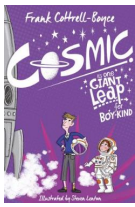


# Weekly Overview of Learning

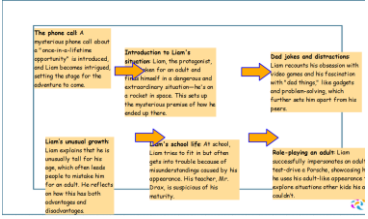
Year Group: Year 5    Week beginning: 13.01.25

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

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>LI: We are learning to identify the features of a newspaper article.</b>	<b>LI: We are learning to use direct speech and reported speech.</b>	<b>LI: We are learning to summarise events in the book Cosmic.</b>	<b>LI: We are learning to plan our newspaper article.</b>	<b>LI: We are learning to recap our understanding of subordinating and main clauses by identifying, using, and improving sentences that include them. PIXL THERAPY</b>
<b>Speaking and Listening Focus</b>	<p>Children will ask relevant questions to extend their understanding and knowledge. Children will listen and respond appropriately to adults and their peers when discussing features of newspaper articles.</p> <p>"A newspaper article often includes a headline that...".                      "The introduction of the article explains...".                      "In the main body, the reporter includes...".                      "The conclusion of the article usually...".                      "The feature that makes this a newspaper article is...".</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>Direct Speech: "She said, 'I can't wait to go to the park.'"                      "In direct speech, we use quotation marks to show exactly what someone said."                      Reported Speech: "He said that he couldn't wait to go to the park."                      "When changing from direct to reported speech, we need to...".                      "In reported speech, we usually change the tense to...".</p>	<p>Facilitate a class discussion about the main events, asking students to build on each other's contributions.</p> <p>Use prompts like, "What happened next?" or "Why do you think this event was important?"                      "A key moment in Cosmic is when... because...".                      "The most important thing that happened was...".                      "This event is significant because...".                      "In summary, the character... did this because...".</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>"The headline of my article will be... because...".                      "In the introduction, I will explain...".                      "The main body of the article will cover...".                      "I will end my article by...".                      "For my article, I need to gather information on...".</p>	<p>Peer talk and sentence construction - turns identifying the clauses and explaining why they are main or subordinate. This promotes active listening and clear communication.</p> <p>"The main clause in this sentence is... because it can stand alone."                      "The subordinate clause in this sentence is... because it depends on the main clause."                      "In my sentence, I can add a subordinate clause by using the conjunction...".                      "I can improve my sentence by changing the subordinate clause to come first, like this...".                      "To make this sentence more complex, I will add...".</p>
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key Vocabulary:</b>                      Newspaper article                      Language                      Layout                      Format                      Key features                      Grammar                      Punctuation                      Spelling                      Handwriting</p> <p><b>Key questions:</b></p>	<p><b>Key Vocabulary:</b>                      Newspaper article                      Language                      Layout                      Format                      Key features                      Grammar                      Punctuation                      Spelling                      Handwriting                      Direct Speech                      Reported Speech</p>	<p><b>Key Vocabulary:</b>                      relative clause                      relative pronoun                      which                      who                      whose                      that                      summarise                      information</p> <p><b>Key questions:</b>                      What is a relative clauses?</p>	<p><b>Key Vocabulary:</b>                      Newspaper article                      Language                      Layout                      Format                      Key features                      Grammar                      Punctuation                      Spelling                      Handwriting                      Direct Speech                      Reported Speech</p>	<p><b>Key Vocabulary:</b>                      Clause                      Main clause                      Subordinate clause                      Subordinating conjunction                      Dependent                      Independent                      Sentence                      Complex sentence</p> <p><b>Key questions:</b></p>

# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25

	<p>What features are needed to create a successful newspaper article?          How does the layout of a newspaper article help readers understand the content?          How is information presented in a non-biased way?          What key information in the event needs to be presented (what, where, when, why)?          How are language and layout used effectively to present perspectives?          Can you explain what features of newspaper articles you have used and how these are effective in reporting information on the event?          How have you kept the language of your newspaper article formal and informative?</p>	<p>Inverted commas</p> <p><b>Key questions:</b>          What is direct speech?          What is reported speech?          Why are direct and reported speech used in newspaper articles?          How are direct speech and reported speech punctuated correctly?</p>	<p>What examples of relative clauses can you think of?          What are relative pronouns?          What examples of relative pronouns can you think of?          How can relative clauses help to summarise events?          How can relative clauses be used in a newspaper article?</p>	<p>Inverted commas          plan          draft</p> <p><b>Key questions:</b>          What are the features of newspaper articles?          What is the layout of a newspaper article?          What is the language of a newspaper article?          What is the purpose of a newspaper article?          Who are the audience for newspaper articles?          What features have you used in your newspaper articles?          How have you ensured your newspaper article is presented clearly?</p>	<p>What is a main clause?          What is a subordinate clause?          Can you name some subordinating conjunctions?          Which part of this sentence is the main clause: "Although it was raining, we went to the park."          Where is the subordinate clause in this sentence: "He stayed behind because he wanted to finish his work."          Is this a complete sentence? Why or why not: "Because she was tired."          Why do we use subordinating clauses in our writing?          How does adding a subordinate clause change the meaning of a sentence?          What happens if a subordinate clause is written on its own?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will first discuss their previous knowledge of newspaper articles with their partners and then share as a class.</p> <p>Children will look at some example newspaper articles and think about the structural and language features that the newspaper articles have in common.</p> <p>For their main task, children will complete a defining frame writing all of the features of a newspaper article and explaining these.</p>	<p>In this lesson, children will discuss what direct speech and indirect speech is and will revisit how to correctly punctuate direct speech</p>	<p>In this lesson, children will recap chapters 1-6 of the book, Cosmic, with their partners and as a class.</p> <p>As a class, children will start to put events together that they think are important so far.</p> <p>Children will then summarise the main events of the book so far and using a sequencing frame, will sequence the main events.</p> 	<p>In this lesson, children will first revisit what newspaper articles are, their purpose, audience and features in partners and share as a class.</p> <p>As a class, the children will then share ideas for planning their newspaper article, which will involve a news story based on the book 'Cosmic', broken down into steps. Children will first plan their newspaper name and headline, then will go on to plan the introduction, main body and concluding paragraph.</p> <p>Children will also look at the layout of a newspaper article such as vertical paragraphs.</p>	<p>This lesson focuses on recapping and consolidating the children's understanding of subordinating and main clauses. They will revisit what makes a main clause independent and a subordinate clause dependent, exploring how these work together to form complex sentences. The lesson will also reinforce the use of subordinating conjunctions to connect clauses and add depth to their writing.</p> <p>During the session, children will identify main and subordinate clauses in sentences, classify them, and practice adding subordinate clauses to main clauses. They will also work on improving sentences by making them more complex and interesting using subordinating</p>

# Weekly Overview of Learning

Year Group: Year 5      Week beginning: 13.01.25

		<p>using inverted commas.</p> <p>As a class, children will complete activities on their whiteboards changing direct speech to reported speech and reported speech to direct speech, making sure they are punctuating correctly.</p> <p>As their main task, children will complete the worksheets on direct and reported speech.</p>		<p>Independently, children will then plan their own news article story based on an event from the book 'Cosmic'.</p>	<p>conjunctions. Through discussion, guided examples, and independent tasks, they will strengthen their ability to use clauses effectively in writing.</p>
--	--	---	--	--	--

<p><b>Book Buzz</b> – Reading Aloud and activities</p> <p>15 mins each day</p>	<p><b>Diamond</b> Text – Holes Author – Louis Sachar</p>	<p><b>Jade</b> Text - The BFG Author – Roald Dahl</p>	<p><b>Pearl</b> Text – Cosmic Author – Frank Cottrell Boyce</p>	<p><b>Emerald</b> Text – Charlie and The Great Glass Elevator. Author – Roald Dahl</p>
--	--	---	---	--

# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Multiplication and division B	<u>LI: We are learning to multiply 4 digits by 2 digits.</u>	<u>LI: We are learning to solve problems with multiplication.</u>	<u>LI: We are learning to divide using short division.</u>	<u>LI: We are learning to divide a 4-digit number by a 1-digit number</u>	<u>LI: We are learning to divide with remainders.</u>

<b>Key vocabulary and key questions</b>	<p><b><u>Key vocabulary:</u></b>            digits            multiply            exchange            column            calculation            ones            tens            hundreds            thousands</p> <p><b><u>Key questions:</u></b></p>	<p><b><u>Key vocabulary:</u></b>            digits            multiply            exchange            column            calculation            ones            tens            hundreds            thousands            RUCSAC</p> <p><b><u>Key questions:</u></b></p>	<p><b><u>Key vocabulary:</u></b>            digits            multiply            exchange            column            calculation            ones            tens            hundreds            thousands</p>	<p><b><u>Key vocabulary:</u></b>            digits            multiply            exchange            column            calculation            ones            tens            hundreds            thousands</p> <p><b><u>Key questions:</u></b>            How would you set out a</p>	<p><b><u>Key vocabulary:</u></b>            remainder            digits            divide            groups            exchange            column            calculation            ones            tens            hundreds            thousands</p>
---	--	--	--	---	---

# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25



	<p>What are you multiplying by first?                  What are you multiplying by next? Why is this different?                  Why is there a zero in the ones column when multiplying by ? (for example, when multiplying 2,314 by 30)                  Where do you put the exchanged ones/tens/hundreds/thousands?                  What do you do to complete the calculation?</p>	<p>What operation do you need to do?                  How do you know?                  Why can you multiply the numbers in any order?                  What strategy can you use to solve this problem?                  How do the words in the problem tell you what to do?                  Is there a more efficient method?                  What calculation do you need to do? How do you know?                  Could you have worked it out a different way?</p>	<p><b>Key questions:</b>                  Which digit do you divide first?                  How many groups of hundreds/tens/ones are there?                  How can you set out the division using the formal written method?                  When using short division, do you start from the left or the right?                  When do you need to make an exchange?</p>	<p>division using the formal written method?                  Which digit do you divide first?                  When using short division, do you start from the left or the right?                  What do you do if the number you are dividing by does not divide exactly into the first digit?                  When do you need to make an exchange?</p>	<p><b>Key questions:</b>                  What does “remainder” mean?                  How can you use your times-tables to know if a division by 2/5 will have a remainder?                  What other divisibility rules do you know?                  What do you notice about the size of the remainders compared to the number being divided by?                  What is the greatest possible remainder you can get when dividing by?                  How do you know this answer is incorrect, just by looking at the size of the remainder?</p>
--	--	--	---	--	--

# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 13.01.25

## Activities

In this small step, children build on their understanding from the previous two steps to multiply a 4-digit number by a 2-digit number. Children need to be confident with multiplying 2-digit numbers by both 2- and 3-digit numbers before moving on to this step. As they are now working with greater numbers, it is important that children understand the steps taken when using the long multiplication method. An area model using place value counters could potentially be useful to support children who need it, but the emphasis should be on using the formal written method. As with the previous steps, children need to understand the role of zero in the ones column when multiplying by the tens. The main focus of this small step is for children to practise completing multiplications of this sort before moving on to solve problems in the next step.

Complete the calculations.

		3	2	4	2	
	x			2	1	
		3	2	4	2	
		6	4	8	4	0

(3,242 × \_\_\_\_\_)  
(3,242 × \_\_\_\_\_)

		3	2	4	2	
	x			2	6	
		1	9	4	5	2
		6	4	8	4	0

(3,242 × \_\_\_\_\_)  
(3,242 × \_\_\_\_\_)

In this small step, children apply their knowledge of multiplication to solve problems. Children practise both the formal written method for multiplication and the use of efficient mental strategies. It is important that children explore a variety of methods to solve multiplication problems and discuss which is the most efficient. They may refer to known facts to help them derive unknown facts. For example, to calculate  $9,999 \times 6$ , they can calculate  $10,000 \times 6$  and then subtract 1 lot of 6. Building on their learning from Year 4 (where they multiplied three numbers), children should use their knowledge of multiplication being commutative to multiply the numbers in any order, depending on which is the most efficient.

Dora and Jack have worked out  $46 \times 99$



I used the long multiplication method to work out  $46 \times 99$  and got 4,554

I calculated  $46 \times 100$ , which is 4,600, and then subtracted 1 lot of 46 to get 4,554



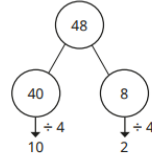
Explain why both methods work.

Which method do you prefer? Why?

Use your preferred method to work out the multiplications.

Building on informal methods used in Years 3 and 4, this small step introduces children to the formal written method of short division. The formal calculation is shown alongside familiar models, in particular part-whole models, place value counters and place value charts. In this way, the structure of short division becomes clear, enabling children to see the relationship between the model and the formal written method. First, children use the formal method to divide a 2-digit number by a 1-digit number, initially without an exchange and then with an exchange. They then divide a 3-digit number by a 1-digit number, again without and then with an exchange. Dividing 4-digit numbers is covered in the next step, with calculations involving remainders following later in the block.

What is the same and what is different about the two methods for dividing 48 by 4?



$10 + 2 = 12$ , so  $48 \div 4 = 12$

		1	2
	4	4	8

Following the introduction of formal short division in the previous step, in this small step children move on to dividing a 4-digit number by a 1-digit number. Place value counters continue to be used to represent the calculations alongside the formal written method, so that children can visualise how one relates to the other. In particular, place value counters in place value charts help children to make sense of the steps that they are taking and how this relates to the context of the question. Children begin with divisions that have no exchanges and then progress to those with exchanges. Divisions with remainders are covered in the next step.

Ron has worked out  $4,892 \div 4$  using place value counters and short division.

Use place value counters and short division to work out the divisions.

$6,610 \div 5$        $2,472 \div 3$        $9,360 \div 4$

In previous years, children have looked at division with remainders informally. In this small step, they move on to formal calculations that result in a remainder. The formal written method for short division continues to be used alongside familiar models. Children use place value charts and counters so that they associate the remainder with the amount "left over".

The progression of examples is carefully chosen to focus children's attention on the link between the remainder and the number being divided by. They should generalise that a remainder must be less than the number being divided by. Remainders are represented in the calculation as r1, r2 and so on. In this step, the focus is on completing and understanding the calculation procedure. Making decisions about the remainder based on the context of the question is covered in Step 11.

Mo wants to put 27 pencils into pots of 4

How many pots of 4 pencils can he make?


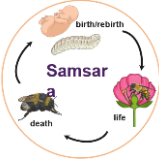
How many pencils are left over?

Complete the division sentence.

\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_ r \_\_\_\_\_

# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b>Unit: Madina Tun Nabi</b>  <b>Lesson 2 LI: We are learning more about Islamic music and Nasheed.</b></p> <p><b>Key Words:</b> Pitch: melody, octave, G major, D major, drone, microtone, vocal decoration. Structure: introduction, verse, chorus. Texture: call-and-response, a cappella/ unaccompanied, accompaniment. Other: improvisation, Nasheed, Arabic music.</p> <p>Following on from last week, we will continue to learn the piece called Madina tun Nabi.</p> <p>By the end of the lesson, children will:</p> <ul style="list-style-type: none"> <li>Learn more about Islamic music and Nasheed.</li> <li>Learn the introduction and Verse 1 of Madina Tun Nabi and recap the Chorus</li> </ul> <p>Children will listen to the introduction and pay attention to ‘tun’. <i>Did you notice how it focuses on the ‘n’ sound rather than the ‘uh’ sound?</i></p> <p><i>Can children hear the way the singers decorate the word?</i></p> <p>They will listen carefully and sing along silently in their heads. They will be asked to imitate the notes and rhythm.</p> <p>We will practise the pronunciation, notes, and rhythm of ‘tun’ along with the performance track.</p> 	<p><b>Unit - What do people believe about death? (Buddhism)</b></p> <p><b>Lesson 2-The Cycle of Samsara and Rebirth</b>  <b>LI: We are learning To explain the Buddhist concept of samsara (the cycle of life, death, and rebirth) and how Buddhists believe we are reborn based on karma.</b></p> <p><b>Key Vocabulary</b>  <b>Buddhists</b>  <b>Consequences</b>  <b>Birth</b>  <b>Death</b>  <b>Reincarnation</b>  <b>Enlightenment</b>  <b>Nirvana</b>  <b>Reincarnation</b>  <b>Karma</b></p> <p>In this lesson, children will explore the concept of samsara and how it is driven by karma in Buddhism. They will think of different examples of good deeds and bad deeds karma. Children will then move on to drawing a samsara illustration and writing an explanation.</p> 	<p><b>Dance - Lesson 2</b></p> <p><b>LI: We are learning to understand how changing dynamics changes the appearance of the performance.</b></p> <p>In this lesson, children will first, in pairs, pupils recap and practise their actions from the previous lesson. Then, pupils will take their first action and explore performing it with the dynamic that is in the same row on their table e.g. kick heavily, turn smoothly. Pupils do this for each of their eight actions. Following this, two pairs will be linked together. They will perform to each other. Pupils will provide feedback on the dynamics of the actions. Pupils will use the feedback provided to improve on their performance. After, half the class will perform their dance and then the other half will perform. Finally, feedback will be shared within the class.</p> <p>Key words: Movement, Rhythm, Choreography, Patterns, Expression, Energy, Dynamics, Formation, balance and timing</p> <p><b>Yoga - Lesson 2</b></p> <p><b>LI: We are learning to develop strength through yoga flows.</b></p> <p>In this lesson, children will practise a range of strength yoga poses. Pupils will learn that lots of different muscles are used in yoga, by holding the poses for longer periods of time they also improve their strength. Pupils will be taught the following yoga poses that they are going to use in their strength yoga flow. In each of the poses children will be made aware of which muscles they are using. Prayer - Lift your knee caps and engage (squeeze) your quadriceps.</p> <p>Back bend - Feel strength in your back as you open your abdominals.          Forward fold - Feel the stretch through your hamstrings.          Down dog - Feel the stretch across the top of your shoulders and down your hamstrings.          Cobra - Feel the stretch across your abdominals and collar bone.          Side plank. Practise both sides - Feel the abdominals and shoulder muscles working.</p>

# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25



Key words: Mindfulness, breathing, stretching, balance, flexibility, focus, calm, strength, relaxation, posture, flow, alignment, core, pose, meditation

		<p>Key words: Mindfulness, breathing, stretching, balance, flexibility, focus, calm, strength, relaxation, posture, flow, alignment, core, pose, meditation</p>
<p><b>Art – Kapow</b></p>	<p><b>PSHE - Jigsaw</b></p>	<p><b>Spanish</b></p>
<p><b><u>Unit: Painting &amp; mixed media portraits</u></b></p> <p><b><u>Lesson 2/3</u></b></p> <p><b><u>LI: We are learning to combine materials for effect. (Developing Drawings)</u></b></p> <p><b><u>Key words:</u></b> background, carbon paper, composition, mixed media, monoprint, printmaking, portrait, self-portrait, transfer</p> <p>In this lesson, children will think about which photo portrait they like best and why after looking at some examples. Children will have the opportunity to practise these photo portraits in the first lesson. After practising, the children will</p>	<p><b><u>Unit: Dreams and Goals</u></b></p> <p><b><u>Lesson 2</u></b></p> <p><b><u>LI: We are learning to know about a range of jobs carried out by people we know and explore how much people earn in different jobs.</u></b></p> <p><b><u>LI: We are learning to appreciate the contributions made by people in different jobs.</u></b></p> <p><b><u>Key words:</u></b> dreams and goals, jobs, profession, society, purposes, salary.</p> <p>In this lesson, children will list as many different jobs and professions they know as a reminder that there are lots of jobs to keep a society functioning. Children will play job charades with each other. After, in groups children will discuss what they think the most important job is and what the least important job is. Children will think about the different purposes of jobs and</p>	<p><b><u>Unit: ¿Tienes una mascota? (Do you have a pet)</u></b></p> <p><b><u>By the end of this unit we will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Know the nouns and indefinite articles for 8 common pets.</li> <li>• Ask somebody if they have a pet and give an answer back.</li> <li>• Say in Spanish what pet we have/do not have and give our pet's name.</li> <li>• Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.</li> </ul> <p>Keywords for unit:</p>



# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25

copy their line drawings from the previous lesson onto their prepared backgrounds. Children will be encouraged to think carefully about where to position their drawing onto the background; it needn't go in the middle of the page.

After the children have completed this, they can review each other's group compositions and offer constructive feedback. In preparation for the next lessons, the children will work with a partner to take head-and-shoulder photographs of each



other.

reflect on their views of whether or not the salary matches the job. Children will discuss which salaries of jobs shock them.

Nurse	Salary: £32,000	Office Worker	Salary: £28,900
Vet	Salary: £33,600	Chef	Salary: £45,000
Farmer	Salary: £25,650	Doctor	Salary: £80,000
Bus Driver	Salary: £28,200	Army	Salary: £21,000
Mechanic	Salary: £34,010	Fire Officer	Salary: £47,000
Police Officer	Salary: £27,300	Professional Footballer	Salary: £200,000
Pilot	Salary: £42,200	Charity Worker	Salary: £26,000

Unit Glossary			
Spanish		English	
un perro		a dog	
un gato		a cat	
un conejo		a rabbit	
un hámster		a hamster	
un pez		a fish	
un ratón		a mouse	
una cotorra		a parrot / parakeet	
una tortuga		a tortoise	

Spanish		English	
Tengo...		I have...	
No tengo...		I do not have...	
Tengo un...		I have a... (masculine)	
Tengo una...		I have a... (feminine)	
que se llama...		that is called...	
y		and	
pero		but	

## Lesson 2

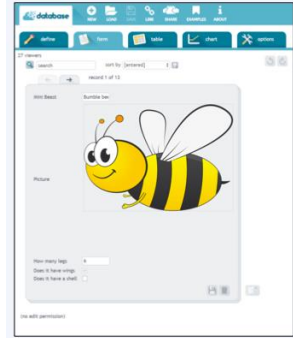
**L.I. We are learning to introduce the 1st person verb conjugation Tengo (I have) so that pupils can express which pets they have in Spanish. They will also learn the conjunction y (and) to expand their descriptions.**

In this lesson, to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have. Pupils revise how to say each of the 8 pets in Spanish. Each pet is presented individually, one per slide with the audio and written word. The pupils then will be presented with each pet individually one per slide with the audio of the sentence, Tengo (I have) + pet in Spanish.





# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b><u>Unit: Forces and Mechanisms</u></b></p> <p><b><u>Lesson 2</u></b>  <b><u>L.I. We are learning to explain that objects fall to Earth due to the force of gravity.</u></b></p> <p><b><u>Key words:</u></b>            Gravitational force            Gravity            non-contact            mass            Earth            Moon            Galileo Galilei            Sir Issac Newton</p> <p>In this lesson, children recap what a force is and the different forces they can remember from the previous week. Children will also revise the meaning of contact force and non-contact force. Following this, children will look specifically at gravitational force. Children will learn gravitational force, or gravity, is a non-contact force between objects that have mass. They will also learn how gravitational force increases as the mass of an object increases and that the mass of the Earth is very large so it exerts a gravitational force large enough for its effect to be seen. Children will be completing four tasks exploring the effects of gravity.</p>	<p style="text-align: center;"><b><u>Unit: Dynamic Dynasties</u></b></p> <p style="text-align: center;"><b><u>Lesson 2</u></b></p> <p><b><u>L.I: We are learning to use a range of historical sources and artefacts to explore the Shang Dynasty</u></b></p> <p><b><u>Key words:</u></b> bronze, ancient, Chinese. Shang Dynasty, ding, burial, sources, ancestor, ritual.</p> <p><b><u>Key questions:</u></b> What was the dig at Yinxu? What artefacts were discovered during the dig? What is a primary source? What is a secondary source? How do historical sources help us to understand the Shang Dynasty?</p> <p>In this lesson, children will be looking at a range of historical sources which explore artefacts in the Shang Dynasty. In this Year 5 history lesson on Shang Dynasty artifacts, students explore the cultural and technological advancements of the Shang people (c. 1600 BCE – 1046 BCE). Key artifacts include bronze vessels used in rituals, oracle bones inscribed with early Chinese writing for divination, jade objects buried with the deceased, and everyday pottery. These artifacts provide insight into the Shang Dynasty's religious practices, social hierarchy, and early writing system. Students learn how these items reflect the importance of ancestor worship, craftsmanship, and the sophisticated society that existed during this influential period in Chinese history.</p>	<p style="text-align: center;"><b><u>Unit: Flat-file databases</u></b></p> <p>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p> <p><b><u>Lesson 2 -</u></b></p> <p><b><u>L.I: We are learning to compare paper and computer-based databases.</u></b></p> <p>In this lesson, learners will use a computer-based database to examine how data can be recorded and viewed. They will learn that a database consists of 'records', and that each record contains 'fields'. In addition, they will order records in different ways and compare this database to the paper database they created in Lesson 1.</p> 

# Weekly Overview of Learning


Year Group: Year 5    Week beginning: 13.01.25

	<p><b>Evidence 1</b></p> <p><b>Bronze Houmuwu ding</b></p> <p>A <i>ding</i> is an ancient Chinese cauldron used for cooking, storage or ritual offerings to the gods or ancestors. Ownership of one or more <i>dings</i> was a symbol of power. This huge <i>ding</i> is called the <i>Houmuwu ding</i>. It was found in a tomb at Yinxu, and indicates that the deceased person was held in high esteem. It is made from bronze, and is one of the heaviest bronzeware pieces to survive from anywhere in the ancient world. Casting large bronzes like this was very expensive and highly skilled work. This provides evidence that the Shang Dynasty people had a good supply of the raw materials to make bronze, and were experts in casting bronze on a large scale.</p>	
---	--	---

## Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.



Reading and spelling.		Maths	Topic/Other foundation subjects including writing <b>REMINDERS – trips/events/items to bring in</b>
<p><b>Reading</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your</p>	<p><b>Spellings</b></p> <p>Please make sure your child's spelling book is in their book bag</p>		<p><b>All year groups</b></p> <p>Please remember to wear the correct full uniform. Children should be wearing a white shirt with the</p>

# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 13.01.25

reading record or purple task book.  
Tasks are due and will be changed every Monday.

Your teacher will check, mark and sign your work once a week.

Try and login to Bug Club and Reading Eggs.



on these days as this is their spelling test day.  
Remember to write your spelling sentences in your purple reading task book. ?

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

We will be checking to see who has accessed their account the most!!

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

Times Tables Rockstars:

Take part in the weekly Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags in everyday!

**Forthcoming Trips/events for this term;**

**Reading Café** dates for specific classes