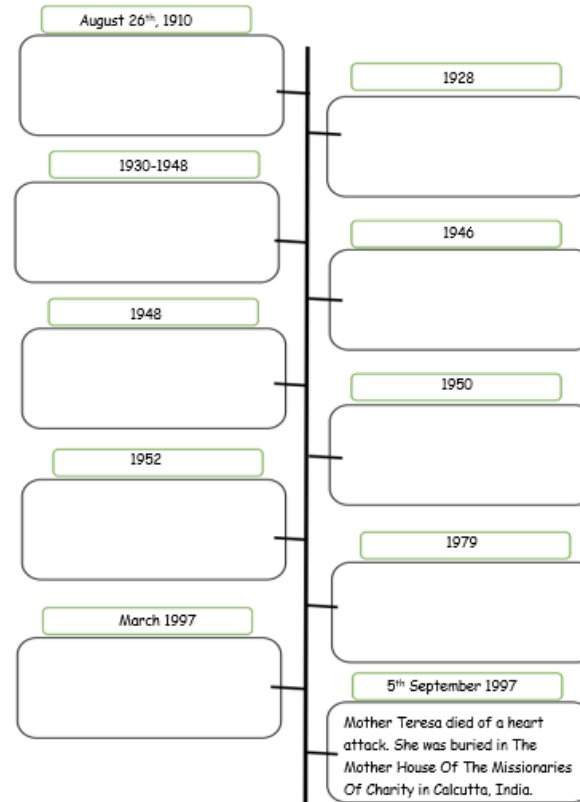
Year Group: Year 5 Week beginning: 11.11.24

be inspired to behave when they see poverty.

Autumn 2, Week 2 and 3			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 
L.C. We are learning to consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India.			
L.T. We are learning to think about how we might be inspired to behave when we see poverty.			
Supply	HLTA	Independent	Class Teacher
			Teaching Assistant

Task: Complete the timeline of events in Mother Teresa's life in chronological order. Use the dates on the board and your notes to help you.

Timeline of...



Art

Remembrance day - Poppy designing

Spanish
Unit: En cafeteria
Lesson 2

LI: We are learning to develop a bank of vocabulary for the

PSHE - Jigsaw
Anti-bullying week

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

LI: We are learning to understand the importance of Remembrance Day and create artwork to honour the event

Key words: Remembrance, Sacrifice, Honour, Poppy, Memorial

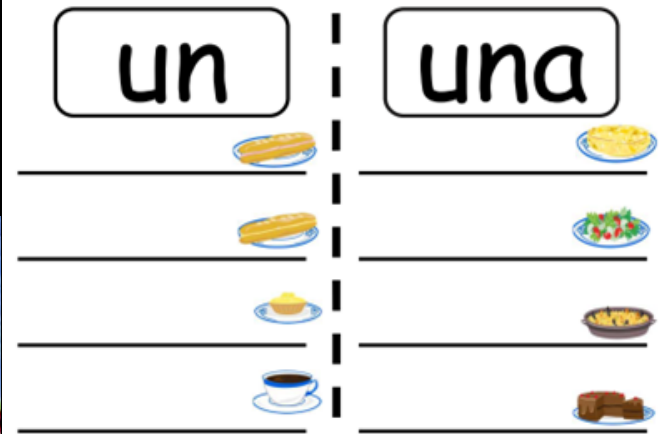
Key questions: Why is Remembrance Day important, and what does it help us remember?
What symbols or images, like the poppy, are used to represent Remembrance Day, and what do they mean?
How can we use colours, shapes, and symbols in our artwork to honour those who have served and sacrificed?

In this lesson, children will remember the importance of remembrance day and learn a bit more about the history. They will then create a piece of art of 'fields of poppies' to show their respects for the sacrifices made.



unit by introducing a further ten feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafeteria.

In this lesson children will revise the vocabulary learnt last week and add on a further ten items so that they have a wider bank of vocabulary to use when they describe what they would like to order to eat and drink by the end of the unit.



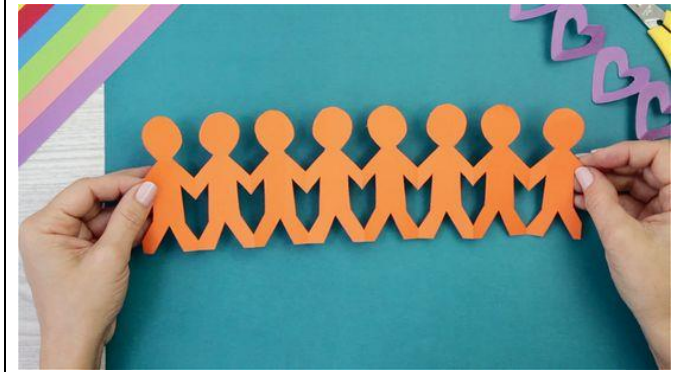
LI: We are learning to use drama skills to create a freeze frame of a situation where someone is being bullied.

Key vocabulary: bullying, anti-bullying, resolution, conflict, situation, advice.

Take it in turns for each person to 'un-freeze' and discuss what is happening and how the person may be feeling. Consider reasons behind why someone might become the bully. What rights could you use when trying to resolve this situation? Finish with another freeze frame showing the resolution.

Children will also discuss the following questions: Who can a bully go to for help? What can they do to stop their bullying behaviour?

Then, children will think about pieces of advice they could give to someone experiencing bullying. Children will then use this advice to decorate a person paper chain which will be displayed in the classroom.



Unit: Human Reproduction and Ageing

L.I. We are learning to describe the juvenile stage of the human life cycle.

Skill- Identify variables and make predictions based on prior knowledge and understanding.

In this lesson, children will be learning how children develop during the juvenile stage of the human life cycle. We will be discussing different aspects such as talking, reading and writing, moving and their independence at different ages.



Lesson 2

L.I: We are learning to identify and explain the physical changes that happen during puberty (from 9 to 15 years of age)

By the end of this lesson children should know: Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness.

Humans go through characteristic stages as they develop towards old age.

Puberty is the transition between childhood and adulthood.

As humans age, many of the body's systems gradually decline, leading to the changes seen in older people.

Unit: Sow, Grow and Farm

Lesson 9/10

L.I: We are learning to research and identify the features of each climate zone.

Skill: We are learning to use our geographer skills to investigate climate zones.

Key vocabulary:

Features, zones, water cycle, ecological area, forest, grassland, tundra, aquatic, altitude, longitude, Tropic of Cancer, Tropic of Capricorn

The next two weeks, children will be working in pairs to create a presentation show to teach the rest of the class about one chosen biome. This will secure their understanding and each pair will be able to go into additional detail using examples of countries. In this collaborative task, children will research a climate zone we have discussed and prepare a presentation for the rest of the class.

Let's play a matching game - can you match the description to the climate zone?

tropical	temperate	I have a different climate to my surrounding areas.
mediterranean	arid	The higher the altitude, the colder it gets.
mountains	polar	It is this climate zone in the Himalayas.
		I have cold winters and mild summers.
		I have four distinct seasons.
		It is this climate zone in the United Kingdom.
		I am dry all year round.
		I have long, dry, hot summers.
		I usually below free all year round.
		I have mild winters.
		It is this climate zone in Antarctica.
		I have it.
		It is this climate zone in Spain.
		It is this climate zone in the S.

Unit:

Lesson

L.I: We are learning to write a program that includes count-controlled loops

Key vocabulary: crumble controller, motor, sparkle, sequence

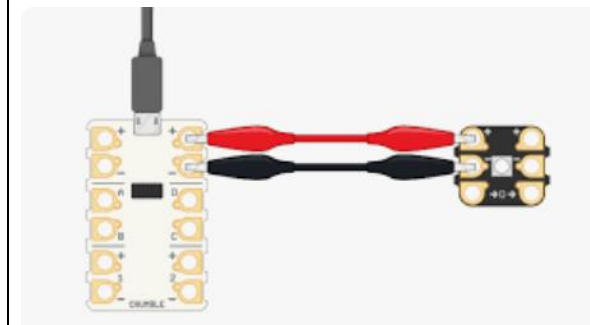
Key Questions :

How can we program the Crumble controller to make multiple devices (like a sparkle and motor) work together in a sequence?

What is a count-controlled loop, and how does it help us repeat actions in our program for the sparkle and motor?

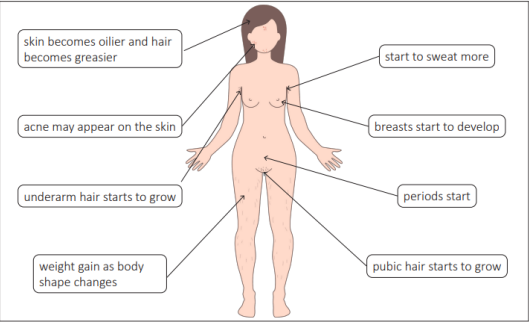
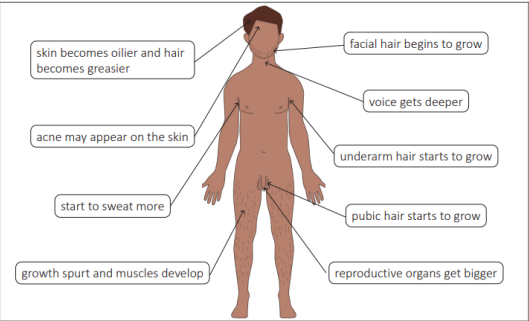
How can we use our program to control the timing and order of actions for the sparkle and motor to achieve our desired sequence?

In this unit, learners will develop their knowledge of a Crumble controller further by connecting additional devices (another sparkle and a motor) to the controller and construct programs to control more than one of these. They design sequences of actions for these output devices to carry out. Then apply their understanding of repetition by using count controlled loops when implementing their design as a program.



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

<p>Physical changes during puberty in females</p>  <p>Physical changes during puberty in males</p> 		
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Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or online.

Reading and spelling.

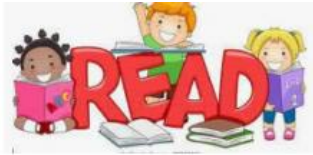
Maths

Topic/Other foundation subjects including writing

REMINDERS – trips/events/items to bring in

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	TERM 1	TERM 2	TERM 3
1	Words with path lines	Adverbs of possibility and frequency	Spells 6-9th
2	Words with path lines	Spells 7-8th	Spells 7-8th
3	The short and /r sound spellings	Spells 7-8th	Words containing the letter 'r' in words
4	The long vowel /i/ sound spellings	Final letters and dictation spelling - rouse	Words containing the letter 'r' in words
5	Homophones and their spellings	Homophones and their spellings	Adding verb prefixes to words
6	Dictation Words 1	Dictation Words 3	Dictation Words 5
7	Homophones and their spellings	Spells 8-9th	Adding the letter 'r' to words
8	Words with short letters	Spells 8-9th	Spells 8-9th
9	Words with short letters	Adverbs of time	Spells 8-9th
10	Spells 10th	Adverbs of place	Spells 10th
11	Words with /s/ sound	Homophones and their spellings	Homophones and their spellings
12	Dictation Words 2	Dictation Words 4	Dictation Words 6

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 also help with topics such as decimals and negative numbers.



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 the week with your family and send in your responses!



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 11.11.24

