

Weekly Overview of Learning

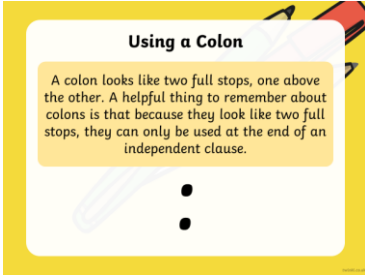
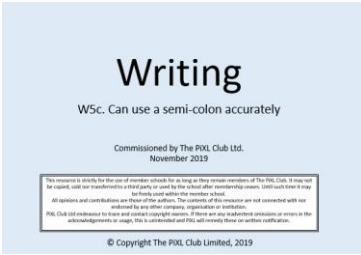

Year Group: Year 5 Week beginning: 16.12.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to create a character description using descriptive techniques.</u>	<u>LI: We are learning to recognise colons and understand how to use them correctly.</u>	<u>LI: We are learning to recognise semicolons and understand how to use them correctly.</u>	<u>LI: We are learning to identify and understand the use of determiners in sentences.</u>	
Speaking and Listening Focus	Children will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Children will ask relevant questions to extend their understanding and knowledge	Children will ask relevant questions to extend their understanding and knowledge	Children will ask relevant questions to extend their understanding and knowledge	
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key vocabulary:</u> Character description Appearance Personality Effect on others Writing with purpose Descriptive techniques Expanded noun phrases Figurative language Sensory language</p> <p><u>Key Questions:</u> How can you describe the physical appearance of the characters using vivid and detailed imagery? Using the illustrations, how do the character's facial expression and body language convey their emotions and personality traits? How does the character's clothing and style contribute to their overall depiction?</p>	<p><u>Key vocabulary:</u> Colons Semi-colons Independent clause Related clause List</p> <p><u>Key questions:</u> What is a colon, and where do we use it in a sentence? Can you name two different purposes for using a colon? When introducing a list, how does a colon help the reader? What is the difference between a list introduced with a colon and one without? Can you give an example? How does using a colon make writing clearer or more effective? Can you find a sentence in your reading book or classwork that could use a colon?</p>	<p><u>Key vocabulary:</u> Grammar Colons Related clause Independent clause Punctuation List Separation Conjunctions</p> <p><u>Key questions:</u> What is a semi-colon, and how is it different from a full stop or a comma? What does a semicolon look like, and where do you find it on the keyboard? Can you find a semi-colon in this sentence? What is its job? What two ideas are being joined by the semi-colon in this sentence?</p>	<p><u>Key vocabulary:</u> Determiner Noun Sentence Article Possessive determiner Demonstrative determiner</p> <p><u>Key questions:</u> What is a determiner, and where do we find it in a sentence? Why do we use determiners before nouns? Can you find the article in this sentence? Is it "a," "an," or "the"? What does this demonstrative (e.g., "this," "those") point to? Who owns the object in this sentence? Can you spot the possessive determiner? Can you underline the determiner in this phrase or sentence? What noun does the determiner describe?</p>	

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			<p>What happens if you use a semicolon in the wrong place? Can you fix this sentence? When might you use a semicolon instead of a comma or full stop?</p>	<p>What is the difference between a determiner and an adjective?</p>	
<p>Activities</p>	<p>The children are now writing up their character descriptions, carefully crafting each sentence to bring their chosen character from The Highwayman to life. They're using all the figurative language they've gathered, such as metaphors, similes, and personification, to make their descriptions more vivid. As they write, they focus on the character's appearance, personality, and how they affect others in the poem. Some children are describing the Highwayman's boldness with phrases like "his eyes sparkled like fire," while others are capturing Bess's quiet strength, comparing her to "a bird ready to take flight." It's clear that they're thinking deeply about how to use descriptive language to create powerful, memorable portrayals.</p>	<p>In this lesson, children will be learning about colons developing an understanding of how this punctuation mark enhances clarity and structure in writing. They will discover that colons are used to introduce lists, explanations, or examples, and to link clauses where the second part elaborates on the first. Through engaging activities, such as identifying colons in texts and crafting their own sentences, children will gain confidence in using colons to organise ideas effectively.</p>  <p>Using a Colon</p> <p>A colon looks like two full stops, one above the other. A helpful thing to remember about colons is that because they look like two full stops, they can only be used at the end of an independent clause.</p> <p>• •</p>	<p>In this lesson, children will learn that semicolons (;) are punctuation marks used to link closely related ideas or separate items in a complex list. They will practice using semicolons to join two independent clauses without a conjunction (e.g., "I went to the park; it was a sunny day.") and to organise lists where items already contain commas. Through identifying, experimenting with, and creating sentences, children will develop confidence in using semicolons to make their writing clear and precise.</p>  <p>Writing</p> <p>W5c. Can use a semi-colon accurately</p> <p>Commissioned by The PAXL Club Ltd. November 2019</p> <p><small>This resource is strictly for the use of members schools for as long as they remain members of The PAXL Club. It may not be copied, sold nor transferred to a third party or used for the whole or other membership classes. All rights reserved. All questions over copyright are to be referred to the copyright holder. No part of this resource may be reproduced, stored, transmitted or distributed in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage or retrieval system. PAXL Club Ltd is not responsible for any third party copyright claims. If there are any such claims please contact the copyright holder or contact the publisher. © Copyright The PAXL Club Limited, 2019</small></p>	<p>In this lesson, children will learn that determiners are words placed before nouns to give more information about them, such as which one, how many, or whose. They will explore different types of determiners, including articles (a, an, the), demonstratives (this, that), possessives (my, your), quantifiers (some, many), numbers, and interrogatives (which, whose). Through identifying, using, and comparing determiners in sentences, children will develop an understanding of how these words help make sentences clear and specific. Activities will include spotting determiners, using them in writing, and understanding their role in meaning.</p>  <p>Determiners</p> <p>A determiner is a word that comes before the noun phrase. They tell us whether the noun phrase is specific or general.</p> <ul style="list-style-type: none"> The dog with the long tail. I like my car. I have a friend in Canada. I ate an apple. 	

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	<p>Colons</p> <p>Colons are used at the end of a clause to show an answer, elaboration or explanation follows.</p> <p>I would like the following: milk, cheese and butter.</p> <p>I have two hobbies: reading and running.</p>	<p>Colons are used at the end of a clause to show an answer, elaboration or explanation follows.</p> <p>I would like the following: milk, cheese and butter.</p> <p>I have two hobbies: reading and running.</p>	<p>Tick the sentence that uses a semi-colon correctly.</p> <ol style="list-style-type: none"> <input type="checkbox"/> 1. If they were lucky; Stone Age people ate once a day. <input type="checkbox"/> 2. Last summer; we swam at the beach. <input type="checkbox"/> 3. Asha spilt her drink; the floor was covered in juice. <input type="checkbox"/> 4. I have always wanted to visit Rome; as it is the capital city of Italy. 		
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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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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to subtract fractions where one denominator is a multiple of the other.</u></p>	<p><u>LI: We are learning to subtract fractions from a mixed number.</u></p>	<p><u>LI: We are learning to subtract fractions from a mixed number (breaking the whole)</u></p>	<p><u>LI: We are learning to subtract two mixed numbers.</u></p>	<p><u>LI: We are learning to</u></p>
<p>Activities</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole</p>	<p><u>Key vocabulary</u> <u>Key questions:</u></p>

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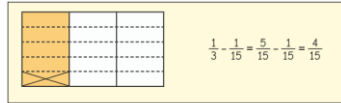
<p>part denominator numerator subtract multiple</p> <p>Key questions: Do the fractions have the same denominator? When are two fractions equivalent? How can you find a common denominator? How many of the fractions do you need to convert? Now the denominators are the same, how do you subtract the fractions? How can you represent the problem using a diagram?</p> <p>Children subtracted fractions with the same denominators earlier in this block. In this small step, they now move on to subtract fractions where one denominator is a multiple of the other, using the same skills they learned for adding fractions of this type. Both proper and improper fractions are included, but this step does not include mixed numbers, conversions and crossing the whole; these will follow in subsequent steps. It is useful to</p>	<p>part denominator numerator subtract mixed number</p> <p>Key questions: How can you partition a mixed number? Can the subtraction be written in a different form to make it easier? If the denominators are different, what do you need to do? How can the parts be combined to produce a mixed number? Do you need to combine whole numbers or fractions? Can you change the order of the numbers in a subtraction?</p> <p>In a previous step, children added to a mixed number as a prerequisite for adding mixed numbers; in this small step, they look at a similar process for subtracting. Children subtract either a whole number part or a fractional part from a mixed number. Crossing the whole is not included, as this is the focus of the next step. Encourage children who need support to continue to use concrete resources and pictorial representations to make sense of the methods. This step provides more opportunities to develop their understanding of</p>	<p>part denominator numerator subtract mixed number</p> <p>Key questions: Which fraction is greater? How can you show the calculation as a diagram/on a number line? If the denominators are different, what do you need to do? How can you partition the mixed number? Is there more than one way? Is it easier to partition or to convert the mixed number to an improper fraction? Can you change the order of the numbers in a subtraction?</p> <p>There are many ways to subtract a fraction from a mixed number crossing the whole, and this small step encourages children to think flexibly about how to approach problems of this kind. In addition to the methods illustrated in the Key learning section, children could also count back from the given fraction, providing the denominators are equal. This could be supported by the use of</p>	<p>part denominator numerator subtract mixed number</p> <p>Key questions: Is it possible to subtract the whole parts and fractional parts separately? Why or why not? Will you need to “break the whole”? Why or why not? Does making the whole numbers greater make the calculation more difficult? Why or why not? Is it easier to partition or to change the mixed number to an improper fraction? What diagrams could you use to support you?</p> <p>In this final small step of the block, children learn to subtract one mixed number from another. Children begin by looking at simple cases where they partition two mixed numbers, then subtract the wholes and subtract the fractional parts. They then progress to more complex problems where they need to find a common denominator and/or break the whole. As with earlier steps, there are a variety of possible approaches and these are explored, supported by diagrams. Children need to consider the most efficient approach for a given calculation rather than leaping into a</p>	
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consider subtraction in all its forms: partitioning, reduction and finding the difference. Pictorial representations such as bar models and number lines will help support understanding.

Eva is working out $\frac{1}{3} - \frac{1}{15}$



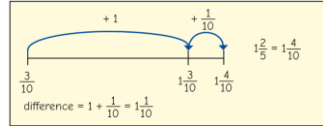
Explain each step in her calculation.

Use Eva's method to work out the subtractions.

$\frac{5}{6} - \frac{2}{3}$	$\frac{7}{8} - \frac{5}{16}$	$\frac{1}{2} - \frac{1}{10}$
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equivalent fractions, as some of the denominators are multiples of the other denominator in the calculation. Although some answers could be simplified, this is not the focus of the step.

Kim uses a number line to find the difference between $1\frac{2}{5}$ and $1\frac{3}{10}$



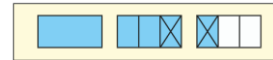
Find the difference between each pair of fractions.

▶ $3\frac{5}{6}$ and $\frac{1}{12}$ ▶ $\frac{11}{18}$ and $2\frac{7}{9}$ ▶ $5\frac{5}{7}$ and $\frac{3}{14}$

a number line. As in previous steps, either the denominators are equal, or one denominator is a multiple of the other.

Flexible partitioning and fluency in converting between improper fractions and mixed numbers are vital as children move from the pictorial to more abstract methods of recording their answers.

Kim uses diagrams to show that $2\frac{1}{3} - \frac{2}{3} = 1\frac{2}{3}$

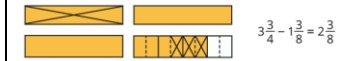


Work out the subtractions.

▶ $4\frac{1}{4} - \frac{3}{4}$ ▶ $3\frac{3}{8} - \frac{7}{8}$ ▶ $2\frac{2}{5} - \frac{4}{5}$


method that might not be appropriate.

Here is a bar model to help work out $3\frac{3}{4} - 1\frac{3}{8}$



Work out the subtractions.

$3\frac{7}{8} - 2\frac{3}{4}$	$5\frac{5}{6} - 2\frac{1}{3}$	$3\frac{2}{3} - 1\frac{5}{9}$
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>Unit: Keep the home fires burning</u></p> <p><u>LI: We are learning to combine the song, composition ideas and Home fires fanfare to create a performance</u></p>  <p>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</p>	<p>Unit:</p> <p>Lesson</p> <p><u>LI: We are learning to</u></p> <p><u>Key vocabulary:</u></p>	<p><u>OAA-Lesson 7</u></p> <p><u>LI: We are learning to apply all our knowledge of following a key and route on a map.</u></p> <p>In this lesson, children will continue to apply their skills while being assessed. In their groups of five will collect a 'Create it Map' resource. As a group, pupils will need to decide on which piece of equipment to use to represent each image on their map. Using the 'Movement Map Key and Route' handout, each group will write what each image represents. Groups will consider a suitable symbol to add to their map for the missing two objects/landmarks and draw these symbols onto their 'Movement Map Key and Route' handout and add a movement.</p> <p><u>Badminton-Lesson 7</u></p> <p><u>LI: We are learning to apply rules, skills and principles to play against an opponent.</u></p> <p>In this lesson, the children will be assessed to see whether they can apply rules and skills learnt over this unit. We will play mini games and score points to see which individuals are using the correct techniques.</p>

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In this lesson children will rehearse all of the fanfare parts that they are using. They will then try and play them together, or one after another, from 1 to 3.
Finally children will rehearse all of the elements that they want to include in their final performance.



Art

PSHE - Jigsaw

Unit:

Lesson

LI: We are learning to

Key words:

Key questions:




Unit:

Lesson

LI: We are learning to

In this lesson,

Key vocabulary:

Science - Cornerstones	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing										
<p style="text-align: center;"><u>Unit: Human Reproduction and Ageing</u> End of Unit Test</p> <p><u>L.I. We are learning to consolidate our learning of human reproduction and ageing by completing an end of unit assessment.</u></p> <p>In this lesson children will be completing a class quiz before they complete their end of unit test. The unit of human reproduction and ageing has now come to an end and we will be recapping the knowledge learned from the last 12 weeks. After completing the interactive quiz, the teacher will be able to weave out any misconceptions prior to the test.</p> <div data-bbox="107 842 459 1308">  <p style="text-align: right;"></p> <h3 style="text-align: center;">Human Reproduction and Ageing</h3> <table border="1" style="width: 100%;"> <tr><td>First name</td><td></td></tr> <tr><td>Last name</td><td></td></tr> <tr><td>Date of birth</td><td></td></tr> <tr><td>Class/group</td><td></td></tr> <tr><td>Date</td><td></td></tr> </table> </div>	First name		Last name		Date of birth		Class/group		Date		<p style="text-align: center;"><u>Unit: Sow, Grow and Farm</u></p> <p style="text-align: center;">Lesson 14</p> <p><u>L.I: We are learning to demonstrate our understanding of how soil, climate, and human factors influence farming practices and food production</u></p> <p><u>Key vocabulary:</u> Features, zones, coordinates, water cycle, ecological area, forest, grassland, tundra, aquatic, altitude, longitude, Tropic of Cancer, Tropic of Capricorn, farming</p> <p>In this lesson children will be completing a class quiz before they complete their end of unit test. The topic of Sow, Grow and Farm has now come to an end and we will be recapping the knowledge learned from the last 12 weeks. After completing the interactive quiz, the teacher will be able to weave out any misconceptions prior to the test,</p> <div data-bbox="788 973 1444 1316">  <h2 style="text-align: center;">Sow, Grow and Farm</h2> </div>	<p style="text-align: right;">Unit:</p> <p style="text-align: right;">Lesson</p> <p><u>L.I: We are learning to</u></p> <p>Key vocabulary:</p> <p>Key Questions:</p>
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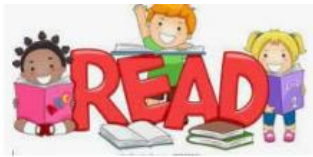
Homework

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

Reading and spelling.

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.



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.

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 the week with your family and send in your responses!



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Superhero Spelling – Year 5 Yearly Overview

Week	Topic 1	Topic 2	Topic 3
1	Words ending with -ous	Aspects of punctuation (and Punctuation)	Spelling 6 (6)
2	Words ending with -ious	Spells 2 (2)	Spells 7 (7)
3	The first vowel of words with -y	Spells 3 (3)	Words including the letter -er/er/er/er
4	The long vowel /i:/ and /e:/	Model Words and Dictionary Spelling system	Words including the letter -er/er/er/er
5	Compounds and their components	Compounds and their components	Adding extra prefixes and suffixes
6	Dictionary Words 1	Dictionary Words 3	Dictionary Words 5
7	Compounds and their components	Spells 4 (4)	Adding extra prefixes and suffixes
8	Words with silent letters	Spells 5 (5)	Spells 6 (6)
9	Words with silent letters	Aspects of flow	Spells 7 (7)
10	Spells 1 (1)	Aspects of flow	Spells 10 (10)
11	Words ending in -ant	Compounds and their components	Compounds and their components
12	Dictionary Words 2	Dictionary Words 4	Dictionary Words 6

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.



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