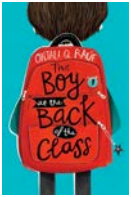


Weekly Overview of Learning

Year Group: 5 Week beginning: 02.09.24


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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>INSET</u></p>	<p><u>INSET</u></p>	<p><u>LI: We are learning to infer and predict based on a front cover.</u></p>	<p><u>LI: We are learning to retrieve key information from a text.</u></p>	<p><u>LI: We are learning to write a diary entry from the perspective of a character.</u> (Cold Task)</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>Children will ask relevant questions to extend their understanding and knowledge. 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>Cold Task - children will work independently to create their piece of writing.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>			<p><u>Key vocabulary</u> See Wonder Infer Predict Title Subtitle Author Illustration Summary Genre Mood Setting/Context Tone/Mood Symbolism</p>	<p><u>Key vocabulary</u> Retrieve Evidence Text Quotes Facts True <u>Blooms questioning</u> How do we retrieve information from a text? What is the main idea of the text? What are the names of the key characters mentioned in the story? What are the three main events that occurred in the text?</p>	<p><u>Key vocabulary</u> Diary Language Layout Format Key features Grammar Punctuation Spelling Handwriting <u>Blooms questioning</u> What features are needed to create a successful diary entry? What events occurred during the day that are important for the</p>

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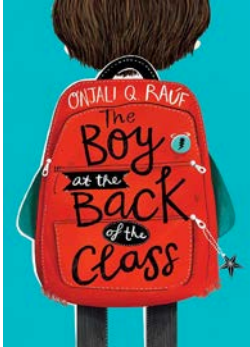

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			<p>Blooms questioning</p> <p>What do you think the book might be about based on the cover's illustration and title?</p> <p>How can you describe the mood or tone conveyed by the cover's design?</p> <p>What specific elements in the cover's artwork or design caught your attention, and why?</p> <p>How does the typography contribute to the overall message or atmosphere of the cover?</p> <p>What symbols or imagery might hold deeper meaning related to the content?</p>	<p>What can you identify about the setting of the story?</p>	<p>character to remember and record in the diary?</p> <p>What specific conversations has the character had with other people?</p> <p>What emotions did the character experience throughout the day, and why were they significant?</p> <p>Can you explain the motivations behind the character's actions and decisions described in the diary entry?</p> <p>What are the character's thoughts about their relationships with other characters mentioned in the diary?</p> <p>How can the character use the lessons they learned from the day's experiences in future situations?</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.</p> <p>Following this, the children will use what they have learnt about book covers to make their own prediction on what they think the book, 'The Boy at the Back of the Class' will be about. As a whole class, children will discuss the content domains we will be</p>	<p>In this lesson, children will read chapter one 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. Then, children will read chapters two and three. As a class, children will discuss unfamiliar and interesting words to form a glossary. Following this, children will look at what retrieval means - one of the key reading domains. As a class, children will look at how to answer retrieval questions successfully.</p>	<p>In this lesson, children will discuss what they know about diary entries and what common features they know about already. Children will discuss what they could write in a diary entry relating to the text. Following this short input, children will demonstrate how much they know by creating a diary entry independently.</p> 

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			<p>using in this lesson and what they mean. Then, children come up with ideas for what they can see, wonder and then infer.</p> 		
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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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<p>Maths - Place Value</p>		<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>
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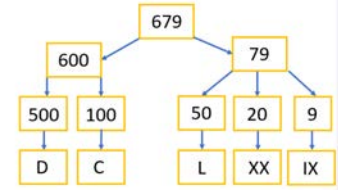
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	INSET DAY	INSET DAY	<u>Introduction - Class Welcome Activities</u>	<u>LI: We are learning to explore Roman Numerals to 1,000</u>	<u>LI: We are learning to explore to consolidate our understanding of numbers to 10,000.</u>
Key vocabulary and key questions				<p><u>Key Vocabulary:</u> Roman Numerals Numerals Symbols Values I, V, X, L, C, D, M Convert Modern Numerals Ancient Rome Historical Context Counting Order Place Value</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What patterns can you see in the Roman number system? • What rules do we use when converting numbers to Roman numerals? • What letters are used in the Roman number system? What does each letter represent? • How do you know what order to write the letters when using Roman numerals? • What is the same and what is different about representing the number “five hundred and three” in the Roman number system and in our number system? 	<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></p> <p>What is the value of each digit in the number?</p> <ul style="list-style-type: none"> • How can you represent the number in a different way? • Which digit or digits would change in value if you added a 10/100/1,000 counter? • How do you write the number in words?

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<p>Activities</p>				<p>In this lesson, the children are building on what they learned in Year 4 about Roman numerals up to 100. Now, they are learning to work with Roman numerals up to 1,000, and they are being introduced to two new symbols: D (500) and M (1,000). The children will explore how Roman numerals differ from our modern number system. For example, they'll learn that the Roman system does not have a zero and doesn't use placeholders like we do. By understanding these new symbols, they will also be able to recognise years written in Roman numerals. To reinforce this learning, you might encourage your child to write the date in Roman numerals regularly, which is a simple way to practise.</p> <p>679 in Roman numerals is <u>DC LXXIX</u></p> 	<p>Children encountered numbers up to 10,000 in Year 4. In this small step, they revise this learning in preparation for looking at numbers to 100,000 and then 1,000,000 A variety of pictorial and concrete representations are used, including base 10, place value counters, place value charts and part-whole models. In particular, the ability to use place value charts needs to be secure, as this is the main representation used in the coming steps where children learn about 5- and 6-digit numbers. Children should also be able to add and subtract 10, 100 and 1,000 to and from a given number, using their place value knowledge rather than formal written methods.</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

<p>Music – SingUp</p>	<p>RE</p>	<p>PE – Get Set 4 PE</p>
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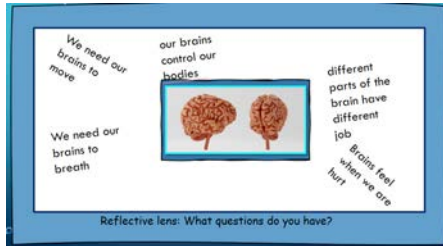
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Replaced with Metacognition Lessons

Metacognition - Session 1

LI: We are learning that the brain is made up of different parts that do different jobs, but work together as a system.



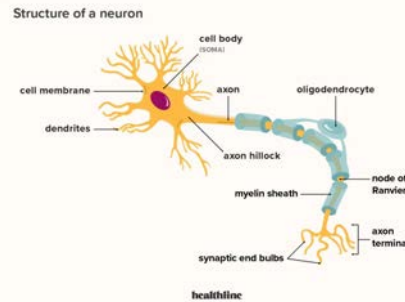
In this lesson, the children will be learning about the brain as a system where different parts work together, much like how layers of a cake blend to create different flavours. They'll explore the various regions of the brain and their functions, such as balancing, problem-solving, and managing emotions, helping them develop greater self-awareness and control.

The lesson will also introduce the concept of metacognition, which means "thinking about our thinking." Your child will learn that thinking is what our brain does when solving problems or remembering things, while metacognition is like our brain looking in a mirror and asking, "What are you doing?" Understanding this will help them become more effective learners and reflect on their own thought processes, almost like being their own teacher!

Replaced with Metacognition Lessons

Metacognition - Session 2

LI: We are learning to develop our understanding of neurons and neuroplasticity.



In this lesson, children will be learning about neurons and how they send electro-chemical signals from the brain to the body. They will also be looking at neuroplasticity and how it can help us to develop and keep our brains stronger. Children will be completing a worksheet as well as a visual diagram to consolidate their understanding during the session.

Replaced with Metacognition Lessons

Metacognition - Session 3

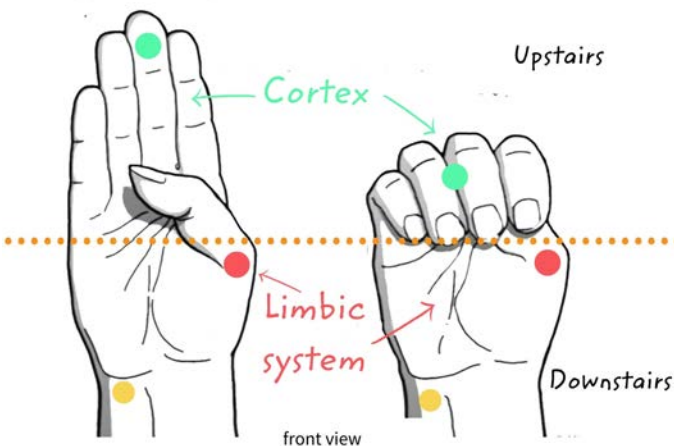
LI: We are learning to define what a growth mindset is and understand its value towards our learning.

In this lesson, children will be deconstructing and defining the key term 'growth mindset' by discussing in their talk groups what a growth mindset is. Then, children will look at examples of a fixed mindset and compare this to a growth mindset to see the advantages of having a growth mindset for development. As a task, children will write about things they are good at and some things that they are not good at. After this, children will set targets for how they can improve things they don't feel confident in. Then, to consolidate their understanding the children will complete a comprehension activity on how to change a fixed mindset into a growth mindset.

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<p>Art</p>	<p>Spanish – Language Angels</p>	<p>PSHE - Jigsaw</p>
<p>Replaced with Metacognition Lessons</p>	<p>Replaced with Metacognition Lessons</p>	<p style="text-align: center;"><u>Unit: Being me in my world!</u></p> <p style="text-align: center;">Lesson 1</p> <p><u>LI: We are learning to discuss the school's expectations for the new ahead and create a class charter.</u></p> <p>As we started a new year, this week in PSHE we started with creating a class charter. This included a class discussion of what expectations the teachers have from the children and how their behaviour should be in the classroom as well as around the schools. We also discussed what children's expectations from the teachers are. Children were able to recognise their rights within the school and individually write what they think is important to them.</p>

Weekly Overview of Learning



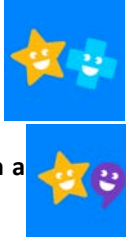



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Science - Wellington Curriculum	Topic – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
Replaced with Metacognition Lessons	Replaced with Metacognition Lessons	Replaced with Metacognition Lessons

Homework

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

Reading/Spelling and Grammar	English and Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p style="text-align: center;"><u>Reading Tasks</u></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>Try and login to Bug Club and Reading Eggs.</p>	<p style="text-align: center;"><u>Spelling and Dictation</u></p> <p>We are using Superhero spellings weekly. Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings. These will be available on google classroom as well as printed and handed out every week.</p>  <p style="text-align: center;"><u>Homework:</u></p> <p>Doodle Maths/English</p> <p>Log on to your account at least three times this week.</p>  <p>Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.</p> <p style="text-align: center; font-size: 1.2em;">WRITER'S TOOLBOX</p> <p>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.</p> <p><u>Times Tables Rock stars:</u></p> <p>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</p> 	<p>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.</p> <p>Please ensure your child has a water bottle and a pencil case with the correct equipment. This should also include:</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center;">Talk Tuesday</p> <p>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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Superhero Spelling – Year 5 Yearly Overview

Week	TERM 1	TERM 2	TERM 3
1	Words ending with <i>ous</i>	Adverbs of probability and frequency	Suffix 6 <i>ly</i>
2	Words ending with <i>ious</i>	Suffix 2 <i>ous</i>	Suffix 7 <i>in</i>
3	The short vowel /i/ in <i>igh</i> spellings	Suffix 3 <i>ing</i>	Words containing <i>ough</i> after <i>ch</i> and <i>ng</i>
4	The long vowel /i:/ in <i>igh</i> spellings	Modal verbs and infinitive spelling: <i>to + verb</i>	Words containing the letter <i>ch</i> and <i>ng</i>
5	Homophones and Near Homophones	Homophones and Near Homophones	Adding <i>er</i> prefixes to <i>us</i> and <i>er</i>
6	Structuring words 1	Structuring words 3	Structuring words 5
7	Homophones and Near Homophones	Suffix 4 <i>ate</i>	Adding the <i>th</i> prefix: <i>our</i>
8	Words with silent letters	Suffix 5 <i>ion</i>	Suffix 8 <i>ful</i>
9	Words with silent letters	Adverbs of time	Suffix 9 <i>ion</i>
10	Suffix 1 <i>ly</i>	Adverbs of place	Suffix 10 <i>al</i>
11	Words ending in <i>ment</i>	Homophones and Near Homophones	Homophones and Near Homophones
12	Structuring words 2	Structuring words 4	Structuring words 6

the other classes! This will also help with topics such as decimals and negative numbers.

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