


# Weekly Overview of Learning

Year Group: 5

Week beginning: 17.06.24

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Coraline	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to identify the features of suspense writing.</u></p>	<p><u>LI: We are learning to uplevel a piece of writing to increase tension for readers.</u></p>	<p><u>LI: We are learning to apply writing techniques in animation to create suspense and tension.</u></p>	<p><u>LI: We are learning to apply our knowledge of sensory language and adverbials to plan a suspenseful piece of writing.</u></p>	<p><b>Sports Day</b></p>
<p><b>Speaking and Listening Focus</b></p>	<p>Children will explore the features of suspense writing, identifying detailed examples from the text and discussing how suspense is used in the book, Coraline.</p>	<p>Children will reflect on their own writing, sharing their strengths and areas of improvement demonstrating their awareness of what is needed in suspense writing.</p>	<p>Children will use their knowledge of suspense and tension to discuss the techniques used in animations to show, not tell the mood of the story.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>	
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><u>Key Vocabulary:</u> language choices, sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia repetition sensory language clues in the text</p> <p><u>Blooms questioning:</u></p>	<p><u>Key vocabulary:</u> language choices sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia pace repetition thoughts actions evaluate</p>	<p><u>Key vocabulary:</u> language choices sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia pace repetition thoughts</p>	<p><u>Key vocabulary:</u> language choices sentence length use of adverbs expanded noun phrases similes strong adjectives onomatopoeia pace repetition thoughts</p>	

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	<p>Can you identify how the author has created suspense?          Can you explore which techniques the author has used in this sentence?          Why did the author write in italics and capital letters?          How has sensory language been used effectively to create a vivid description of tension and suspense?          What strong adjective choices and figurative language has created strong feelings of tension and suspense?          What examples of tension and suspense can you identify in the chapter we have read?</p>	<p>suspense</p> <p><b><u>Blooms questioning:</u></b>          How will you use the identified techniques to create atmosphere and tension within your writing?          What impact will describing a character's thoughts impact the mood within your writing?          Do similes or metaphors have more impact?          Have we included enough suspense in our writing?          Have we built tension and atmosphere effectively?</p>	<p>actions          evaluate          suspense          see          hear          smell          touch          taste          emotion          speech</p> <p><b><u>Blooms questioning:</u></b>          How will you use the identified techniques to create atmosphere and tension in animations?          Have we built tension and atmosphere effectively?          Can you infer how Coraline would have felt when she saw the picture?          How can you describe when Coraline entered the new home?</p>	<p>actions          evaluate          suspense          Vocabulary          withered          ancient          musty          peculiar          eerie          button          ghostly          uncanny          shape-shifting          ethereal          otherwordly          enchanting          unearthly          horrifying          dreadful          unease          heart-pounding          spine-tingling</p> <p><b><u>Blooms questioning:</u></b>          How will you use the identified techniques to create atmosphere and tension in your writing?          Have we built tension and atmosphere effectively?          Can you infer how Coraline</p>	
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				<p>would have felt when she entered the other world?</p> <p>What sensory language can you use to bring your suspense writing to life?</p> <p>How can you describe when Coraline entered the new home?</p> <p>What show, not tell can you use effectively?</p> <p>How can you use your upleveled cold tasks to help your writing?</p> <p>What high level, ambitious vocabulary can you use to create a vivid image for the reader?</p>	
<b>Activities</b>	<p>In this lesson, children will first recap the chapters that have been read as a class. Then, children will think about the features of suspense writing and will share their ideas with the class. After, as a class children will read through a variety of extracts from the book, Coraline, and will identify the techniques used to create suspense using a suspense feature</p>	<p>In this lesson, children will be using their knowledge of the book, Coraline, their cold task and the features of suspense writing to uplevel parts of their cold task to make it more effective. Children will look at modelled examples of upleveling writing to include more tension and suspense by using powerful language choices, strong adjectives and figurative language.</p>	<p>In this lesson, children will start by recapping the features of suspense writing. Then, as a class we will recap chapter 3 of the book, Coraline, where Coraline enters the other world. Children will then watch the movie clip of the same event and think about key questions such as the similarities and differences between the book and film, Coraline's thoughts and</p>	<p>In this lesson, children will be using all of their prior learning to plan their suspense writing. Children will look at different modelled phrases and use their upleveled cold task examples to complete the planning sheet. They will include specific ambitious vocabulary examples that they will use in their hot</p>	

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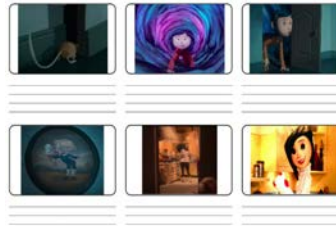
checklist. As their main task, children will then answer the questions on suspense in full sentences using PEE.

Detailed descriptions of the surroundings	Physical reactions from the character
Clues to tantalise the reader and keep certain things hidden (e.g. a hunched silhouette)	Appealing to the reader's senses
Short, shocking sentences	Facilitating synonyms
Fronted adverbials, subordinate and relative clauses to make the reader wait even longer	Similes and metaphors
Ellipses (...)	Onomatopoeia

Children will use tension and suspense key words and sentence starters to help them. Then, children will independently choose part of their cold task to write using improved suspense and tension to make it more effective for the reader.

<b>Tension and suspense word bank:</b> abandoned, opening, chilling, cramped, darkening, deafening, deeping, dimpled, deserted, ear-splitting, eerie, filmy, gloomy, gruesome, haunting, horrendous, jagged, lifeless, murky, muffled, murky, neglected, petrifying, repulsive, sinister, silhouette, sinister, silent, stark, stomach-turning, rotten, repulsive, terrifying, twisted	<b>Tension and suspense sentence starters:</b> Without hesitation... without warning... In alarm... nervously... Silently... In a heart-stopping moment... From the shadows... all of a sudden... Unexpectedly... out of the corner of her eye...
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feelings and reaction to the event. After this, as a class children will sequence the events from the scene using a storyboard and summarise each frame in their own words. As part of their learning to apply writing techniques that create suspense and tension, children will collaborate in groups of four to produce freeze frames that depict events from the storyboard. Their focus will be on effectively employing these techniques to heighten suspense and tension.



task to create suspense for the reader. They will also use a variety of sentence starters, sensory language and adverbials to create a suspenseful piece of writing.

Suspense Questions	Sensations	What Can Be Seen and Heard	Useful Verbs
All of a sudden...	right behind...	a door slowly opened open...	blink
Behind them...	falling in silence	a loud thump...	stare
Continually...	growing/creasing panic	a pale light flickered...	who
From out of nowhere...	glimping nervously	so silent on the grass...	grip
Meanwhile...	a warning like an emotional hit	lashed at the orange glow of the streetlights...	blew
In silence...	her heart was in her mouth	spotlight flickering in the breeze...	jump
Mysteriously...	imagination roared wildly	flashed wildly...	stare
Out of the shadows...	knave whispered	whispered in the moonlight...	react
Suddenly...	hit out a breath	also, nearly bumping against them...	stare
Unexpectedly...	lip trembled	working hard...	shudder
Unexpectedly...	mouth fell open	the room was eerily silent...	light
Without hesitation...	palms began to sweat	the rattle of an engine...	warn
Without warning...	stomach churned	the grating of a car...	whisper

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

**Diamond**  
TEXT - Holes  
Author - Louis Sachar

**Emerald**  
TEXT - The Magician's Nephew  
Author - C.S. Lewis

**Jade**  
TEXT - The Witches  
Author - Roald Dahl

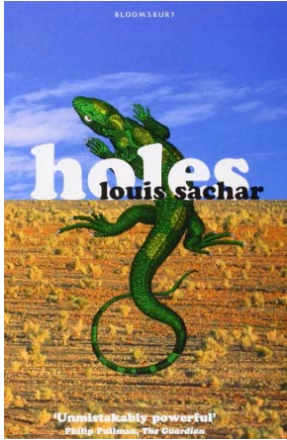
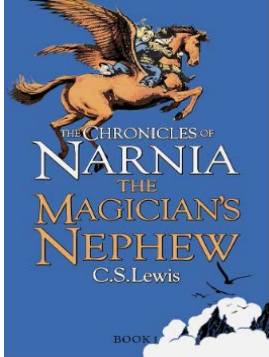
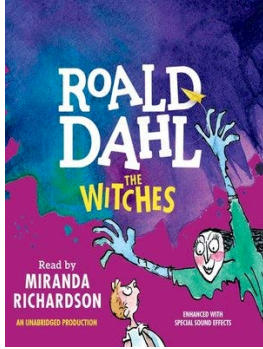
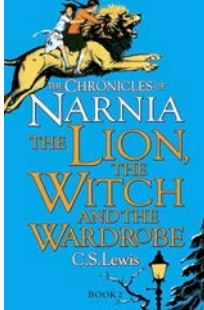
**Pearl**  
TEXT - The Lion, the Witch and the Wardrobe.

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				<p>Author - C.S. Lewis</p> 
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths -	<u>LI: We are learning to interpret, with appropriate accuracy, numbers on scales and a range of measuring instruments</u>	<u>LI: We are learning to solve and use our critical thinking to answer reasoning questions.</u>	<u>LI: We are learning to convert grams into kilograms and metres into kilometres.</u>	<u>LI: We are learning to convert millimetre into metre and litres into millilitres.</u>	<u>LI: We are learning to convert units of length</u>
Key vocabulary and key questions	Key vocabulary length mass thermometer volume or capacity	Key vocabulary Decide Assess Back it up Problem solving Calculations	Key Vocabulary: kilogram gram metres kilometres measurements <u>Blooms questioning:</u>	Key Vocabulary: kilometre metre millimetre millilitre <u>Blooms questioning</u>	Key vocabulary: millimetres centimetres metres convert mm/cm/m to mm/cm/m <u>Blooms questioning</u>

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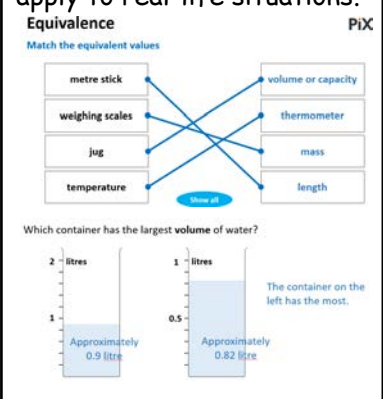
	<p><b>Key questions:</b>                  What is the measure of mass?                  What is the measure of length?                  What is the measure of volume?                  What does a thermometer show?</p>	<p>Evidence                  Accurate                  Reasonable                  Justify                  Prove                  Operation</p> <p><b>Key questions:</b>                  What is the problem asking you to find or solve?                  What information do you already have?                  What additional information might you need?                  Can you break the problem into smaller, more manageable parts?                  How can you check if your solution makes sense?                  Can you think of different ways to approach this problem?                  How can you use logical reasoning to justify your answer?                  What patterns or relationships do you notice in the problem?                  How can drawing a picture or diagram help you understand the problem better?</p>	<p>What are units of measure?                  • What might you measure using kilograms/kilometres?                  • What is the same about kilograms and kilometres?                  What is different? • What does the prefix "kilo-" mean? • How many grams are there in kilograms? • How can you convert from kilometres to metres?                  What is the same and what is different about converting from metres to kilometres?</p>	<p>What might you measure in metres/litres?                  • What might you measure in millimetres/millilitres?                  • What does the prefix "milli-" mean?                  • What is the same and what is different about the prefixes "milli-" and "kilo-"                  • How can you convert from litres/metres to millilitres/millimetres?                  • How many litres are equivalent to millilitres?                  • Which is the greatest length, 1 mm, 1 km or 1 m?                  • What unit of measure would you use for measuring ?</p>	<p>What units of length do you know?                  • What objects would you measure with millimetres/centimetres/metres?                  • Which unit of measure would you use to measure ?                  • How many mm/cm are there in cm/m?                  • How can you convert from mm/cm/m to mm/cm/m?                  • When do you need to divide/multiply by 10/100/1,000?</p>
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Activities					
	<p>In this lesson, children will explore the key words 'litres', 'grams', 'kilo' and 'mili' and explain the connections between them. They will look at measuring instruments in context, understanding how they apply to real-life situations.</p> <p><b>Equivalence</b> <span style="float: right;">PIX</span></p> <p>Match the equivalent values</p> 	<p>In this lesson, children will be practising PIXL questions and following modelled steps to better understand the mathematical vocabulary, concepts and strategies when answering reasoning questions.</p>	<p>Children first encountered kilograms in Year 3 and kilometres in Year 4. This small step revisits both of these units of measure and their relationships to grams and metres, respectively. Begin by discussing what units of measure are and how different units of measure are used for different purposes. Remind children of what kilograms and kilometres are, discussing examples of when each would be used. Then explain that the prefix "kilo-" always means one thousand, so 1,000 grams is equivalent to 1 kilogram and 1,000 metres is equivalent to 1 kilometre. Bar models and double number lines are useful representations for showing the conversions. Make links to multiplying and dividing integers and decimals by 1,000, covered earlier in the year. Children should also be confident with conversions of simple fractions such as <math>1\ 2\ \text{kg} = 500\ \text{g}</math> and <math>3\ 4\ \text{km} = 750\ \text{m}</math></p>	<p>Children first encountered millimetres and millilitres as units of measure in Year 3. In this small step, they convert between millimetres and metres and between millilitres and litres for the first time. As in the previous step, begin by reminding children what these units of measure are and what they are likely to be used for. Then discuss the prefix "milli-", explaining that it means one thousandth. Model conversions by multiplying amounts given in litres and metres by 1,000 and dividing amounts given in millimetres and millilitres by 1,000. The use of bar models and double number lines will help children's understanding of these conversions. Children then move on to converting amounts given in litres and metres, including decimals and fractions. Finally, they use this understanding to solve problems that require conversions between these units of measure.</p>	<p>In this small step, children build on their learning in the previous two steps to convert the units of metric lengths - millimetres, centimetres and metres. Recap what types of things would be measured by each unit of measure, and when each one would be inappropriate, for example measuring the playground in millimetres or measuring a pencil sharpener in metres. Measuring and drawing lines of specific lengths in centimetres and millimetres help with children's understanding of these measures. Model how to convert between these units. Begin by discussing the difference between milli- and centi-, meaning that they multiply a length given in metres by 100 to convert it to</p>

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					centimetres, and by 1,000 to convert it to millimetres. Then use division to convert the other way. When children are confident with integer values, they can move on to converting fractional and decimal lengths in metres
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Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE



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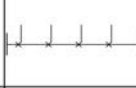


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## **Unit: Kisse Banaaya- Lesson 3**

**LI: We are learning to sing in unison and as a two-part round.**

This song, Kisse Banaaya, is from India and Pakistan explores how our world, and the different creatures that inhabit it, came into existence. Pupils will learn choreography to support the learning and understanding of the song (in Hindi), learn to sing the song comparing different performances and play an instrumental accompaniment on tuned percussion.

In this lesson, children will recap the song they have been learning, singing it unison and as a two-part round.

'sssssseeeeeer'		
Repeated 'pung' sound		
Fast 'chak' chanting		

## **Pilgrimage- Lesson 10**

**LI: We are learning to understand and explain that Jews make special journeys to places of religious significance**

**L.I. We are learning to compare my special place to someone else's.**

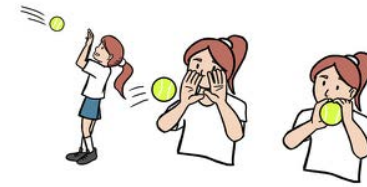
In this lesson, children will revisit what they have already learned about pilgrimages and similarities and differences between different religions. Children will recap their learning of Judaism and the pilgrimages that Jewish people make. As a class, children will recap the answers of the key questions. Children will Chromebooks to create an informative poster about the Jewish Pilgrimages.



## **Cricket Unit**

**LI: We are learning to develop consistency of catching to get opponents out.**

Children will bring the ball into their body when catching to cushion the ball. Children will work in pairs to practise their underarm throws to their partner at waist height and practise the correct technique of catching to get opponents out.



## **Rounders Unit**

**LI: We are learning to make decisions about where and when to send the ball to stump a batter out.**

Children will practise looking at where the batter is and make quick decisions. Children will also practise to stump the base the batter is running towards. This week, communication is a key skill that we will focus on as teammates need to help each other to make the right decisions.

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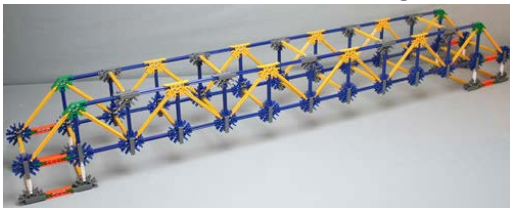
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## DT lesson 1 and workshop lesson 2

LI: We are learning to explore how to reinforce a beam (structure) to improve its strength.

LI: We are learning to build a strong bridge using Knex. (Workshop- Knex bridges)

In these lessons, children will recap structures. They then will discuss what makes a stable and strong structure and look at a variety of bridge pictures. After discussing the pictures, children will be introduced to two types of bridges- arch and beam. The children then will work in groups to make a beam bridge using cards and also build on this to change their beam bridge to an arch bridge reflecting on how to make their bridges strong. In the DT workshop, children will design and construct their own bridges. They will use Knex and weights to measure the maximum load of their bridges.



## LI: We are learning to develop our understanding of Spanish nouns (and their article) for sports currently in the Olympic games.

In this lesson children will be introduced to 10 Spanish nouns and their articles for sports currently in the Olympic games.

We will also look at ways of remembering at least five of these sports with its correct article, pronunciation and spelling.

Key vocabulary:

la equitación  
la esgrima  
la natación  
el remo  
el atletismo  
el boxeo  
el ciclismo  
el salto de trampolín  
el tiro con arco  
el triatlón



## LI: We are learning to explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.

LI: We are learning to understand that puberty is a natural process that happens to everybody and that it will be okay for me.

Boys and girls will be in separate classes in this lesson.

In this lesson, children firstly discuss the importance of confidentiality and how to be respectful listeners while discussing sensitive topics. Children will discuss how they cope with embarrassment and how we can help ourselves to feel less embarrassed. We will then talk about puberty and what it is. The conversation will lead to a discussion about the reasons why we can feel embarrassed about some of the changes and experiences of puberty.. Children will be reassured that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone.

Children will then learn about the Female Reproductive System. Children will be taught how the female body prepares to have a baby and how this results in menstruation periods.

Science - Wellington Curriculum

Topic (History) - Wellington Curriculum

Computing

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Properties and Change of Material:

Lesson 1: We are learning to identify what we already know about properties and change of materials

In this lesson, children will be discussing what they already know about different materials, their properties and changes. They will also think of questions they may have and would like to find out more about during the unit. They will be completing a defining frame for all of this information.



Summer 2 - Week 3 Date: / /  
 L1: We are learning to identify what we already know about properties and change of materials. Supply H, TA

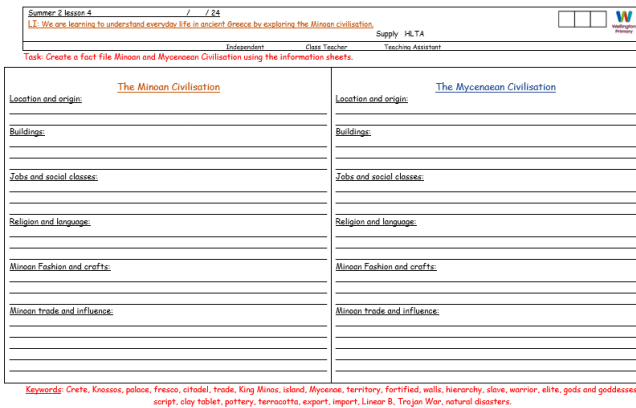
Independent Class Teacher Teaching Assistant

Properties and Changes of Materials

Groundbreaking Greeks- lesson 4 and 5

LI: We are learning to understand everyday life in ancient Greece by exploring the Minoan and Mycenaean civilisation

In this lesson, children will learn about two key ancient Greek civilisations, the Minoans and the Mycenaean civilisations. After going through information on both civilisations, children will then discuss what everyday life was like for people in this civilisation on a range of topics such as religion, jobs, craft and trade. After researching, children will use their knowledge to compare and contrast both civilisations.



Summer 2 lesson 4 / / 24  
 LI: We are learning to understand everyday life in ancient Greece by exploring the Minoan civilisation. Supply H, TA

Independent Class Teacher Teaching Assistant

Task: Create a fact file Minoan and Mycenaean Civilisation using the information sheets.

The Minoan Civilisation	The Mycenaean Civilisation
Location and origin:	Location and origin:
Buildings:	Buildings:
Jobs and social classes:	Jobs and social classes:
Religion and language:	Religion and language:
Minoan Fashion and crafts:	Minoan Fashion and crafts:
Minoan trade and influence:	Minoan trade and influence:

Keywords: Crete, Knossos, palace, fresco, chariot, trade, King Minos, island, Mycenaean, territory, fortified, walls, hierarchy, slave, warrior, elite, gods and goddesses, script, clay tablet, pottery, terracotta, export, import, Linear B, Trojan War, natural disasters.

Lesson 3

We are learning to analyse and apply various techniques to capture videos.

Learners will use a storyboard to explore a variety of filming techniques, some of which they will use in their own video project later in the unit. They will evaluate the effectiveness of these techniques before offering feedback on others' work.

## Homework

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

Reading

English Homework

Maths

Spelling and Grammar

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

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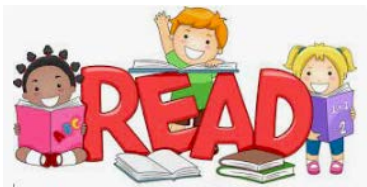
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## Reading Tasks

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.



**Doodle Maths** - Log on to your account at least three times this week.

Work to reach your target - are you in the **green** zone yet?

**Times Tables Rockstars:**



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.**