

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 02.12.24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to predict what might happen from details stated and implied using the front cover.</u></p>	<p><u>LI: We are learning to explore and understand the characters, themes, and emotions in The Highwayman by reading the poem closely and bringing it to life through performance.</u></p>	<p><u>LI: We are learning to use context clues, dictionaries, and thesauruses to find the meaning of unfamiliar words and understand how they enhance our reading comprehension.</u></p>	<p><u>LI: We are learning to use retrieval skills to develop a comprehensive understanding of the poem 'The HighwayMan'.</u></p>	<p><u>LI: We are learning to retell The Highwayman in our own words, keeping the structure of the original story.</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about what they can see, wonder, infer and predict.</p>	<p>While listening or watching, children will make notes of unknown words from the poem.</p> <p>Children will participate in performances, role play and improvisations.</p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p> <p>Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own.</p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key vocabulary:</u></p> <p>Title Subtitle Author Illustration Summary Genre Mood Setting/Context Tone/Mood Symbolism</p> <p><u>Key Questions:</u></p> <p>What do you think the book might be about based on the cover's illustration and title?</p>	<p><u>Key vocabulary:</u></p> <p>Summarise Key events Characters Settings Dialogue Thoughts Feelings</p> <p><u>Key Questions:</u></p> <p>What are the main events that occur in the text? Who are the main characters and what role do they play in the poem?</p>	<p><u>Key vocabulary:</u></p> <p>Meaning Definition Root words Similar words Synonym</p> <p><u>Key Questions:</u></p> <p>How do we find the meaning of words from a text? What is the main idea of the text? Why is it important to learn What are the three main events that occurred in the text? What can you identify about the setting of the story?</p>	<p><u>Key vocabulary:</u></p> <p>Retrieve Evidence Text Quotes Facts True Infer Deduce PEE</p> <p><u>Key Questions:</u></p> <p>How do we retrieve information from a text? What information or details from the text can you retrieve that lead</p>	<p><u>Key vocabulary:</u></p> <p>Retrieve Infer Deduce Rhyme Repetition Gusty Galleon Rapier Doe Cocked hat Moor Torrent Cobblestone Inn</p> <p><u>Key Questions:</u></p>

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	<p>How can you describe the mood or tone conveyed by the cover's design? What age group or target audience do you think the book is intended for? How does the cover design relate to the book's genre or theme? What specific elements in the cover's artwork or design caught your attention, and why? How does the typography contribute to the overall message or atmosphere of the cover? What symbols or imagery might hold deeper meaning related to the content? Based on the cover alone, would you be interested in reading the book? Why or why not?</p>	<p>What are the central themes or messages conveyed in the poem? What emotions and moods are evoked throughout the poem? How would you describe the relationship between the highwayman and Bess? How does the author use the setting to create an atmosphere in the poem?</p>		<p>you to make an inference? How does the author's use of descriptive language and figurative language help you make inferences about the text? What inferences can you draw about the mood or tone of the text based on the author's word choice and style?</p>	<p>What is a stanza? What are the key components of a story? Who is the main character in the poem? What is the Highwayman's job? Who is Bess, and how is she connected to the Highwayman? Why does Tim the ostler tell the soldiers about the Highwayman? What happens when the soldiers come to the inn?</p>
<p>Activities</p>	<p>In this lesson, children will take part in various discussions and activities that will help them consolidate their understanding on the purposes and features of a book cover. As a whole class, children will discuss the effect the features can have on a reader. Following this, the children will use what they have learnt about book covers to make their own prediction on what they think the book, <i>The Highwayman</i> will be about. As a whole class, children will discuss the content domains we will be using in this lesson and what they mean. Then, children come up with ideas for what they can see, wonder and then infer.</p>	<p>In this lesson, children will watch the poem narrated with images from the book. Children will identify key events that occurred in the poem in chronological order. As a class, children will discuss the key questions about the characters, settings, events, motives, emotions, feelings and themes of the poem using the key questions. Following this, in groups children will create a performance for different events in the story. They will create props that they need for the scene and will perform this to the class in the correct order.</p>	<p>In this lesson, children will read the poem as a class and think about various questions, such as what happened in the chapter, which characters have been introduced and where the story has been set, to predict what is going to happen next. As a class, children will discuss unfamiliar and interesting words to form a glossary.</p>	<p>In this lesson, children will read <i>The Highwayman</i>, a classic narrative poem, as a class and think about various questions, such as what themes are linked to the poem, what are the key events in the poem and how does the poet use poetic devices to tell a narrative story in the poem. Following this, children will look at what retrieval and inference means - two of the key reading domains. As a class, children will look at how to answer retrieval questions and inference questions successfully.</p>	<p>In this lesson, children will write their own introduction to <i>The Highwayman</i>. They will focus on setting the scene, describing the Highwayman and Bess, and using vivid language to create a sense of atmosphere. By incorporating details like the moonlit night, the Highwayman's arrival, and Bess waiting at the window, children will practise using descriptive words to bring the story to life. This activity will help them develop their creative writing skills while staying true to the mood and tone of the original poem.</p>

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	 	<table border="1"> <tr> <td>Meaning</td> <td>Image</td> </tr> <tr> <td>is strong and fast-moving stream of water or other liquid.</td> <td></td> </tr> <tr> <td>Put it in a sentence</td> <td>Synonym</td> </tr> <tr> <td>The rain poured down in torrents.</td> <td>flood, gushing, tide, cascade</td> </tr> <tr> <td>Meaning</td> <td>Image</td> </tr> <tr> <td>an area of high open ground covered mainly with rough grass and heather.</td> <td></td> </tr> <tr> <td>Put it in a sentence</td> <td>Synonym</td> </tr> <tr> <td>I approached a little town in the moor.</td> <td>heath, upland</td> </tr> </table> <p>The Highwayman The wind was a torrent of darkness upon the gusty seas, The moon was a ghostly galleon tossed upon cloudy seas, The road was a ribbon of moonlight looping the purple moor, And the highwayman came riding-- Riding--riding-- The highwayman came riding, up to the old inn door, He'd a French cocked hat on his forehead, and a bunch of lace at his chin, He'd a coat of the claret velvet, and breeches of fine doe-skin, They fitted with never a wrinkle; his boots were up to his thigh! And he rode with a jewelled twinkle-- And his rapier hilt a-twinkle-- His pistol butts a-twinkle-- His pistol butts a-twinkle, under the jewelled sky.</p>	Meaning	Image	is strong and fast-moving stream of water or other liquid.		Put it in a sentence	Synonym	The rain poured down in torrents.	flood, gushing, tide, cascade	Meaning	Image	an area of high open ground covered mainly with rough grass and heather.		Put it in a sentence	Synonym	I approached a little town in the moor.	heath, upland	<p>What does retrieve mean? How can I successfully answer retrieval questions?</p> <table border="1"> <tr> <td>P Point</td> <td>Sum up the main idea in your paragraph.</td> </tr> <tr> <td>E Evidence</td> <td>Provide Evidence for the point you are making.</td> </tr> <tr> <td>E Explanation</td> <td>Why is the quotation important? What effect does the quotation have on the reader? Why has the writer used this technique?</td> </tr> </table> <p>Checklist: Did I introduce the key characters (The Highwayman, Bess)? Did I describe the setting clearly? Did I include all key events in the correct order? Did I use vivid vocabulary and fronted adverbials to connect events? Did I convey the mood and atmosphere (e.g., romantic, suspenseful, tragic)?</p> <p>Dojo words</p> <ul style="list-style-type: none"> - Gusty - Galleon - Rapier - Doe - Cocked hat - Moor - Torrent - Cobblestone - Inn 	P Point	Sum up the main idea in your paragraph.	E Evidence	Provide Evidence for the point you are making.	E Explanation	Why is the quotation important? What effect does the quotation have on the reader? Why has the writer used this technique?
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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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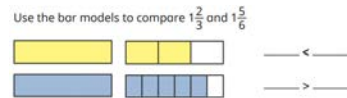
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to compare and order fractions greater than 1</u></p>	<p><u>LI: We are learning to add and subtract fractions with the same denominator</u></p>	<p><u>LI: We are learning to add fractions within 1.</u></p>	<p><u>LI: We are learning to add fractions with a total greater than 1.</u></p>	<p><u>LI: We are learning to recap our learning of recognising mixed numbers and improper fractions, then converting from one to the other.</u></p>
<p>Activities</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole part denominator numerator greater than less than compare</p> <p><u>Key questions:</u> How can you represent the fractions? What does the number of wholes tell you about the overall sizes of the numbers? Do you need to make any conversions? How do you convert from an improper fraction/mixed number to a mixed number/improper fraction? How can you use your knowledge of multiples to help?</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole part denominator numerator same denominator</p> <p><u>Key questions:</u> How can you represent this calculation using a bar model? Will you need more than one bar? How do you know? How many parts do you split the bar(s) into? What could you do if the answer is an improper fraction? What type of calculation is this? When adding/subtracting fractions with the same denominators, what will the denominator of the answer be? Why?</p> <p>In this small step, children add and subtract fractions with the same denominator.</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole part denominator numerator</p> <p><u>Key questions:</u> How can you represent this calculation using a bar model? Will you need more than one bar? How do you know? How many parts do you split the bar(s) into? What could you do if the answer is an improper fraction? What type of calculation is this? When adding/subtracting fractions with the same denominators, what will the denominator of the answer be? Why?</p> <p>In this small step, children add two or three fractions with different denominators.</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole part denominator numerator</p> <p><u>Key questions:</u> Do the fractions have the same denominator? 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 add the fractions? How can you tell the answer is greater than one whole? How can you convert the answer to a mixed number?</p> <p>In this small step, children continue to add fractions where one denominator is a multiple of the other, but</p>	<p><u>Key vocabulary</u> fractions equivalent non unit whole part denominator numerator mixed number improper fraction convert recapping</p> <p><u>Key questions:</u> How do you recognise a mixed number? How do you convert from a mixed number to an improper fraction? How do you recognise an improper fraction? How can you convert from an improper fraction to a mixed number? How can we represent a mixed number using diagrams? How can we represent an improper fraction using diagrams or models?</p>

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In this small step, children consolidate their knowledge from all the earlier steps in this block, using their skills in converting between forms to help compare and order fractions greater than 1. Children understand that if the number of wholes is different, they do not need to compare the fractional parts. When the number of wholes is equal, they compare denominators or numerators of the fractional parts. As with earlier steps, such comparisons will be limited to instances where the numerators or denominators are equal, or one denominator or numerator is a multiple of the other. Again, diagrams will be helpful for students to see the comparative sizes of the numbers.



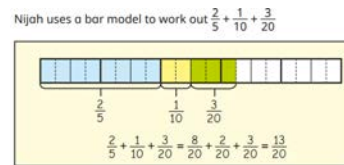
For adding, this will include adding three or more fractions as well as pairs of fractions. Children need to understand that when the denominators are the same, they only need to add or subtract the numerators. Bar models are a useful way of representing both addition and subtraction of fractions and are easier to work with than circles, as they are easier to draw and easier to split into equal parts. Now that children are comfortable working with improper fractions, these are incorporated into both the questions and answers of this small step. For some questions, answers could be written in a simplified form, but this is not the focus of the step.

Ron adds three fractions with the same denominator.

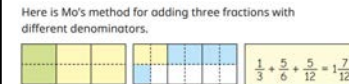


What three fractions could he have added?

The fractions are such that one denominator is a multiple of another and the total remains within 1. Children may be familiar with some simple common additions, such as $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$, and this could be a good example on which to build. Children can use pictorial representations to convert one of the fractions so they have a common denominator and to support the addition. If they write their workings alongside the pictorial representations, this will help them to make the links.



progress to additions where the total is greater than 1. Their answers will be improper fractions that they should convert to mixed numbers using the skills they have learnt in earlier steps. Children continue to represent the addition of fractions using pictorial or concrete representations to make sense of both the methods and the answers. They need to be clear what represents the whole in each case.

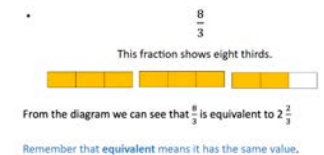


Explain each step of the calculation. Add the sets of fractions, giving your answers as mixed numbers.

$$\begin{aligned} &> \frac{2}{3} + \frac{1}{6} + \frac{7}{12} &> \frac{1}{4} + \frac{7}{8} + \frac{3}{16} &> \frac{1}{2} + \frac{5}{6} + \frac{5}{12} \end{aligned}$$

In this lesson, we will review how to recognise mixed numbers and improper fractions. We will then practise converting from one to the other.

Children will use a variety of pictorial models and diagrams to represent mixed numbers and improper fractions. We will revisit key vocabulary as well as the steps involved when converting between mixed numbers and improper fractions to mixed numbers.



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Music – Sing Up

Unit: Keep the home fires burning

LI: We are learning to combine the song, composition ideas and Home fires fanfare to create a performance



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

In this lesson children will rehearse all of the fanfare parts that they are using. They will

RE – Widening Horizons

Unit: Inspirational leaders

Lesson 4 and 5 (continued over two lessons)

LI: We are learning to understand the importance of the Prophet Muhammad (pbuh) to Muslims.

LI: We are learning to explain who I respect ,why I respect them and how this impacts on the way I live my life.

Key vocabulary:

Prophet Muhammad (pbuh), inspirational, respect, values, belief, Islam, Black Stone, Kabah, influence, The Crying Camel, empathy, fairness, equality, charity, kindness, justice, peace.

Key questions: What do you remember about Prophet Muhammad (pbuh) from our unit on Islam? What qualities made Prophet Muhammad (pbuh) an inspirational leader? What happened in Prophet Muhammad's (pbuh) life which influenced him? How did Prophet Muhammad (pbuh) stand up for his beliefs? In what ways did Prophet Muhammad (pbuh) influence others?

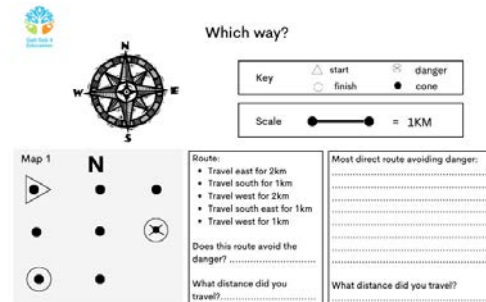
In this lesson, students will explore the life and leadership qualities of Prophet Muhammad, focusing on his influence as a leader both during his time and in shaping the Islamic faith. Through storytelling, discussion, and group activities, students will learn about the key traits that made him an effective and compassionate leader, and how his leadership continues to inspire millions of people today. Pupils will then use their knowledge to complete a cause and effect frame to prove the significance of the Prophet Muhammad as a leader.

PE – Get Set 4 PE

OAA-Lesson 5

LI: We are learning to develop navigation skills and map reading.

In this lesson, children will first use their learning in topic to play North, East, South, West. Children will learn when reading maps, we use a key and a scale to help us to navigate. On the key we use symbols to represent a variety of things including landmarks and danger. They will think about what skills they have learnt in this unit that they think may help to do this.



Which way?

Key: start (triangle), finish (circle), danger (X), cone (dot)

Scale: 1KM

Map 1

Route:

- Travel east for 2km
- Travel south for 1km
- Travel west for 2km
- Travel south east for 1km
- Travel west for 1km

Does this route avoid the danger? ...

What distance did you travel? ...

Most direct route avoiding danger: ...

What distance did you travel? ...

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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.

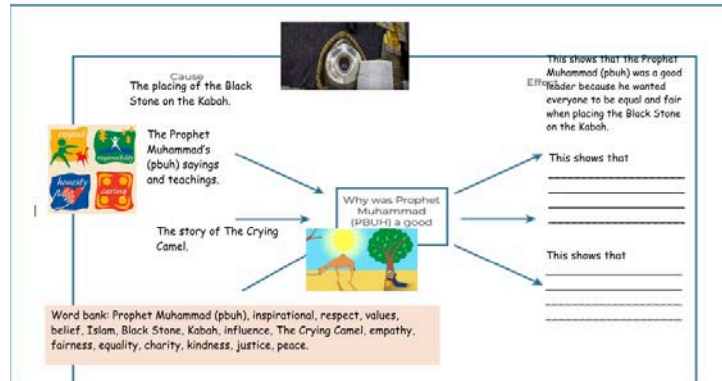
Autumn 2, Week 4 and 5

LI: We are learning to understand the importance of the Prophet Muhammad (pbuh) to Muslims.
LI: We are learning to explain why I respect them and how this impacts on the way I live my life.

Supply: H, TA

Independent Class Teacher Teaching Assistant

Task: Using your knowledge of the Prophet Muhammad (pbuh), complete the cause and effect frame to show why the Prophet was a good leader.



Word bank: Prophet Muhammad (pbuh), inspirational, respect, values, belief, Islam, Black Stone, Kabah, influence, The Crying Camel, empathy, fairness, equality, charity, kindness, justice, peace.

Badminton-Lesson 5

LI: We are learning to employ tactics to play against an opponent and with a partner.

In this lesson, children will work through each activity using the resource '5-1'. Once they have completed all three challenges, pupils will begin to rally. Afterwards, children will think about how you score in badminton. Children will also explore what they can do tactically to make it difficult for their opponent to return the shuttlecock. After discussing this, children will play in a 3v3 game to practise these tactics and see if they can obtain points using strategic tactics.

DT

Spanish

PSHE - Jigsaw

Unit: Cooking and Nutrition

Lesson 1- From Fark to Fork (creating an informative visual outlining the production of beef products).

LI: We are learning to understand where food comes from.

In this lesson, children will learn about beef and how cattle (cows) are reared and processed. Children will then look at the ethical issues around the way in which cattle should be farmed. Children will discuss the welfare issues surrounding this too. Children will link this to spaghetti bolognese to understand how beef gets from farm to plate.

Unit: La Cafeteria Lesson 5

LI: We are learning to understand Spanish currency better, enhance cultural awareness and apply mathematical skills to calculate a bill in a Spanish cafeteria.

In this lesson children will quickly learn/revise all the language covered so far before learning more about Spanish currency so that pupils will be able to pay for their bill in Spanish using Spanish currency.

Unit: Celebrating Differences

Lesson 5



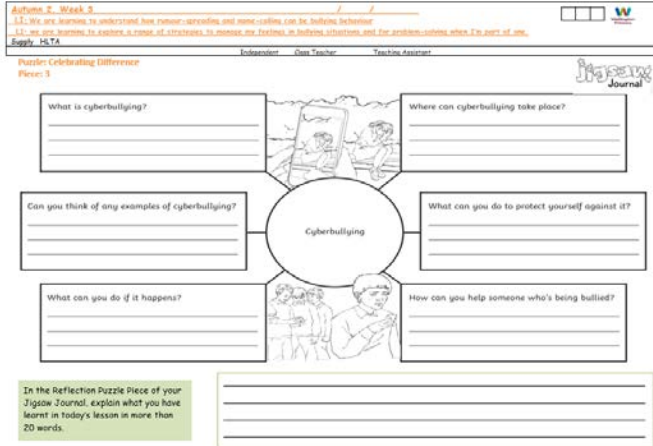
LI: We are learning to understand how rumour-spreading and name-calling can be bullying behaviour
LI: we are learning to explore a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one.

Key vocabulary:bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, cyber bullying, texting, problem-solving.

In this lesson, children will focus on understanding how rumour-spreading and name-calling are forms of bullying. As a class, we will discuss how these behaviours involve sharing untrue or private information and using hurtful words to

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: Human Reproduction and Ageing <u>L.I. We are learning to explore how humans grow during different stages of the human life cycle.</u> Skill: To use wide range of relevant scientific questions that broaden my understanding of the world around me.</p> <p>In this lesson children will revisit their drawn human life cycle diagrams or use the Human life cycle diagram and recap on the adult stage. Ask 'How do human adults change</p>	<p>Unit: Sow, Grow and Farm Lesson 12</p> <p>LI: We are learning to explore the opportunities and challenges faced by coffee farmers in developing countries such as Peru.</p>	<p>Unit: Programming A – Selection in physical computing Lesson 5</p> <p>LI: We are learning to design a physical project that includes selection.</p> <p>In this lesson, learners make use of their understanding of micro-controllers, output devices and selection when designing a project to meet the</p>

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as they grow older?' Encourage them to share some of their initial ideas based on the headings in the presentation, using evidence and experiences from their families and communities. Assign small groups one of the headings and encourage them to gather their initial knowledge about that aspect of human ageing on a mind map. After a short period, encourage them to generate scientific research questions about the aspect they are studying to further their knowledge and understanding. Help them identify suitable questions to research. Provide a wide range of information books, access to the internet and the How human adults age information sheet for children to answer their questions. They can write up their questions and answers as a scientific report using the Scientific report checklist to help. At the end of the session, ask the children to present their learning to the class. Encourage them to discuss the validity of the sources they have used and the challenges of finding the answers.

Human adult ageing



Skill: We are learning to identify some of the problems of farming in a developing country and report on ways in which these can be supported.

Key vocabulary:

Peru, South America, drainage, loamy soil, harvest, fertile, arable, climate, agriculture, altitude, nutrient, coastline, highlands, rainforest, coffee rust, coffee bean, processing, export, fairtrade

In this lesson children will be using the problem and solution cards to plan a balanced argument for the question: 'Are coffee farmers in Peru faced with challenges?' Children will explore the lives of coffee farmers in developing countries, focusing on the opportunities and challenges they face. Using Peru as a case study, they will investigate the benefits of coffee farming, such as employment and income, as well as the challenges, like limited resources, climate issues, and market pressures. Children will identify specific difficulties faced by farmers in developing countries, helping them understand the complexities of farming in different parts of the world.

requirements of a given task. They identify how selection might be used in real-world situations to secure their understanding before identifying how they can apply this knowledge when designing their project. They produce detailed drawings to show how their model will be made and how they will connect the micro-computer to its components.



Task 2: Split the class in half. One side is debating FOR and one side is debating AGAINST. Use your plan to help you: 'Are coffee farmers in Peru faced with challenges?'

Debate time!

Yes, coffee farmers in Peru are faced with challenges because...



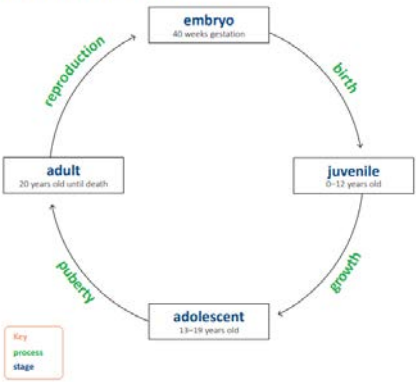
No, coffee farmers in Peru are not faced with challenges because...

Useful sentence starters for a balanced argument

However...	Finally...	Research suggests...	Consequently...
Although...	Finally...	Studies show...	Therefore...
On the other hand...	Furthermore...	It is well known that...	For this reason...
On the contrary...	Also...	Statistics show that...	As a result of this...
In contrast...	In addition to this...	It is common knowledge that...	

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<p>Human life cycle</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.

Maths

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

Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your purple task book.

Spelling and Dictation

We are using **Superhero spellings weekly.**



Homework:

Doodle Maths/English

Log on to your account at least three times this



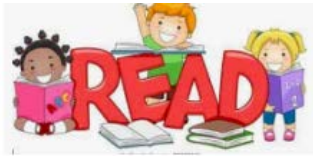
Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

Please ensure your child has a **water**



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 02.12.24



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.



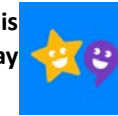
Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings. These will be available on google classroom as well as printed and handed out every week.

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	Meaning and Structure (adjective + noun)	Words containing the letter string 'ng'
5	Homophone and Near-homophones	Homophone and Near-homophones	Adding suffix prefixes and inf
6	Statically Words 1	Statically Words 3	Statically Words 5
7	Homophone and Near-homophones	Suffix 4 (ion)	Adding the suffix 'ing-over'
8	Words with silent letters	Suffix 5 (ion)	Suffix 8 (ion)
9	Words with silent letters	Aspects of time	Suffix 9 (ion)
10	Suffix 1 (ly)	Aspects of place	Suffix 10 (al)
11	Words ending in 'ment'	Homophone and Near-homophones	Homophone and Near-homophones
12	Statically Words 2	Statically Words 4	Statically 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!

