

# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 16.09.24

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 figurative language to support our emotive writing.</u></p>	<p><u>LI: We are learning to use expanded noun phrases to support descriptive writing.</u></p>	<p><u>LI: We are learning to use 'show, not tell' to support descriptive writing.</u></p>	<p><u>LI: We are learning to plan a diary entry from the perspective of a character.</u></p>	<p><u>Pixl therapy</u> <u>LI: We are learning to convert nouns and adjectives into verbs using suffixes.</u></p>
<p><b>Speaking and Listening Focus</b></p>	<p><u>Language of describe using figurative language</u> While reading and listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, regarding figurative language, and use this information for different purposes.</p> <p>Children will discuss with their partners and share their ideas as a class This creates the impression that...</p> <ul style="list-style-type: none"> <li>• This phrase has the effect of ...</li> <li>• The reader is encouraged to feel as though ...</li> </ul>	<p><u>Language of description</u> While reading and listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, regarding expanded noun phrases, and use this information for different purposes.</p> <p>Cold calling will be used to generate class vocabulary, which will be used to expand noun phrases.</p>	<p><u>Language of description</u> While reading and listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, regarding 'show, not tell', and use this information for different purposes.</p> <p>Think, pair, share will be used to encourage discussion of ideas which will be shared as a class. Through modelling, children will be guided to use vivid imagery to show, not tell emotions.</p> <p>It seems like maybe . . .</p>	<p><u>Language of opinion</u> Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>Through my turn, your turn activities, children will be able to watch modelled examples and use this to work independently and in groups to plan their diary entry.</p> <p>Therefor in my opinion I believe.... Because this happened I believe...</p>	<p><u>Language of questioning</u> Children will ask relevant questions to extend their understanding and knowledge.</p> <p>Through peel on, peel off and cold calling, children will be actively involved in answering a series of questions on converting nouns and adjectives into verbs using suffixes.</p> <p>What happens when we add the suffix "-ify" to the word "simple"?</p>

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	<ul style="list-style-type: none"> <li>• ... thus, the reader may be inclined to change his opinion/decision/position/view point</li> </ul>		<ul style="list-style-type: none"> <li>• I'm wondering if . . .</li> <li>• I imagine you might also be feeling . . .</li> <li>• I see something in your face that tells me maybe you're . .</li> </ul>		<p>How can you change the noun "beauty" into a verb using a suffix?</p> <p>Which suffix would you add to "legal" to make it a verb?</p> <p>What verb can you create by adding "-ate" to the word "active"?</p>
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key vocabulary</b></p> <p>Figurative language Similes Metaphors Personification Onomatopoeia Alliteration Emotive language Empathy Imagery</p> <p><b>Blooms questioning</b></p> <p>What examples of figurative language can you find in the text?</p> <p>What types of figurative language are used to evoke emotions in the writing? How does figurative language create emotional impact?</p>	<p><b>Key vocabulary</b></p> <p>Expanded noun phrase Description Determiners Adjectives Commas Nouns</p> <p><b>Blooms questioning</b></p> <p>What examples of expanded noun phrases can you find in the text? Why do authors use expanded noun phrases? How do expanded noun phrases create descriptive impact? Evaluate the author's choice of expanded noun phrases. Do you think it effectively enhances the descriptive aspect of the writing? Why or why not?</p>	<p><b>Key vocabulary</b></p> <p>Show, not tell Figurative language Expanded noun phrase Feelings Physical actions Movement</p> <p><b>Blooms questioning</b></p> <p>Can you recall what "show, not tell" means in descriptive writing? What are some examples of telling in writing? Can you explain the difference between showing and telling in descriptive writing? How does showing create a more engaging reading experience for the audience?</p>	<p><b>Key vocabulary</b></p> <p>Diary Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><b>Blooms questioning</b></p> <p>What features are needed to create a successful diary entry? What events occurred during the day that are important for the character to remember and record in the diary? What specific conversations has the character had with other people?</p>	<p><b>Key vocabulary</b></p> <p>grammar sentence spelling punctuation nouns verbs adjectives suffixes subject object -ate -ise -ify</p> <p><b>Blooms questioning</b></p> <p>What is a verb? What examples of verbs can you think of? What is a noun? What examples of nouns can you think of? What might a suffix be?</p>

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	<p>How does the author use figurative language to convey emotions in the writing? Evaluate the author's choice of figurative language. Do you think it effectively enhances the emotive aspect of the writing? Why or why not?</p>			<p>What emotions did the character experience throughout the day, and why were they significant? Can you explain the motivations behind the character's actions and decisions described in the diary entry? What are the character's thoughts about their relationships with other characters mentioned in the diary? How can the character use the lessons they learned from the day's experiences in future situations?</p>	<p>How do suffixes change nouns and adjectives into verbs? Can you provide some examples?</p>
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<p><b>Activities</b></p>	<p>In this lesson, children will discuss what they know about figurative language and identify some from example sentences. Following on they will discuss what similes and metaphors are. They will then practise with some sentence stems. They will be reinforced to use the words 'like' and 'as' for similes and 'were' and 'was' for metaphors. Children will then adapt this and discuss ideal similes and metaphors for a character and setting in the text. Following this children will write some independently in their books.</p>	<p>In this lesson, children will discuss what they know about descriptive writing and what determiners, adjectives, nouns and expanded noun phrases are as well as what punctuation is used. They will identify these techniques from example sentences and then practise with some sentence stems. They will be reinforced to use their senses to describe a character and setting from the text. This will be done as a class. Following on, they independently write sentences in their books.</p> <div data-bbox="638 821 952 1061"> <p>Example: Mrs Khan is as sweet as candy.</p> <p>Word Bank: pretty beautiful funny sweet gentle smart dictionary dove rose sunflower candy clean</p> <p>Challenge: Write your own sentence describing the teacher. You can use adjectives and expanded noun phrases.</p> <p>Word bank: devastated ruined abandoned shattered wrecked crumbled traumatised stabilised</p> <p>Remember: Determiner, adjective, objective noun</p> <p>Example: The ruined, crumbled buildings could be seen all around.</p> </div>	<p>In this lesson, children will be using a 'show, not tell'. This is a writing technique that encourages children to use descriptive details and actions to convey emotion, thoughts and situations rather than directly stating them. We will do this using some example emotions as a class and children will then go off independently and write their own relating to the text.</p> <div data-bbox="1030 662 1366 1157"> <p>Showing Emotions &amp; Feelings</p> <table border="1"> <tr> <th>AFRAID</th> <th>NERVOUS</th> <th>EMBARRASSED</th> </tr> <tr> <td>Hands shaking Knees like jelly Heart pounding Heavy fast breathing Flushing at noises Stuttering</td> <td>Tapping hands or feet Biting bottom lip Butterflies in stomach Stuttering Lump in your throat Playing with hair Shaking</td> <td>Blushing/turning red Hanging head low Holding back tears Rubbing eyes Stomach flips Hiding face Shoulders slumped</td> </tr> <tr> <th>ANGRY</th> <th>HOT</th> <th>HAPPY</th> </tr> <tr> <td>Red in the face Hands on hips Jaw/hands clenched Veins popping Dark squinted eyes Breathing deeply Stomach</td> <td>Bright red face Sweat on face/back Fanning self with hand Moving slowly Panting or breath Drenched hair/lips Heavy breathing</td> <td>Smiling face Eyes wide open Corners of mouth rising Jumping up and down Laughing and giggling Talkative Tapping fingers</td> </tr> <tr> <th>SHOCKED</th> <th>TIRED</th> <th>COLD</th> </tr> <tr> <td>Mouth wide open Eyes popping Hands covering mouth Jumping backwards Graging for air Heart beating fast Sluffering posture</td> <td>Droopy, red eyes Yawning Trying to keep eyes open Stouching in chair Leaning hands on head Rubbing eyes Rubbing face</td> <td>Shivering Rubbing hands together Hugging self Blowing on hands Seeing breath in air Eyes watering Sniffing</td> </tr> <tr> <th>SHY</th> <th>SAD</th> <th>EXCITED</th> </tr> <tr> <td>Blushing Looking down Speaking softly Arms crossed Standing away Hiding behind things Stuttering</td> <td>Tears in eyes Trembling lips Hanging head low Drooping feet Corners of lips fall Shaky quiet voice Crying &amp; jumpy breathing</td> <td>Mouth wide open Heart pounding Jumping up and down Clapping Eyes wide open Smile across face Giggling or dancing</td> </tr> </table> </div>	AFRAID	NERVOUS	EMBARRASSED	Hands shaking Knees like jelly Heart pounding Heavy fast breathing Flushing at noises Stuttering	Tapping hands or feet Biting bottom lip Butterflies in stomach Stuttering Lump in your throat Playing with hair Shaking	Blushing/turning red Hanging head low Holding back tears Rubbing eyes Stomach flips Hiding face Shoulders slumped	ANGRY	HOT	HAPPY	Red in the face Hands on hips Jaw/hands clenched Veins popping Dark squinted eyes Breathing deeply Stomach	Bright red face Sweat on face/back Fanning self with hand Moving slowly Panting or breath Drenched hair/lips Heavy breathing	Smiling face Eyes wide open Corners of mouth rising Jumping up and down Laughing and giggling Talkative Tapping fingers	SHOCKED	TIRED	COLD	Mouth wide open Eyes popping Hands covering mouth Jumping backwards Graging for air Heart beating fast Sluffering posture	Droopy, red eyes Yawning Trying to keep eyes open Stouching in chair Leaning hands on head Rubbing eyes Rubbing face	Shivering Rubbing hands together Hugging self Blowing on hands Seeing breath in air Eyes watering Sniffing	SHY	SAD	EXCITED	Blushing Looking down Speaking softly Arms crossed Standing away Hiding behind things Stuttering	Tears in eyes Trembling lips Hanging head low Drooping feet Corners of lips fall Shaky quiet voice Crying & jumpy breathing	Mouth wide open Heart pounding Jumping up and down Clapping Eyes wide open Smile across face Giggling or dancing	<p>In this lesson, children will discuss what they know about a diary entry and what common features they know about already and have learned about in class. Children will discuss their ideas about what they could write in a diary entry in the perspective of a character relating to the text. Following this short input, children will demonstrate how much they learned about in class by planning a diary entry in the perspective of a character independently.</p> <div data-bbox="1422 774 1691 1157"> <p>How will I format the start of my diary?</p> <p>What will I include in my introduction?</p> <p>What events and feelings will I discuss?</p> <p>How will I end my diary?</p> <p>What technique must I use back?</p> </div>	<p>In this lesson, children will use their whiteboards to work independently, in pairs and as a class to answer a variety of grammar questions on converting nouns and adjectives into verbs using suffixes such as -ate, -ify and -ise.</p> <div data-bbox="1825 518 2116 885"> <p><b>suffix</b> a group of letters added to the <b>END</b> of a word that changes its meaning</p> <p>-less -able -ed -ness -ful -ing -ly</p> </div>
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<p><b>Class Text – Reading Aloud</b> 10-15 mins</p>	<p><b>Emerald</b></p>	<p><b>Jade</b> Text - Butterfly Lion</p>	<p><b>Pearl</b> Text – Stitch Head</p>	<p><b>Diamond</b></p>
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<p>each day</p>	<p>TEXT – George’s Marvellous Medicine Author – Roald Dahl</p> 	 <p>Author – Michael Morpurgo</p>	<p>Author – Guy Bass</p> 	<p>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
	<u>LI: We are learning to solve multi-step problems involving addition and subtraction, deciding which operation and method to use.</u>	<u>LI: We are learning to use place value to find numbers 10/100/1,000/10,000/100,000 more or less than a given number.</u>	<u>LI: We are learning to partition numbers to 1,000,000.</u>	<u>LI: We are learning to use number lines to 1,000,000.</u>	<u>LI: we are learning to compare and order numbers to 100,000</u>

<b>Key vocabulary and key questions</b>	<p><u>Key Vocabulary</u> addition subtraction ◀ operations multi-step word problems</p> <p><u>Key Questions:</u> What operation do you need to use? What 2 steps are we following? Are there any models that you can use for this word problem? What is the inverse of this operation, can you use this to check the answer?</p>	<p><u>Key Vocabulary:</u> ones tens hundreds thousands ten thousands place value place value charts counters whole/part increase decrease</p> <p><u>Key Questions:</u> How can you use a place value chart to find 10/100/1,000 ... more/less than a given number? • How can you use a Gattegno chart to find 10/100/1,000 ... more/less than a given number? • How many digits of the number will change if you add 10/100/1,000 ... to the given number? • What is the same and what is different about the patterns of the numbers vertically and horizontally in a Gattegno chart?</p>	<p><u>Key Vocabulary:</u> ones tens hundreds thousands ten thousands place value place value charts counters whole/part</p> <p><u>Key Questions:</u> What number is being represented? How can place value cards be used to help partition a number? If you have 10 hundreds/thousands/ten-thousands, what can these be exchanged for? How does knowing that <math>9 + 5 = 14</math> help you to work out 9 tens + 5 tens? What about 9 thousands + 5 thousands? How else can you say/write "14 tens" or "14 thousands"?</p>	<p><u>Key Vocabulary:</u> ones tens hundreds thousands ten thousands place value place value charts counters whole/part</p> <p><u>Key Questions:</u> • What are the values at the start and the end of the number line? • How many large intervals are there in the whole number line? What is each large interval worth? • How many small intervals are there between each of the large intervals on the number line? What is each small interval worth? • What is the midpoint between ___ and ___?</p>	<p><u>Key Vocabulary:</u> greater than / less than / equal to more / fewer / no compare most significant digit</p> <p>Key Stem Sentences is greater than / &gt; / less than / has more / fewer / no ___s. is equal to / = ___</p> <p><u>Key Questions:</u> • Which digit in each number has the greatest value? What are the values of these digits? • When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look at next? • What is the difference between ascending and descending order? • What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?</p>
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## Activities

During this PIXL therapy, children will be looking at word problems that require them to use 2 steps to solve and have an answer. They will be looking particularly as addition and subtraction. They will need to decide what operation to follow and how they can check if their answer is correct.

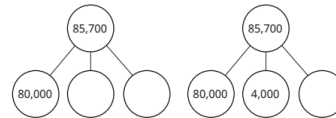
Year 5  
Mathematics  
2e. Can solve multi-step problems involving addition and subtraction, deciding which operation and method to use



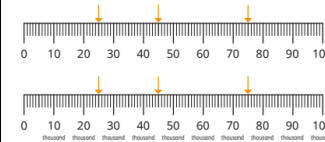
In this small step, children use place value to find numbers 10/100/1,000/10,000/100,000 more or less than a given number. They need to be able to count both forwards and backwards in steps of powers of 10, and should be encouraged to spot patterns in the sequences formed by doing this. Children could be stretched to consider the rule that connects consecutive terms in the resulting sequences. As well as finding consecutive values when counting forwards and backwards, children should also be able to find missing numbers that lie between two other given values. A Gattegno chart is useful to support adding the correct power of 10, and to see what happens when crossing a 10/100/1,000 ... boundary.

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Children have been partitioning numbers since Year 2. In this small step, they extend their knowledge to deal with larger numbers while consolidating their understanding of the place value columns that have been introduced this year. They partition numbers in the standard way (for example, into thousands, hundreds, tens and ones) as well as in more flexible ways (for example,  $15,875 = 14,875 + 1,000$  and  $15,875 = 13,475 + 2,400$ ). Understanding of partitioning, for example changing 62 to  $50 + 12$ , supports methods for addition and subtraction that will be reviewed in the next block.



This step begins with a recap of number lines to 10,000, before moving on to explore number lines up to 100,000 and 1,000,000. Children label partially completed number lines, identify points labelled on number lines and show where a given number would lie on a number line. They look at both the exact placement of multiples of 10,000 or 100,000 and the approximate placement of numbers such as 245,678. Recognising the value of the midpoint between two multiples on a number line is key to their understanding and will support the use of number lines when rounding numbers in later steps.



In this small step, children build on their learning of comparing and ordering numbers in earlier years to compare and order numbers up to 100,000. They can use a variety of representations to help them, such as place value counters, place value charts and number lines, but the main focus of the step is to compare and order using the place value of the digits within the numbers. Children first compare pairs of numbers and then move on to ordering sets of three or more numbers. This small step provides an opportunity to revisit previous learning from this block, as children could be asked to compare and order numbers that are written in Roman numerals.

Q1. write digits that make each statement correct.

21,917 > 2,301    14,571 < 14,571

967,14\_ > 967,111    311,900 > \_11,004

63,071 < \_1,942    711,31 < 711,731

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## Music – Sing Up

**Unit: What shall we do with the drunken sailor?**  
Lesson 2

**LI: We are learning to sing a sea shanty expressively and with a strong beat.**

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.

**Key vocabulary:**

- BPM- Beat per minute
- Rhythm
- Drums
- Pitch
- Tempo
- Melody



## RE – Widening Horizons

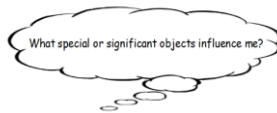
**Unit: Islam**  
Lesson 1 and 2 (continued-over two weeks)

**LI: We are learning to recall what we know and what we would like to find out about Islam.**

**LI: We are learning to explain the significance of the Quran for Muslims**

**Key vocabulary:** Islam, significance, defining frame, Quran, Prophet Muhammad, Kabah, Salah, Allah, Five Pillars, Charity, Fasting, Mosque.

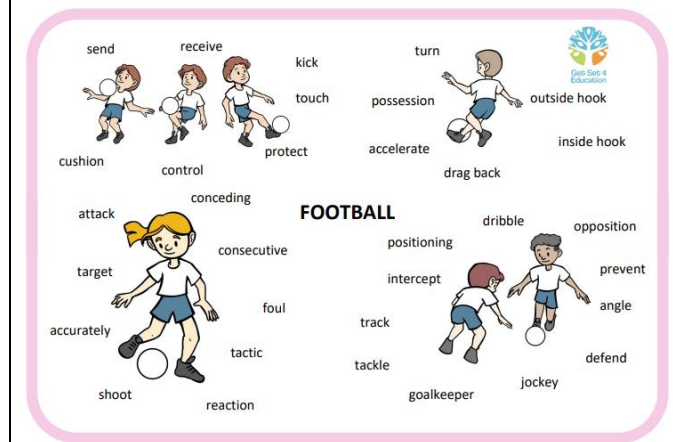
In this lesson, children will first discuss what they know already about Islam with their partners and as a class. Then, children will transfer this knowledge onto their defining frames, writing down what they already know about Islam as well as questions they would like to find out about. After, children will explore the Quran and its significance for Muslims. They will watch a video explaining what the Quran is and why it is so important in Islam. To consolidate their learning, children will then complete the worksheets on the significance of the Quran and will also reflect on special objects that influence them.



## PE – Get Set 4 PE

**Unit: Football**  
Lesson 2

This week in PE, the children will play fun football games to improve dribbling, passing, and teamwork. They'll start with a warm-up game called "Keep Ball," where they try to keep control of their ball while defenders try to take it. Then, they'll do drills like 2v1 and "Melting Pot," focusing on quick decisions and passing under pressure. They'll finish with a 3v3 game to practise these skills in real gameplay. They'll also stretch to prepare their bodies and discuss how staying calm and working together helps during games.



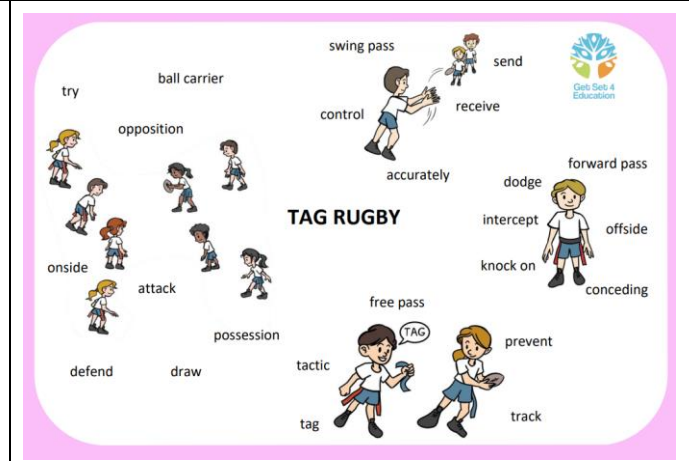
**Unit: Tag Rugby**  
Lesson 2

This week in PE, the children will focus on tag rugby skills. They'll start by wearing tag belts and practicing jogging, changing direction, and tagging in a game called "Square Tag." Then, they'll do dynamic stretches to prepare for the main activities. The skill development section includes running through a "Tag Channel," where they practice dodging defenders and scoring tries. They'll progress to working in pairs, learning when to pass or keep running. Finally, they'll play a 3v1 game, focusing on teamwork and the backward pass rule. They'll finish by discussing when to run, pass, and how communication helped them.



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## Art

## PSHE - Jigsaw

## PSHE - Jigsaw

### Unit: Drawing - I need Space

#### Lesson 1

**LI: We are learning to review and explore the work of Teis Albers**

**Over 2 Weeks**

In this art lesson, the children will be researching a key artist, learning about their background and exploring what makes their artwork special and unique. They will closely examine and evaluate several pieces by the artist, developing their skills in analysing art.

Afterwards, the children will create a research page in their sketchbook, summarising what they have learned about the artist. Finally, they will produce their own artwork inspired by the artist's style, allowing them to apply what they've discovered in a creative and hands-on way.

### Unit: Being me in my world!

#### Lesson 3

**LI: We are learning to understand my rights and responsibilities as a citizen of my country.**


**LI: We are learning to empathise with people in this country whose lives are different to our own.**

In this lesson, we will learn about our rights and responsibilities as citizens, understanding how these shape our role in the community. They will also develop empathy by exploring and appreciating the lives of people whose experiences differ from their own, fostering a sense of compassion and inclusivity. Through discussions, activities, and reflections, students will gain insights into how to be responsible, empathetic members of society.

**Key vocabulary:** Right, Responsibility, Democracy

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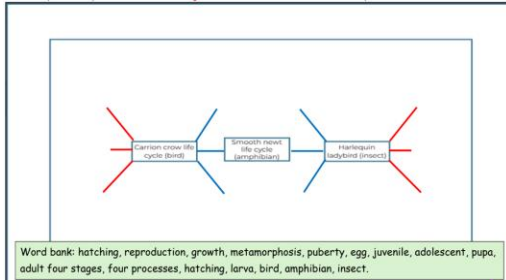
	<h2 style="text-decoration: underline;">Key vocabulary</h2> <table border="0"> <tr> <td>cold war</td> <td>collagraph</td> </tr> <tr> <td>collagraphy</td> <td>composition</td> </tr> <tr> <td>culture</td> <td>decision</td> </tr> <tr> <td>develop</td> <td>evaluate</td> </tr> <tr> <td>futuristic</td> <td>imagery</td> </tr> <tr> <td>printing plate</td> <td>printmaking</td> </tr> <tr> <td>process</td> <td>propaganda</td> </tr> <tr> <td>purpose</td> <td>repetition</td> </tr> <tr> <td>Retrofuturism</td> <td>revisit</td> </tr> <tr> <td>space race</td> <td>stimulus</td> </tr> <tr> <td></td> <td>technique</td> </tr> </table>	cold war	collagraph	collagraphy	composition	culture	decision	develop	evaluate	futuristic	imagery	printing plate	printmaking	process	propaganda	purpose	repetition	Retrofuturism	revisit	space race	stimulus		technique	
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	technique																							

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>Unit: Human reproduction and ageing</u></b> Lesson 2</p> <p><b><u>L.I. We are learning to compare the life cycle of animals, including insects, amphibians and birds.</u></b></p> <p><b><u>Key vocabulary:</u></b> animals, life cycle, mammals, insects, amphibians, birds, process, stage, compare, contrast, reproduce, growth, metamorphosis.</p> <p><b><u>Key Questions</u></b> In this lesson, children will explore different types of life cycles including insects, amphibians and birds. Children will look at three life cycles (carrion crow, smooth newt and harlequin ladybird) and will discuss</p>	<p><b><u>Unit: Sow, Grow and Farm</u></b> Lesson 3</p> <p><b><u>L.I: We are learning to explain the daily routines and challenges faced by a UK farmer, demonstrating a grasp of agricultural life.</u></b></p> <p><b><u>Skill: We are learning to write a diary entry in the role of a farmer from the UK.</u></b></p> <p><b><u>Key vocabulary:</u></b> Sow, grow, farmer, financial pressure, market demands, weather conditions, challenges, equipment, livestock, crops and agricultural life.</p>	<p><b><u>Unit: Systems and Searching</u></b> Lesson 2</p> <p><b><u>L.I: We are learning to identify how to use a search engine</u></b></p> <p><b><u>Key Vocabulary</u></b> System, connection, digital, input, process, output</p> <p><b><u>Key Questions</u></b> How do the sensors in a puffin crossing make crossing the road safer for both pedestrians and drivers? In the catalogue store system, which tasks are handled</p>

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the similarities and differences between the stages and processes in these life cycles. For their main task, children will complete the compare and contrast frame writing the similarities and differences between the three life cycles.



## Key Questions -

In this geography lesson, we are learning to explain the daily routines and challenges faced by a UK farmer, gaining a deeper understanding of agricultural life. We will explore what a typical day looks like for a farmer, including tasks such as tending to crops and livestock, maintaining equipment, and managing environmental factors. We will also discuss the various challenges farmers face, such as weather conditions, market demands, and financial pressures.

To demonstrate our grasp of these concepts, we will practise writing a diary entry from the perspective of a UK farmer, capturing the essence of their daily experiences and challenges. Through this activity, we will develop empathy and a comprehensive understanding of the agricultural lifestyle.

### Potato farmer in Jersey

You are a Jersey Royal farmer. Heavy rain and freezing temperatures this winter led to a delay in planting the potatoes. It is now March and the crops are at risk from the extreme winter weather travelling across Europe from Siberia. You have double-covered your fields in plastic to add some protection but you do not know how much of the crop has been damaged by the frost.



Green Group

### Arable farmer in Cambridgeshire

You are an arable farmer near Cambridge, growing grasses and wheat to feed livestock. You have noticed that a large crop has been affected by blackgrass, a weed that reduces the amount of crops that can grow. Despite your attempts to kill the blackgrass, it is still growing. You are extremely worried about how this will affect your harvest.



Blue Group

### Cut flower farmer in Cornwall

You are a well-established farmer and exporter of bulbs and flowers, including the daily export of daffodils to the Netherlands. Your recent export was heavily delayed by a major road traffic accident on the way to Hull. This meant the flowers had died by the time they arrived in Rotterdam. The company has cancelled your contract.



Orange

by computers and which are done by people, and how do they work together?  
How do computer systems like the puffin crossing and the catalogue store help people in their daily lives?

In this lesson, children will be introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. Next, they will learn that searches do not always return the results that someone is looking for, and refine their searches accordingly. Finally, children will be introduced to the two most common methods of searching: using a search engine and using the address bar. By the end of the lesson children will be able make use of a web search to find specific information and compare results from different search engines.






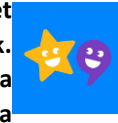

Homework

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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 <b>REMINDERS – trips/events/items to bring in</b>
<p><b><u>Reading Tasks</u></b></p> <p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p>  <p>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.</p> <p>Please remember to bring book bags in everyday!</p>	<p><b><u>Spelling and Dictation</u></b></p> <p><b>We are using Superhero spellings weekly.</b> 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.</p> 	<p><b><u>Homework:</u></b></p> <p><b>Doodle Maths/English</b></p> <p>Log on to your account at least three times this week.</p> <p><b>Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.</b></p>   <p><b>WRITER'S TOOLBOX</b></p> <p>We have also started to use the <b>writer's toolbox</b> 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.</p> <p><b><u>Times Tables Rock stars:</u></b></p> <p>Take part in the Year 5 Battle of</p>	<p><b>All year groups</b></p> <p>Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p><b>Forthcoming Trips/events for this term;</b></p> <p><b>Reading Café</b> dates for specific classes</p> <p>Please ensure your child has a <b>water bottle</b> and a pencil case with the correct equipment. This should also include:</p> 

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		<p>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.</p> 	 <p><b>Talk Tuesday</b> Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family and send in your responses!</p>
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