Weekly Overview of Learning

Year Group: 5 **Week beginning: 13.5.24**

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	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: We are learning to reflect on our mythical narrative.	**LI: We are learning to identify the features of a myth.**	**LI: We are learning to create mythical characters.**	**LI: We are learning to explore and create a hero/heroine for a myth.**	**LI: We are learning to plan a mythical narrative.**
Speaking and Listening Focus	Children will reflect on their own writing, sharing their strengths and areas of improvement demonstrating their awareness of what is needed in a myth. Children will read their myths and other children will listen to give peer feedback.	Children will use relevant strategies to build their vocabulary and their knowledge of myths and the features of myths.	In this lesson, children will be encouraged to explain their descriptive choices using some presentational sentence stems. Within this lesson, children will have the opportunity to ask their peers relevant questions about their mythical creature.	Think -Pair-Share In this lesson, children will be encouraged to explain their descriptive choices using some presentational sentence stems. Within this lesson, children will have the opportunity to ask their peers relevant questions about their mythical characters.	In this lesson, children will clarify, challenge, summarise and build on each others' ideas when planning their own myth. Children will be encouraged to use appropriate vocabulary choices and be encouraged to ask relevant questions when working in pairs.
Key vocabulary and Key Bloom's higher order thinking questions	**Key vocabulary** uplevel spelling features hero/heroine mythical creature setting myth structure direct speech **Blooms questioning**	**Key vocabulary** King Midas Marigold The Midas Touch fairy greed treasure gold golden statue **Blooms questioning** What features can you identify in the King Midas	**Key vocabulary** Majestic Enigmatic Serpentine Luminous Fierce Ethereal Mystical Elusive Mythical Gargantuan Intricate Nimble	**Key vocabulary** Heroine Hero courageous valiant brave gallant valorous fearless manful **Blooms questioning** What characteristics do they have?	**Key vocabulary** Beginning Build up Conflict/problem Resolution Ending Characters Settings Theme Cohesion **Blooms questioning** When and where will the myth take place?

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	Identify and explain which areas you have understood well within your work. Which areas of your writing do you think need more attention and how will you achieve this? What was the most difficult part of the task? What would you do differently next time?	myth? What does the myth explain about the world? What are the supernatural parts? Who are the characters? Who is the hero? Who is the villain? Who are the Gods? What are the main events? How does the moral of the myth link to real life situations?	Regal Fabled Mythical **Blooms questioning** Can you recall any mythical creatures we've learned about in stories or myths? What are some common features of mythical creatures? Can you explain why mythical creatures are often depicted with extraordinary abilities or powers? How do mythical creatures differ from real animals in stories? How could you combine different animal features to create a new mythical creature? Can you think of a setting or environment where your mythical creature might live? What are some advantages and disadvantages of the features you've chosen for your mythical creature? How might the appearance of your mythical creature reflect its personality or abilities? Why did you choose	What makes a hero/heroine? What do they do that makes them special? Which descriptive writing features would you use to describe? What is their personality like? What relationship do they have with others? Do they have a special way of travelling?	Who are the main characters? How will the myth begin? What clues will you give readers in the build up? What will be the conflict? How will the conflict affect characters? How will the conflict get resolved? How will your myth end?

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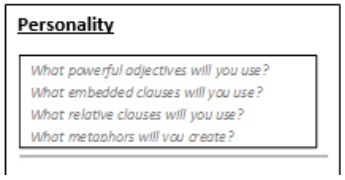
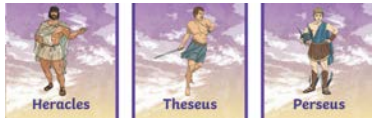
			specific features for your mythical creature?		
Activities	At the start of this lesson, children will re-read their myths that were written last week. Children will discuss what they did well and their areas of development. As a class, children will discuss how to improve their writing and retrieve features they could include to uplevel their work. In pairs, children will identify a paragraph which they would like to uplevel and improve with features they have learned.	In this lesson, children will be learning the features of a myth. Children will then apply this knowledge in the task in which they will need to identify features in a range of myths given. 	In this lesson, children will use their work from the lesson before to create their own mythical creatures to use in their myths. They will be reminded of how to construct cohesive paragraphs as well as use cohesive devices within their work. Children will be provided with vocabulary and scaffolds to use within their writing, they will use peer feedback to discuss strengths and areas for improvements. 	In this lesson, children will be looking back at the myths they have read and reflect on the heroes they have come across. They will be learning to identify their key characteristics of these characters and use these to create their own to use in their own myths. Children will be encouraged to use sophisticated language to describe them. They will use reflective frames to record their ideas to describe their hero/heroine characters' appearance, personality and the effects they have on others. They will then go on to presenting their hero/heroine to their groups using sentence stems to present. 	In this lesson, children will plan their own myth considering characters, settings and the theme of their myth. Children will plan what happens in the beginning, the build up, the conflict or problem, the resolution and the ending of their myth, considering how to make their myth cohesive. Children will plan the techniques they will use in their myth to write for a purpose. Children will read other children's plans to discuss their ideas and familiarise themselves with understanding their own myths.

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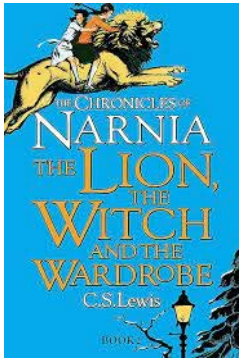
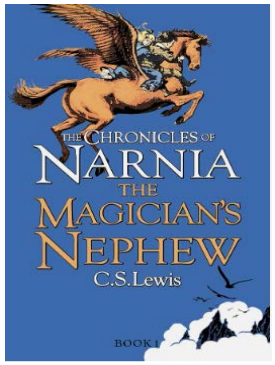
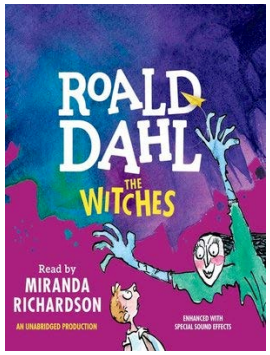
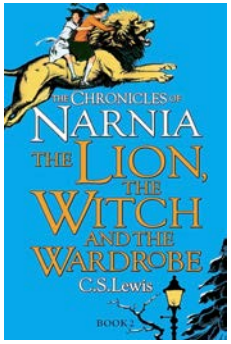
Class Text – Reading Aloud 10-15 mins each day	**Diamond** TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis 	**Emerald** TEXT – The Magician's Nephew Author – C.S. Lewis 	**Jade** TEXT - The Witches Author - Roald Dahl 	**Pearl** TEXT - The Lion, the Witch and the Wardrobe. Author - C.S.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

Maths -	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI: We are learning to subtract decimals with different numbers of decimal places.	LI: We are learning to use efficient strategies for adding and subtracting decimals.	Practicing PIXL arithmetic and reasoning questions.	LI: We are learning to use our knowledge of number sequences and decimals to explore decimal sequences.	LI: We are learning to multiply decimals by 10, 100 and 1000.
Key vocabulary and key questions	**Key vocabulary** decimal add subtract partitioning place value	**Key vocabulary** decimal add subtract partitioning place value	**Key vocabulary** Decide Assess Back it up Problem solving	**Key vocabulary** decimal add subtract partitioning place value	**Key vocabulary** decimal multiply integer digit place value chart

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	complement to 1 part-whole model diagram exchange column digits **Blooms questioning** • How should the digits be lined up in a column subtraction? • How do you show that there is nothing in a place value column? • Do you need to make an exchange? How do you know? • How do you make an exchange if there is a zero in the column that you want to make the exchange from? • Is the column subtraction method the most efficient method to use in this example?	complement to 1 part-whole model diagram exchange column digits mental strategies **Blooms questioning** • Do you need to make an exchange? • What methods could you use? Which is most efficient for this calculation? • When would you use a mental method? • When would you use an informal jotting such as a number line? • When would a formal method be more efficient? • What integer is 9.9 close to? How can this help with the calculation? • How could partitioning help with this calculation?	Calculations Evidence Accurate Reasonable Justify Prove Operation	complement to 1 part-whole model diagram exchange column digits mental strategies decimal sequence **Blooms questioning** • Are the terms increasing or decreasing in value? • Are the terms increasing or decreasing by the same amount each time? If so, by how much? • What will the next term in the sequence be? • What will the term in the sequence be? • How can you tell if you need to make an exchange? • How can you work out the previous term in a sequence? Does it make a difference if the sequence is increasing or decreasing?	Gattegno chart **Blooms questioning** • What is the value of each digit in the number? • How many places to the left do the counters move when you multiply by 10/100/1,000? • Where would the digits move to if you multiplied the number by 10/100/1,000? • How many times greater than is ? • If you multiply a number by 10 and then multiply the answer by 10, how many times greater than the original number is your final answer?

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Activities	In this small step, children extend their knowledge of subtracting decimal numbers to include numbers with a different number of decimal places. It is important that children continue to practise lining up the decimal point carefully and ensure that each digit is in the correct column. A place value chart could be used to reinforce this. In the column method, show children how to "fill" empty columns with zeros, which will support them when exchanges are required. They need to be secure with the fact that, for example, 6 and 6.0 have the same numerical value, as do 4.7 and 4.70 and so on. Children need a good understanding of column subtraction from previous steps, knowing when to make an	In this small step, children explore a range of different calculation strategies to solve addition and subtraction problems, making decisions about which strategy would be the most effective for each problem. Encourage children to consider the question carefully rather than automatically choosing the same option every time. They can experiment by solving the same calculation in a number of ways and considering which way was the most efficient and why. In particular, discuss when mental strategies are more appropriate than written, for example when compensation can be used, such that adding 9.99 can be simplified to add 10 and then subtract 0.01. Number lines are useful to support this	In this lesson, children will be practising PIXL questions and following modelled steps to better understand the mathematical vocabulary in reasoning questions.	In this small step, children combine their knowledge of number sequences and decimals to explore decimal sequences. Given a range of sequences, children look for patterns and use and find simple rules that involve adding or subtracting a decimal each time. It is important to note that they are not expected to generate algebraic expressions at this stage. Children should, however, use the language associated with sequences such as "term" and "rule". They should make predictions about the next term or subsequent terms in a sequence or, given different terms in a sequence, work backwards to find previous terms. Number lines are useful for representing sequences.	In this small step, children learn to multiply decimals by 10, 100 and 1,000 Children multiplied integers by 10 and 100 in Year 4 and moved on to multiply by 1,000 in the Autumn term of Year 5. Despite this experience, they may still make the mistake of over-generalising and simply "adding zeros". Concrete resources and stem sentences can be used to enable children to make accurate generalisations about what happens to the digits in a number when they multiply by 10, 100 or 1,000. Representations such as place value charts allow children to physically move plain counters to the left and recognise that all digits move, for example, 1 place to the left when multiplying by 10. They can also use a Gattegno

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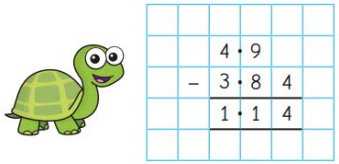
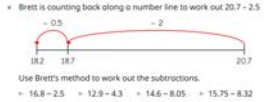
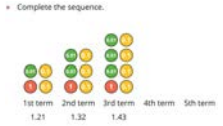
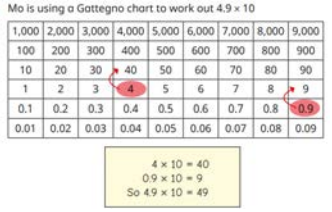
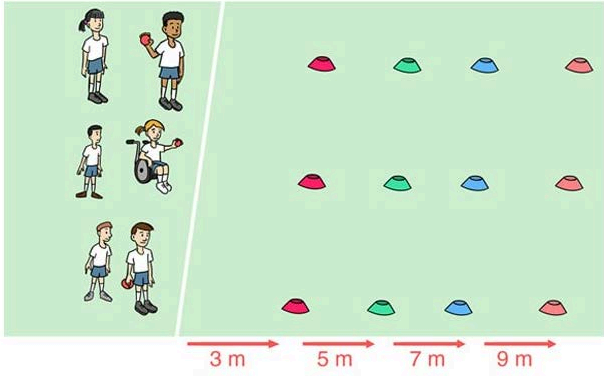
	exchange – particularly when zeros are involved. Tiny is working out 4.9 – 3.84  What mistake has Tiny made? Work out the correct answer.	approach. 		This step supports children's understanding of counting in decimals, particularly across an integer, and prepares them for further study of sequences in Year 6. 	chart to recognise that multiplying by 10 and "10 times the size" is the same. 

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
Composing in ternary form| Lesson 2 LI: We are learning to compose music using contrasting tempo and dynamics. In this lesson, children will Improvise and compose using contrasting tempo and dynamics. They will also notate their ideas to form a simple score. Ternary form (ABA) is a very satisfying musical shape that has been used by composers across many genres for centuries. This unit borrows ideas from a wonderful piece by French composer Maurice Ravel called Laideronnette or Empress of the pagodas, which describes the simple story of a little girl walking through a Japanese forest. Ravel uses only the traditional pentatonic scale in this work, and we will use that as the basis for the unit while also exploring dynamics (volume) and tempo (speed).	**Pilgrimage- Lesson 6 and 7** LI: We are learning to understand and explain that Buddhists make special journeys to places of religious significance. L.I. We are learning to understand and explain why pilgrimages to our own special place is important us. In this lesson, children will learn about important pilgrimage sites in the Buddhist religion such as Lumbini, Bodh Gaya and Kusinara. The children will think about the reasons for the significance of these sites, such as marking important milestones in Buddha's life. Children will then use the Chromebooks to research one of the Buddhist pilgrimage sites and create a fact file on their chosen pilgrimage site.	**Athletics-Lesson 5** **LI: We are learning to develop throwing with force for longer distances** In this lesson children will learn to finish their throw with their hand high. They will also use strength and speed to create power. 

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4	4	2	2	8
F	D	A	G	C

Task: Using the Chromebooks, create a fact file about one of the main four Buddhist pilgrimage sites. Use the Chromebooks to research more information and facts about your chosen site.

Buddhist Pilgrimage Sites

Draw a picture of your chosen pilgrimage site:

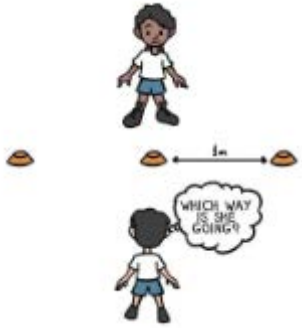
A map showing the 'Eight Great Places'

Facts and information:

Fitness (Lesson 5)

LI: We are learning to develop agility

In this lesson, children will learn that agility is the ability to change direction quickly. Agility requires speed, strength, good balance and coordination. They will begin by playing 'mirror game' This is a game where children have to mirror their partner.



Another activity which they will take part in will be 'catch me'. This is a game in which one pupil begins as the runner, the other as the chaser. They both start at opposing cones. On the runner's command 'go', the chaser tries to catch the runner

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Art - Kapow

Lesson 4 - Creative concepts

LI: We are learning to plan an installation that communicates an idea.

In this lesson, children will learn that installation artists often use everyday objects to communicate a message so they can plan and start to design an art installation with a message. The children will be asked what issues interest them and will be provided with some ideas e.g. renewable energy, endangered animals, children having too much screen time, etc. Issues could be local to them and relevant to their lives or something on a more global scale.

Then, children will choose a theme for their installation design and start planning an installation by drawing and annotating in their sketchbooks. Elements of collage could be included with images cut from magazines or printed from websites.

Spanish – Language Angels

LI: we are learning to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish.

In this lesson children will be learning to say when their birthday is utilising their previous knowledge of saying the date and month of the year. Children will be able to ask other children when their birthday is and will be able to reply back.

They will use their speaking skills to practise their phonic understanding and ask others in their group when their birthday is.

PSHE - Jigsaw

LI: We are learning to recognise when we are spending too much time using devices (screen time).

LI: We are learning to identify what we can do to reduce screen time so our health isn't affected.

This week, the lesson is called 'My Relationship with Technology: Screen Time'.

In pairs, children will list as many different things that can be done on a mobile phone or tablet. Children will discover that there is so much we can now do on devices compared to just a few years ago and how the amount of time we spend using them is likely to increase as technology advances.

As a class, we will look at a scenario and think about how too much screen time can affect our relationships and health. Children will look at the signs that identify someone who might be spending too much time on a device and consider the consequences. As an independent activity, children will offer possible solutions to how to help if these were real situations.

Science - Wellington Curriculum

Earth and Space- Lesson 8

LI: We are learning to describe the phases of the Moon and its movement relative to Earth.

Topic (History) – Wellington Curriculum

Investigation of our world - Topic assessment.

LI: We are learning to reflect and assess on what we have learnt in this topic and complete an assessment.

In this lesson children will be completing an

Computing

Topic: Programming A – Selection in physical computing

In this unit, learners start to create vector

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In this lesson, children will learn about the eight phases of the moon in order and will understand why the moon appears to change throughout the month. Children will use their previous knowledge about the Moon's orbit to think about the effect that the Sun's light has on the Moon during the Moon phases. The class will then take part in a fun experiment to consolidate their learning, where they will use Oreos to represent the different moon phases.

assessment to show their knowledge of everything they have learnt in this unit.

drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.

Lesson 5 Manipulating objects
To group objects to make them easier to work with

Learners find out how to select and duplicate multiple objects at a single time. They develop this skill further by learning how to group multiple objects to make them easier to work with. Learners then use this knowledge to group and ungroup objects, in order to make changes to and develop their vector drawings.

Homework

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

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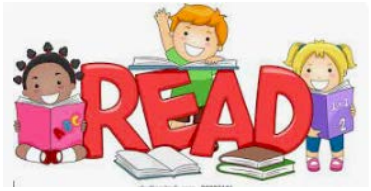
Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
Reading Tasks Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.  Try and login to **Bug Club** and **Reading Eggs**.  	 **English Homework -** this week we would like you to complete your extras on Doodle English. **Doodle Spell -** this week, please go on to Doodle Spell and complete your Doodle Extras please.	 **<u>Doodle Maths</u> – Log on to your account at least three times this week.** Work to reach your target – are you in the <u>green</u> zone yet? **<u>Times Tables Rockstars:</u>**  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!	 **Talk Tuesday** Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family. Discuss your question with your family, ready for Talk Tuesday next week. **Send in your reply on Google Classroom.**