

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 18.11.24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to draft our setting description.</u>		<u>LI: We are learning to write a setting description (hot task).</u>	<u>LI: We are learning to create a character description</u>	<u>PIXL Therapy:</u> <u>LI: We are learning to use devices to build cohesion within a paragraph.</u>
Speaking and Listening Focus	<p>Children will use relevant strategies to build their vocabulary to draft their description.</p> <p>It looks / tastes / feels / sounds / smells like ... It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p>		<p>Hot task - children will work silently to complete their hot task.</p> <p>It looks / tastes / feels / sounds / smells like ... It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p>	<p>Children will use relevant strategies to build their vocabulary and their knowledge of character descriptions</p> <p>She had bright, sparkling eyes that... Her hair was long and... She wore a big smile that... Her clothes were always..... With her tall, thin frame, she looked...</p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p> <p>Cold calling will be used to check understanding</p> <p>First, Next, Then, After that, Finally.... 'What happened next?' 'What did...?' Meanwhile... Following this / that... In the beginning...</p>
Key vocabulary and Key Blooms higher order thinking questions	<p><u>Key vocabulary:</u> sensory language figurative language expanded noun phrases adjectives similes metaphors show, don't tell</p>		<p><u>Key vocabulary:</u> Key vocabulary Setting description Descriptive Language Sensory language relative clauses Punctuation Spelling</p>	<p><u>Key vocabulary:</u> Character description Language Layout Format Key features Appearance Personality Expanded noun phrases</p>	<p><u>Key vocabulary:</u> Cohesive pronouns determiners conjunctions adverbials relative clauses</p>

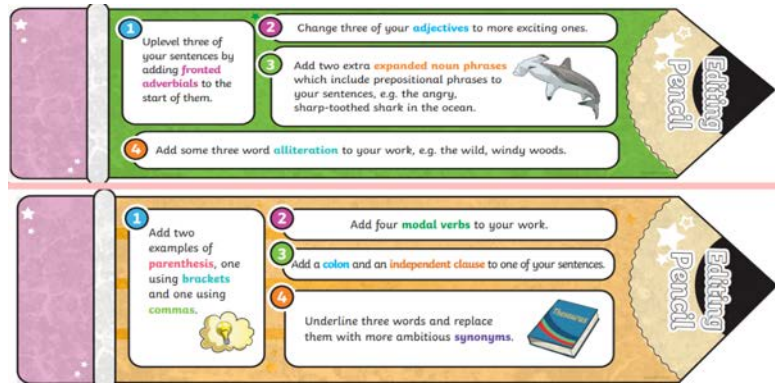

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	<p>relative clauses</p> <p><u>Blooms questioning:</u></p> <p>What kinds of figurative language (such as similes, metaphors, or personification) can you use to describe a setting? Can you list some examples we have learned?</p> <p>Why is figurative language important when describing a setting? How does it help create a picture in the reader’s mind?</p> <p>What is my success criteria for writing a successful setting description?</p> <p>What are some common sensory details used to enhance a setting's description?</p>	<p><u>Blooms questioning:</u></p> <p>What features are needed to create a successful setting description?</p> <p>What are some common sensory details used to enhance a setting’s description?</p> <p>What descriptive words or phrases can be used to convey the mood of a setting?</p> <p>How does the setting contribute to the overall tone of a story? How will you use sensory details, mood, and pacing to engage your readers?</p>	<p>Show not tell Similes Metaphors Figurative language</p> <p><u>Blooms questioning:</u></p> <p>What features are in a character description?</p> <p>What are the similarities between a character description and a setting description?</p> <p>What are the differences between a character description and a setting description?</p> <p>How does an author describe a character using show not tell?</p> <p>How does an author describe a character using figurative language?</p> <p>What makes an effective character description?</p>	<p><u>Blooms questioning:</u></p> <p>What is cohesion, and why is it important in writing?</p> <p>How can connectives (like “because” or “however”) help link ideas together?</p> <p>How do pronouns (like “he,” “she,” “it”) make writing flow more smoothly?</p> <p>What are some phrases or words we can use to help our sentences and paragraphs link together?</p>
<p>Activities</p>	<p>In this lesson, children will re-read their drafts from the previous lessons and will revise their plans. Children will discuss with their partners what they have already written and what they plan to write next.</p> <p>Children will peer-check drafts and uplevel using constructive feedback to make sure they have included everything on the success criteria.</p>	<p>In this lesson, children will use their draft and feedback from peers and their teacher to write up a showcase piece to demonstrate their ability to create a setting description.</p>	<p>In this lesson, children will look at how the character, Mary Lennox, is described in the book The Secret Garden. The children will then look at the features of an effective character description, linking this to setting descriptions and use of figurative language and relative clauses to provide detailed information.</p> <p>The children will then look at other example character descriptions and discuss the features used to make these vivid for the reader, whilst upleveling example</p>	<p>In this lesson, children will be talked through a PIXL therapy all about devices that create cohesion through their piece of writing. They will look at different devices and how to use them. Children will practise writing sentences with them on whiteboards.</p>

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	 <p>Editing Pencil</p> <ol style="list-style-type: none"> Uplevel three of your sentences by adding fronted adverbials to the start of them. Change three of your adjectives to more exciting ones. Add two extra expanded noun phrases which include prepositional phrases to your sentences, e.g. the angry, sharp-toothed shark in the ocean. Add some three word alliteration to your work, e.g. the wild, windy woods. 		<p>character descriptions. Children will then write their own character descriptions using specific vocabulary to help them create a detailed and vivid character description of Mary Lennox.</p>	
	 <p>Editing Pencil</p> <ol style="list-style-type: none"> Add two examples of parenthesis, one using brackets and one using commas. Add four modal verbs to your work. Add a colon and an independent clause to one of your sentences. Underline three words and replace them with more ambitious synonyms. 			

<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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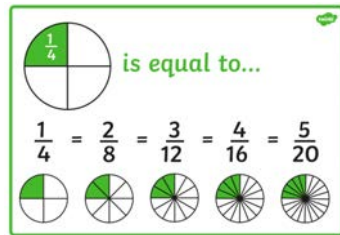
Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to find fractions that are equivalent to a unit fraction</u>	<u>LI: We are learning to find fractions that are equivalent to a non-unit fraction</u>	<u>LI: we are learning to recognise equivalent fractions.</u>	<u>LI: We are learning to convert improper fractions into mixed numbers.</u>	<u>LI: We are learning to recap our prior knowledge of perpendicular and parallel lines.</u>
Activities	<p><u>Key vocabulary</u></p> <p>Fractions Equivalent non unit whole part Denominator Numerator</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • What does “equivalent” mean? • What is a unit fraction? • When are two fractions equivalent? • How can you use the model to see if the two fractions are equivalent? • How do you use a fraction wall to find equivalent fractions? • What multiplication/division facts can you use? <p>Children are familiar with the idea of equivalent</p>	<p><u>Key vocabulary</u></p> <p>integer divide equal parts whole denominator numerator</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • What does “equivalent” mean? • When are two fractions equivalent? • How can you use the diagram to see if the two fractions are equivalent? • How can you use your knowledge about unit fractions to help with non-unit fractions? • How do you use a fraction wall to find equivalent fractions? • What multiplication/division facts can you use? <p>Building from the previous</p>	<p><u>Key vocabulary</u></p> <p>integer divide equal parts whole denominator numerator</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • What does “equivalent” mean? • When are two fractions equivalent? • How can you use a fraction wall to check if the fractions are equivalent? • What are the common factors of the numerator and the denominator? • Are there any other factors you could use? • What is the relationship between the numerator and the denominator of the fractions? 	<p><u>Key vocabulary</u></p> <p>Improper fraction Mixed fraction Denominator Numerator Integer Divide Equal parts Whole</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • How many are there in one whole? • How many are there in 2/3/4 wholes? • What does each part of a mixed number represent? • What is an improper fraction? • How many cubes do you need to represent the improper fraction? • How can you use the cubes to make wholes? • What do the remaining cubes represent? 	<p><u>Key vocabulary</u></p> <p>Perpendicular Parallel Right angle Intersection Horizontal Vertical</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What is the difference between perpendicular and parallel lines? • How can we identify parallel lines in shapes and diagrams? • What does it mean for two lines to be perpendicular? • Can you give an example of where we might see parallel and perpendicular lines in real life? • How does understanding parallel and perpendicular lines help us in geometry?

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fractions from earlier study. This small step focuses on how unit fractions can be expressed in other forms. It is important that children use a variety of representations, including fractions of shapes, number lines and fraction walls as well as the abstract form, so that they understand the relationships. They complement this conceptual understanding by using their times-table knowledge to find missing numerators or denominators, working both horizontally and vertically.

Children move on to find fractions equivalent to non-unit fractions in the next step and use this learning throughout the block



$\frac{1}{4}$ is equal to...

$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$

step, in this small step children find fractions that are equivalent to a non-unit fraction. Children continue to use a variety of representations, including fractions of shapes, number lines and parts of a fraction wall as well as the abstract form, to understand the relationships.

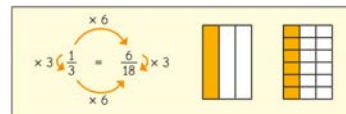
They complement this conceptual understanding by using multiplication and division facts to find missing numerators or denominators when working in the abstract.

The understanding gained in this and the previous step will help children to recognise equivalent fractions in the next step and prepare them for when they add and subtract fractions with different denominators later in the block.



Children develop their learning from the previous two steps to recognise pairs and larger sets of equivalent fractions. Various methods are explored, including looking for common factors and multiples to establish whether fractions are equivalent, and also looking at the multiplicative relationship between the numerator and denominator.

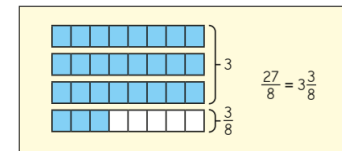
The use of diagrams and other pictorial representations are used throughout to support children's understanding of the abstract methods. The key point of this step is to recognise equivalent fractions, and although this includes some simplifying, there is no need to focus on writing fractions in their simplest form, which is covered in Year 6.



$\times 6$
 $\times 3 \left(\frac{1}{3} = \frac{6}{18} \right) \times 3$
 $\times 6$

Children encountered fractions greater than 1 and mixed numbers in Year 4. They may need reminding that an improper fraction is one where the numerator is greater than or equal to the denominator and a mixed number consists of an integer and a proper fraction.

Children use objects and diagrams to make a whole to support converting improper fractions into mixed numbers. Once they are confident with this as a concept, they move on to a more abstract approach using division and remainders. Understanding the whole is key to their understanding. This skill is important for adding fractions and adding mixed numbers later in the block.

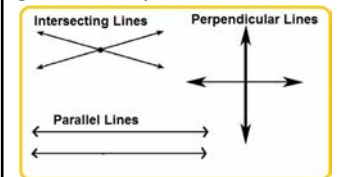


$\frac{27}{8} = 3 \frac{3}{8}$

In this lesson, we will recap our prior knowledge of perpendicular and parallel lines. We will revisit how parallel lines never meet and how perpendicular lines intersect to form right angles.



Then, we will practise identifying these lines in different shapes and diagrams and discuss where we might see them in everyday life, such as in roads and buildings.

By the end of the lesson, we will strengthen our ability to recognise and use parallel and perpendicular lines in geometric problems.



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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 sing with expression and an appreciation of the song's history and purpose</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>In this lesson children will sing a triad. Listen to poetry about World War 1 and sing with expression and feeling.</p>	<p>Unit: Inspirational leaders</p> <p>Lesson 2 and 3 (continued over two lessons)</p> <p><u>LI: We are learning to consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India.</u></p> <p><u>L.I. We are learning to think about how we might be inspired to behave when we see poverty.</u></p> <p><u>Key vocabulary:</u> Mother Teresa Nun Schools Poverty Inspirational Poor Charity India Values Belief</p> <p><u>Key questions:</u></p> <p>What do you already know about Mother Teresa?</p> <p>What qualities made Mother Teresa an inspirational leader?</p> <p>What happened in Mother Teresa's life which influenced her?</p> <p>How did Mother Teresa stand up for her beliefs?</p> <p>In what ways did Mother Teresa influence others?</p>	<p><u>OAA-Lesson 3</u></p> <p><u>LI: We are learning to develop planning and problem solving skills.</u></p> <p>In this lesson, children will begin by playing the 'busy boxes' game to warm up and revisit collaboration and communication skills needed for team work. The children will then develop their skills by first discussing what thinking critically means and how this can help in team sports. Children will then play 'fish tank' to further develop this and use problems solving skills in a practical setting. The children will then play 'keep it moving' by practising underarm, overarm, chest pass and kicking a ball to explore how good planning and collaboration are central to successful teamwork.</p>  <p><u>Badminton-Lesson 3</u></p> <p><u>LI: We are learning to use a variety of shots to keep a continuous rally going.</u></p> <p>In this lesson, children will begin by recapping the 5-1 and stretching. Children will then practise rally over the net and traffic lights to develop their agility and use of the racket and shuttlecock. Children will then</p>

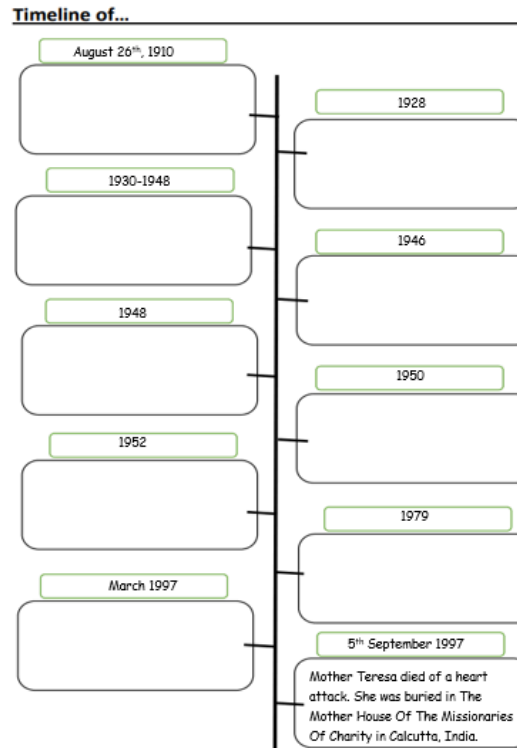
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In this lesson, children will examine the life of Mother Teresa, thinking about how she positively influenced the life of others. First, children will watch a video about Mother Teresa and make notes on the key events in her life. Then, children will look at the key events and complete the worksheet to order the events chronologically. Children will then reflect on their learning by thinking about how they can be inspired to

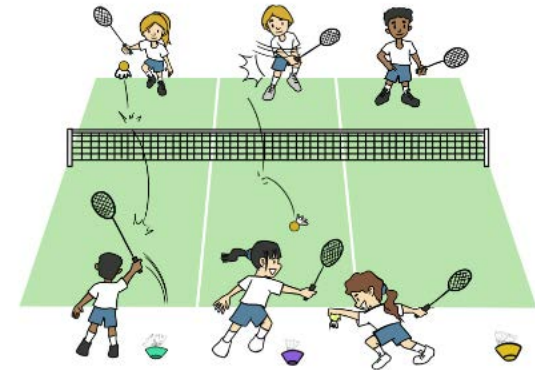
Autumn 2, Week 2 and 3		
L.L. We are learning to consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India.		
L.T. We are learning to think about how we might be inspired to behave when we see poverty.		
Supply	HLTA	
Independent	Class Teacher	Teaching Assistant

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



play empty the cone in groups of six, where they will practise using different shots to keep a continuous rally going. Plenary: Pupils stand at the appropriate cone for their response: closest to the net if they think they've nailed it, cone in the middle of the net and baseline if they think they are starting to make progress and cone at the baseline if they think they still need to work on it:

- Can use the appropriate shot for the situation.
- Can keep a continuous rally going.
- Can return the shuttlecock accurately.



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Art

Unit: I need space

Lesson 6 and 7

LI: We are learning to develop drawn ideas through printmaking (over two lessons)

Key words: Moonwalk, material, prints, colours, retro

Key questions:

- What stands out to you about the image Moonwalk? What details or elements inspire you, and why?
- What materials or techniques do you think you'll use to recreate parts of this image? How will you use these to bring your ideas to life?
- How do the colours chosen by Teis Albers in Moonwalk impact the mood of the artwork? What colours might you use, and what feeling do you want to create with them?
- How will you create a retro-inspired background for your piece, and what ideas do you have for experimenting with different printmaking or painting techniques?

In this lesson, children will look at the picture from the last lesson and discuss what has inspired them about the picture. Children will look carefully at 'Moonwalk' and discuss what materials or techniques they are going to use when they copy the image.

Children will then continue to create their own piece inspired by 'Moonwalk', experimenting with drawing and printmaking techniques. To end the lesson children will discuss colour choices made by Teis Albers on a 'moonwalk' picture.

While some children are creating their plans for this artwork, some children will start their printing of their retro-inspired background using paint.



PSHE - Jigsaw

Parliament week

LI: We are learning to understand how Parliament works and how important issues are discussed and debated.

LI: We are learning to take part in a debate on the topic 'Should computers and AI replace teachers?'

Key vocabulary :Parliament, Democracy, MP (Member of Parliament), constituency, House of Commons, House of Lords, Prime Minister, Cabinet, Bill, Law, Vote, Election, Debate.

Key questions: What is Parliament? Why is Parliament important? What are the two houses of Parliament and what are their roles? What is the difference between the House of Commons and the House of Lords? What is an MP and what do they do? How do bills become law? How does Parliament debate topics?

In this lesson, children will explore what Parliament is, how it works and why it is so important to society. Children will look at the differences between the House of Commons and the House of Lords and will examine how bills are discussed and laws are made.


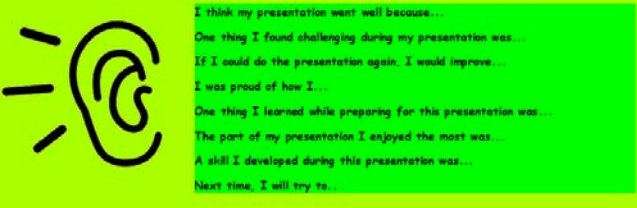
As a class, we will then discuss the importance of debating and will look at the different roles in a Parliamentary debate.

To practise and build on these skills, children will then generate for and against points for the topic 'Should computers and AI replace teachers?'. To consolidate their understanding, children will then debate the topic using oracy stems.



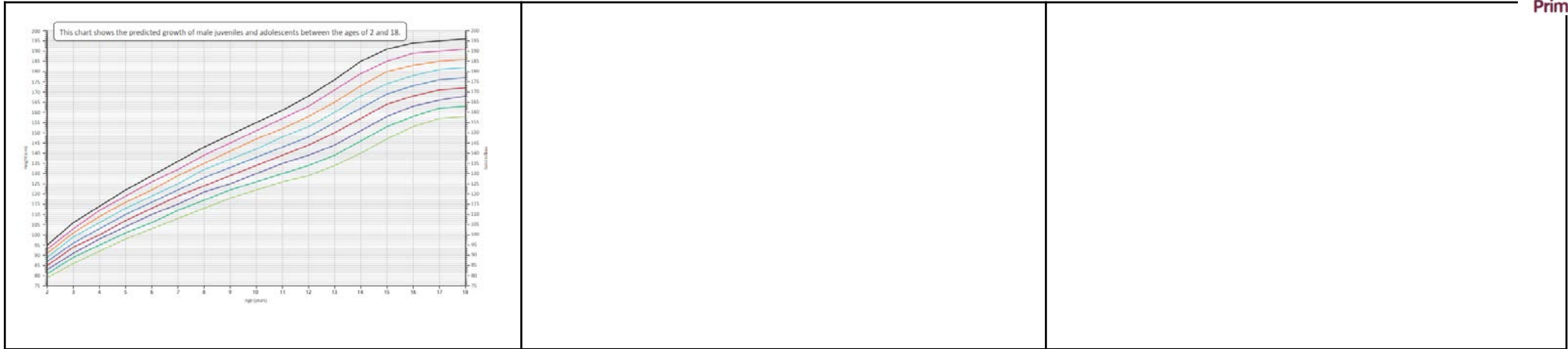
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>Unit: Human Reproduction and Ageing</u></p> <p><u>L.I. We are learning to explore how humans grow during different stages of the human life cycle.</u></p> <p><u>Skill: Use relevant scientific vocabulary to report on findings, answer questions and justify conclusions</u></p> <p>Key vocabulary: line graph plot x axis y axis curved flat slope shallow steep gradual male female juvenile adolescents</p> <p>In this lesson, children will be learning how humans grow at different stages during the life cycle. They will be analysing data from line graphs to answer questions and comparing males to females.</p>	<p><u>Unit: Sow, Grow and Farm</u></p> <p>Lesson 9/10</p> <p><u>L.I: We are learning to research and identify the features of each climate zone.</u></p> <p><u>Skill: We are learning to use our geographer skills to investigate climate zones.</u></p> <p>Key vocabulary: Features, zones, water cycle, ecological area, forest, grassland, tundra, aquatic, altitude, longitude, Tropic of Cancer, Tropic of Capricorn</p> <p>The next two weeks, children will be working in pairs to create a presentation show to teach the rest of the class about one chosen biome. This will secure their understanding and each pair will be able to go into additional detail using examples of countries. In this collaborative task, children will research a climate zone we have discussed and prepare a presentation for the rest of the class.</p>  <p>Use the oracy sentence stems to reflect:</p> 	<p>Unit: Programming A – Selection in physical computing</p> <p>Lesson 3</p> <p><u>L.I: We are learning to explain that a loop can stop when a condition is met</u></p> <p>Key vocabulary: conditions, algorithms, control, flow, crumble, switch, pattern, light</p> <p>Key Questions: What is a condition, and how does it affect the flow of a program? How can we use true or false statements to start or stop actions in a program? How does the Crumble switch work as an input, and how can we use it to control a program?</p> <p>In this lesson, learners are introduced to conditions and how they can be used in algorithms and programs to control their flow. They identify conditions in statements, stating if they are true or false, and learn how they can be used to start and stop a set of actions. Learners are introduced to a Crumble switch and learn how it can provide the Crumble controller with an input that can be used as a condition. They explore how to write programs that use an input as conditions and use this knowledge to write a program that uses a condition to stop a repeating light pattern.</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.

Spelling and Dictation

We are using **Superhero spellings weekly.**



Maths

Homework:

Doodle Maths/English

Log on to your account at least three times this



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

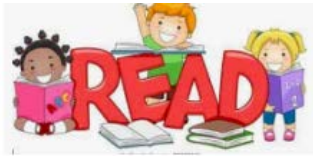
Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

Please ensure your child has a **water**



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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.



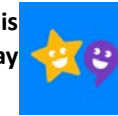
Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings. These will be available on google classroom as well as printed and handed out every week.

Superhero Spelling – Year 5 Yearly Overview

Week	TERM 1	TERM 2	TERM 3
1	Write words with stems	Aspects of probability and frequency	Suffix 6 (ly)
2	Write words with bases	Suffix 2 (er)	Suffix 7 (en)
3	The story word / word family	Suffix 3 (ing)	Words containing the letter string 'ng'
4	The long vowel / vowel graph	Meanings and Standard English words	Words containing the letter string 'ng'
5	Homophones and Near-homophones	Homophones and Near-homophones	Adding suffix prefixes and inf
6	Standard Words 3	Standard Words 3	Standard Words 5
7	Homophones and Near-homophones	Suffix 4 (ion)	Adding the suffix 'ing-over'
8	Words with silent letters	Suffix 5 (ion)	Suffix 8 (y)
9	Words with silent letters	Aspects of time	Suffix 9 (us)
10	Suffix 1 (ly)	Aspects of place	Suffix 10 (al)
11	Words ending in 'ment'	Homophones and Near-homophones	Homophones and Near-homophones
12	Standard Words 2	Standard Words 4	Standard Words 6

week.

Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.



WRITER'S TOOLBOX

We have also started to use the **writer's toolbox** this year. We will be familiarising the children with using this website in class to help them improve their writing skills. Homework will sometimes be set on this - children will receive their login details.

Times Tables Rock stars:

Take part in the Year 5 Battle of the Bands! Keep your eyes peeled for when there is a battle, it will help you to practise your multiplication facts as well as compete with the other classes! This will also help with topics such as decimals and negative numbers.



bottle and a pencil case equipment. This should



with the correct 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!

