

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 21.10.24

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
Speaking and Listening Focus	<p><u>LI: We are learning to up level our balanced argument.</u></p> <p>Speaking Focus: Encourage clear articulation of ideas and explanations. Listening Focus: Practise active listening and building on others' responses.</p> <p><i>My view is that... because... This is supported by the fact that... In my opinion... furthermore... However... Possible improvements may include...</i></p>	<p><u>LI: We are learning to recap our prior knowledge of subordinate and main clauses (PIXL THERAPY).</u></p> <p>Cold calling will be used to check understanding. Ask relevant questions to extend their understanding and knowledge.</p> <p><i>I think the main clause is... because... The subordinate clause starts with... and gives more information about... This part of the sentence can stand alone because... This part of the sentence can't stand alone because... I would join these two clauses by using the word... I listened to my partner, and I agree/disagree because...</i></p>	<p><u>LI: We are learning to use adverbials in our writing.</u></p> <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 adverbials.</p> <p>Every day, I walk to... Once a week, we... Often, they visit... Rarely, does she ever... Sometimes, he forgets to... Always, she makes sure to... Twice a month, they go...</p>	<p><u>LI: We are learning to analyse, identify and correct mistakes to demonstrate an understanding of common errors and strategies to avoid them.</u></p> <p>Talk, pair and share Children will listen and respond appropriately to adults and their peers when discussing editing work.</p> <p><i>I think the mistake in this sentence is... because... This doesn't sound right because... The error here is... which makes the sentence confusing because... If I change... it will make the sentence clearer. The sentence is incorrect because it... (e.g., doesn't follow the grammar rule, has a spelling mistake, etc.).</i></p>	<p><u>LI: We are learning to sequence chapter 16 of the boy at the back of the class using role play.</u></p> <p>Speaking clearly and expressively in character, delivering dialogue that reflects the sequence of events. Active listening to each group's performance to understand the order of events and pick up details for sequencing.</p>

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<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key vocabulary:</u> Balanced argument Key question Opening statement Arguments for Argument against Conclusion Present tense Conjunctions Third person Formal tone Technical vocabulary Language Layout Format</p> <p><u>Key questioning:</u> What am I most proud of? What features did I include in my balanced argument? What techniques can I use to improve my work? What writing targets do I need to continue to work on? What will be my target for when I uplevel my work? What steps must I take to uplevel my work? How can I remember this area of improvement for next time?</p>	<p><u>Key vocabulary</u> Subordinating Co-ordinating Sentence Conjunctions Clause Main</p> <p><u>Blooms questioning</u> What is a main clause? Define a subordinate clause. List three examples of main clauses. Understanding How do main clauses and subordinate clauses differ? Why is it important to identify main and subordinate clauses in a sentence? Explain the role of a subordinate clause in a complex sentence.</p>	<p><u>Key vocabulary</u> Adverbial Adverb Adverbial phrases How When Where Frequency Manner Connecting words Sentence structure</p> <p><u>Blooms questioning</u> What is an adverbial? How do adverbials add information to a sentence? What is the difference between adverbs and adverbial phrases? How can you use adverbials to make your writing more descriptive? What are the different types of adverbials? How do different adverbials affect the meaning of a sentence?</p>	<p><u>Key vocabulary</u> Analyse Identify Correct Error Proofread Revision Strategy</p> <p><u>Blooms questioning</u> What does it mean to identify an error in your writing? Can you name a common error that writers make? How can analysing a piece of writing help you find mistakes? Why is it important to correct errors in your work? Can you provide an example of a sentence that contains a common error and then correct it? How would you use a proofreading strategy to check your writing for mistakes? What types of mistakes do you notice most frequently in your writing? How do different types of errors (e.g., grammatical, spelling, punctuation) affect the clarity of your writing?edback</p>	<p><u>Key vocabulary</u> Sequence Character Plot Scene Dialogue Emotion Conflict Resolution Summary Role Play</p> <p><u>Blooms questioning</u> What are the main events that happen in Chapter 16? What is the setting of the chapter? How does the main character feel at the beginning of Chapter 16? What is the main problem or conflict in this chapter? Why do you think the author chose to include this scene? How would you use role play to show the emotions of the characters in your scene? Can you create a sequence of events using visual aids or props from the chapter? How might the story change if a different character acted in a different way? How well do you think the role plays represented the events of Chapter 16?</p>
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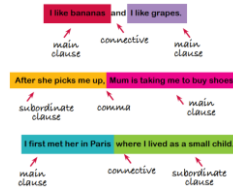
Activities

In today's lesson, we will be looking at editing out balanced arguments using a checklist and success criteria. We will then re-write a paragog of your work to ensure we have included an element of the checklist we missed. There will also be an emphasis on using ambitious vocabulary like 'protection' and 'fairness'.

Language Features		P	Y	Structural Features		P	Y
Present tense				Question for the title			
Third person				Introduction - opening statement			
First person for conclusion only				For arguments			
Impersonal voice				Against arguments			
Formal language				Topic sentences for each paragraph			
Technical vocabulary				One point per paragraph			
Conjunctions				Link every paragraph back to the question			
Rhetorical question				Conclusion - giving own opinion			
Main Focus from Year 5 Writing Outcomes		P	Y	Next steps			
Writing for a purpose - to argue							
Brackets to indicate parentheticals							
Relative clause							
Use commas (clearly meaning/avoid ambiguity)							
Modal verbs							

In today's lesson we will be recapping our knowledge of subordinate and main clauses. This lesson will be addressing gaps picked up from their PIXL papers.

We will be understanding the difference and then apply them correctly in sentences.



In this lesson, children will look at what an adverbial is. It will be explained that an adverbial is a word (adverb) or phrase that modifies or adds further information to a verb. They explain how, where, when, how often or why something happens.

Children will look at different types of adverbials and use T.R.a.M.P to help remember these.



As a class, we will look at examples, identifying adverbials and writing our own.

Time	Reason	Manner	Place
In the morning	Because	Bravely	Above the clouds
Before long	Due to the fact	Magnanimously	Below the sea
Eventually	As a result of	Anxiously	Upstairs
In the blink of an eye	While	Suddenly	Behind the fence
Famously	Hence	As quick as a flash	Inside the box
Next year	Consequently	Without a sound	Far away

Following this, children will complete an independent task to consolidate their learning on adverbials.

In this last lesson, children will focus on recognising and understanding common errors in writing. They will begin by reviewing examples of typical mistakes in various contexts, such as grammar and punctuation.

Through guided practice, children will work individually or in pairs to analyse these errors, identify their causes, and suggest corrections. Additionally, we will discuss effective strategies to avoid these mistakes in the future. By the end of the lesson, students will have enhanced their critical thinking skills and developed a greater awareness of their own writing



Today, we will be reading chapter 16 of the boy at the back of the class. children will explore the events of Chapter 16 through an engaging role-play activity. They will first read and discuss the chapter, identifying key events and character actions. We will then work in groups to create and perform short skits that illustrate the sequence of events. This hands-on approach will enhance their understanding of narrative structure and character development, allowing them to actively engage with the text. Finally, we will reflect on how the role play helped clarify the chapter's sequence and themes.



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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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Maths- Addition and Subtraction/ Multiplication and Division	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to consolidate our unit learning on addition and subtraction</u></p>	<p><u>LI: We are learning to identify and analyse multiples of given numbers to begin to understand the rules of divisibility.</u></p>	<p><u>Pixl Therapy - LI: We are learning to develop approaches to solve addition and subtraction problems involving money</u></p> <p>& Weekly Arithmetic Test</p>	<p><u>LI: We are learning to identify common multiples of any pair of numbers</u></p>	<p><u>LI: We are learning to analyse the relationship between factors and multiples by exploring how numbers can be expressed using factor pairs.</u></p>

Key vocabulary and key questions	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Addition Subtraction Place Value Exchange Column Method Inverse Estimation Rounding	Multiple Factor Product Divisible Common multiple Lowest common multiple (LCM) Key Questions	Total Difference Change Pounds Pence Subtract Add Estimate	Common multiple Multiple Factor Lowest common multiple Divisible Product Timestable Sequence	Factor Multiple Factor pair Common multiple Divisible Product Powers of 10

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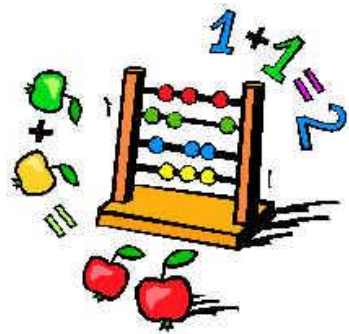

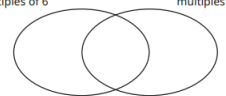

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	<p>Multi-digit Numbers Word Problems</p> <p>Key Questions Can you explain how you would use the column method to add or subtract two multi-digit numbers? What steps would you take?</p> <p>How can you check your answers for accuracy after performing addition or subtraction? What methods do you use?</p> <p>If you estimate the sum of 478 and 236, what would that look like? How does estimation help in verifying your final answer?</p> <p>In what ways do addition and subtraction relate to each other as inverse operations? Can you give an example?</p> <p>When faced with a word problem, what strategies do you use to identify whether you need to add or subtract? Can you walk me through an example?</p>	<p>How do you find the multiples of a number?</p> <p>What do you notice about the multiples of ____? What is the same and what is different about them?</p> <p>Can a number be a multiple of more than one number?</p> <p>How can you tell if a number is a multiple of 2/5/10?</p> <p>What does the word “divisible” mean? How does it link to multiples?</p> <p>Are multiples of 8/4 also multiples of 4/8?</p>	<p>Inverse</p> <p>Key Questions How much money do you have altogether after adding these amounts? Can you show your working?</p> <p>If you spent £X from £Y, how much money would you have left? Can you explain how you worked this out?</p> <p>Can you estimate the total before adding the amounts exactly? Why is it helpful to estimate first?</p> <p>How can you check that your answer is correct for this subtraction problem? Can you use the inverse operation?</p>	<p>Key Questions How do you find the multiples of a number?</p> <p>What multiples do ____ and ____ have in common?</p> <p>What is the first multiple that ____ and ____ have in common?</p> <p>How can you tell if a number is a multiple of ____?</p> <p>Given any two numbers, can you always find a common multiple? How?</p>	<p>Key Questions How do you find the factors of a number?</p> <p>How can you be sure you have found all the factors of a number?</p> <p>How can you work in a systematic way to find all the factors of a number?</p> <p>Do factors always come in pairs?</p> <p>Can a number be both a factor and a multiple of the same number?</p>
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Activities															
<p>Activities</p>	<p>In this lesson, the children will demonstrate what they have learnt in the addition and subtraction unit by completing the end of unit test. After the test is complete, each class will go through the questions and answers in detail to address any misconceptions.</p> 	<p>Children should already be familiar with the idea of multiples from their previous learning. They should understand that a multiple of a number is any number that is in its times-table. This can then be generalised to define a multiple more formally as the result of multiplying a number by a positive integer. Building on this knowledge, children now find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning. Children build multiples of numbers using concrete resources as well as pictorial representations. Arrays are particularly useful and will also help children when they study factors, prime numbers and square numbers later in the block. When listing multiples, children should work systematically to avoid omissions.</p>	<p>PiXL Therapy - This PiXL Therapy will be a revision lesson on addition and subtraction problems involving money, as part of our focused support for the children’s learning. In the recent PiXL tests, this topic was identified as a gap for some pupils. This session will help develop pupil confidence in tackling problems independently by focusing on the process of solving a problem, rather than finding the answer. Initially, each question is presented without the numbers to enable a focus on the language and interpretation of the problem.</p>  <p>Arithmetic Test - To help improve the children’s arithmetic skills, we will be conducting weekly arithmetic tests. These regular assessments will help build their confidence and fluency with key mathematical concepts, ensuring they develop a strong foundation in basic calculations, which are</p>	<p>Building on their knowledge from the previous step, children find common multiples of any pair of numbers. They do not need to be able to formally identify the lowest common multiple, but this idea can still be explored by considering the first common multiple of a pair of numbers. Arrays and other representations may still be used for support, but children should start to become less reliant on these and more reliant on times-tables knowledge and simple rules of divisibility. These can be developed further as they notice, for example, that a multiple of 2 and 3 is also a multiple of 6 and can deduce that a number is divisible by 6 only if it is divisible by both 2 and 3.</p> <p>Write the numbers in the sorting diagram.</p> <table border="1" data-bbox="1388 1029 1736 1069"> <tr> <td>12</td> <td>18</td> <td>24</td> <td>9</td> <td>6</td> <td>45</td> <td>48</td> <td>54</td> <td>36</td> <td>63</td> </tr> </table> <p style="text-align: center;">multiples of 6 multiples of 9</p> 	12	18	24	9	6	45	48	54	36	63	<p>Children explored the idea of factor pairs being multiplied together to produce a given number in Year 4. In this small step, they explore further the relationship between multiplication and division and consolidate their understanding of the words “factor” and “multiple”. Children should know, for example, that as 5 is a factor of 20, 20 is a multiple of 5 and vice versa. They need to be aware of the special cases such as 1 being a factor of all numbers, and every number being both a multiple and a factor of itself. Children should also notice that although factors generally come in pairs, sometimes there is a repeated factor, for example $36 = 6 \times 6$, and this only needs to be listed once. This will be explored further later in the block.</p> <p>The array shows that 4 and 5 are factors of 20</p>  <p>How many other arrays can you make using 20 counters? Use your arrays to find all the factors of 20</p>
12	18	24	9	6	45	48	54	36	63						

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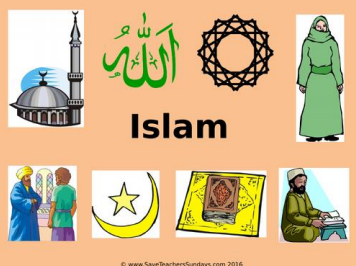
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			essential for their progress in maths.		
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE																		
<p>Unit: What shall we do with the drunken sailor? Lesson 8</p> <p><u>LI: We are learning to create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid</u></p> <p>What shall we do with the drunken sailor? is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p> <p>In this lesson Children will: Practise cup rhythms to What shall we do with the drunken sailor? Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.</p> <p><u>Key Questions:</u> What is a sea shanty, and why did sailors sing them? What rhythms can we create using body percussion for "What Shall We Do with the Drunken Sailor?" How do we write a rhythm pattern using a rhythm grid? What types of body percussion can we use to accompany the sea shanty?</p>	<p>Unit: Islam Lesson 6 and 7 (over two weeks)</p> <p><u>LI: We are learning to design and create a presentation using Chromebooks to showcase our understanding of Islam.</u></p> <p><u>Key vocabulary:</u> Islam, Quran, Prophet Muhammad, Allah, Five pillars, Hajj, Makkah, significant, pilgrimage, Salah, Zakat.</p> <p><u>Key questions:</u> What are the five pillars? What is significant to Muslims? Why do Muslims perform Hajj? Why is the Prophet Muhammad pbuh significant to Muslims? How can I make my presentation informative and interesting? Can I use a confident and clear voice when presenting my work?</p> <p>Over these two lessons, children will reflect on their learning through the unit and will work in groups to design a Google slides presentation to showcase their knowledge of Islam. After designing and creating their presentation, children will present in groups to the class. Children will need to cooperate and communicate effectively in their groups to design a presentation that has accurate information, as well as draw upon their knowledge of computing to ensure it is clear and interactive for the audience when presenting.</p> 	<p><u>Sport -Lesson 7</u></p> <p><u>LI: We are learning to apply rules, skills and principles to play in a tournament.</u></p> <p>In this lesson, children will be taking part in a tournament, working as a team to apply skills and knowledge learnt across the unit. KeyQ: What makes a successful team? Teams will also be praised for showing good sportsmanship. Key Q: What is sportsmanship? KeyQ: How could we show respect? First they will start with little activities to raise their heartbeats such as jogging, star jumps and others. They will then conduct stretches in teams of 5 or 6. Children will then play in teams and one pupil will be a referee. They will be explained what a tournament means and the last 2 teams that have won the small matches will play against each other at the end. They will be told that the referee's decision is key. At the end of the lesson as a reflection, children will be asked to award a medal to someone in the opposite team and have a reason</p> <p>For six teams:</p> <table border="1" data-bbox="1648 971 1951 1190"> <thead> <tr> <th>Pitch 1</th> <th>Pitch 2</th> <th>Pitch 3</th> </tr> </thead> <tbody> <tr> <td>1v2</td> <td>3v4</td> <td>5v6</td> </tr> <tr> <td>1v3</td> <td>2v5</td> <td>4v6</td> </tr> <tr> <td>1v4</td> <td>2v6</td> <td>3v5</td> </tr> <tr> <td>1v5</td> <td>2v4</td> <td>3v6</td> </tr> <tr> <td>1v6</td> <td>2v3</td> <td>4v5</td> </tr> </tbody> </table> <p>why.</p> <p><u>Sport -Lesson 7</u></p> <p><u>LI: We are learning to apply rules, skills and tactics learnt to play in a tag rugby tournament</u></p> <p>In this lesson, children will each be given a tag belt. We will recap tagging rules. Pupils will be taking part in a tournament, working as a team to apply skills and</p>	Pitch 1	Pitch 2	Pitch 3	1v2	3v4	5v6	1v3	2v5	4v6	1v4	2v6	3v5	1v5	2v4	3v6	1v6	2v3	4v5
Pitch 1	Pitch 2	Pitch 3																		
1v2	3v4	5v6																		
1v3	2v5	4v6																		
1v4	2v6	3v5																		
1v5	2v4	3v6																		
1v6	2v3	4v5																		

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How can we use rhythm to create a fun game or activity for younger pupils?

Key Words:

Sea shanty
Body percussion
Rhythm grid
Pattern
Beat



knowledge learnt across the unit. Q: What makes a successful team? Teams will also be praised for showing good sportsmanship. Pupils work as a group to lead their own warm up activity to do this e.g. linking actions such as jogging and sprinting, sidestepping and jumping etc. Going to the tournament, one pupil from each team will referee each game. Referees will be rotated after each game. They will be explained what a tournament means and the last 2 teams that have won the small matches will play against each other at the end. They will be told that the referee's decision is key. At the end of the lesson as a reflection, children will be asked to award a medal to someone in the opposite team and have a reason why.

For six teams:

Pitch 1	Pitch 2	Pitch 3
1v2	3v4	5v6
1v3	2v5	4v6
1v4	2v6	3v5
1v5	2v4	3v6
1v6	2v3	4v5

Art – Kapow

Spanish – Language Angels

PSHE - Jigsaw

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Unit: Drawing - I Need Space

Lesson 6 & 7

LI: We are learning to develop drawn ideas through printmaking.

Key Vocabulary: collograph, composition, materials, placement, print, printing plate, printmaking, texture

Key Questions:

Can you recall the formal elements of art we discussed?

How would you describe the textures and colours used in the artwork "Moonwalk"?

Which materials and techniques would you use to recreate a similar texture or pattern in your own artwork?

What do you think was the artist's intention in using specific colours and textures in "Moonwalk"?

How can you use the materials we explored today to design a unique background for your collagraph plate?

In this lesson, children will explore the formal elements of art, such as colour, shape, and texture, by examining and discussing the artwork "Moonwalk" by Teis Albers. They will work in groups to share their thoughts on the techniques and materials used. Then, they will experiment with various materials to create textured collagraph plates, which will be used later for printmaking. This hands-on activity encourages creativity and

Unit: The Date

Lesson 6

LI: We are learning to revise all language covered so far and to complete the end of unit assessment.

In this lesson children will be revising to say when their birthday is utilising their previous knowledge of saying the date and month of the year. They will use their speaking skills to practise their phonic understanding and ask others in their group when their birthday is.

What I can do after... '¿Qué fecha es hoy?'

In Spanish I can...	do this all on my own, without the help of an adult or partner.	do most of this on my own but may need to ask an adult or partner for some help.	do very little on my own and need help to complete this task.
... recognise, recall and spell the seven days of the week.			
... recognise, recall and spell the twelve months of the year.			
... recognise, recall and spell numbers 1-31.			
... say and write what the date is today.			
... say and write the date of my birthday.			

What I need to do to improve further is... _____

Unit: Being me in my world!

Lesson 8

LI: We are learning to understand how groups come together to make decisions.

LI: We are learning to take on a role in a group and contribute to the overall outcome.

In this lesson, we will continue to learn about being an effective team member. The children will be shown a range of pictures where they will need to work together as a group to answer questions such as, who are these people, why are they holding numbers, what is the relationship between the individuals, etc.

The children will then be designing posters on how they think they can successfully follow this and the key skills needed

The children will then write each other certificates for this unit of work. They will write their partner's name and two things that they should be proud of, also sign and date it at the bottom.



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<p>thoughtful decision-making in choosing textures and patterns for their designs.</p>		
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>Unit: Human reproduction and ageing</u> <u>LI: We are learning to describe what happens during human gestation.</u></p> <p><u>Key vocabulary:</u> foetus, embryo ,uterus, fertilisation, womb.</p>	<p><u>Unit: Sow, Grow and Farm</u></p> <p><u>Lesson 8</u></p> <p><u>L.I. We are learning to identify and recall the importance of plants from our trip to Godstone farm.</u></p>	<p><u>Unit: Systems and searching</u></p> <p><u>Lesson 7</u></p> <p><u>LI: We are learning to recognise why the order of results is important, and to whom</u></p>

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Key questions: Can you remember the stages and processes in the human life cycle? What changes occur as humans develop from birth to old age? What does gestation mean?

In this lesson, children will be building on their knowledge of gestation in mammals to examine the gestation period of humans. Children will first start by recapping the life cycle of a human, using key vocabulary to explain the various stages and processes. Then, children will look at the step by step changes that happen from fertilisation until birth, noting down the main developments that happen to the embryo and the importance of organ development for the foetus. To consolidate their understanding, children will then complete a set of questions on human gestation.

Autumn 1, lesson 7

L.T. We are learning to describe what happens during human gestation.



Supply H.L.T.A

Independent Class Teacher Teaching Assistant

Task: Answer the questions in full sentences in your books.

1. What is the name of the hollow ball of cells that develops within 24 hours of fertilisation?

The name of the hollow balls of cells that develops within 24 hours of fertilisation is...

2. Where in the uterus does the ball of cells implant?

3. How old is the embryo when it has developed all its limbs and organs and has a heartbeat?

The embryo is _____ weeks when it has developed all its...

4. What is the foetus like at 16 weeks?

The foetus at 16 weeks is...

5. What chance of survival does a baby born at 24 weeks have?

The baby has a...

Skill - We are learning to create a non-chronological report.

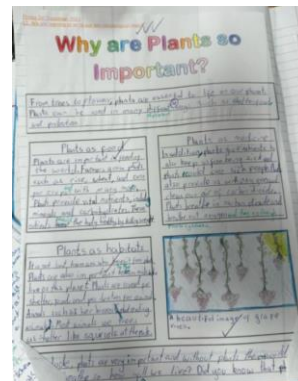
On our trip to Godstone Farm, we observed different plants and learned about their importance. Plants provide food, oxygen, and shelter for animals, and they are essential for maintaining healthy ecosystems.

Today we will be writing non-chronological reports. In our non-chronological report, we will organise the information in sections rather than in time order, focusing on key points like how plants support life, their role in farming, and their benefits to humans and animals.

Key words:

- plants
- Soil
- Habitats
- farming
- formal
- information
- introduction
- factual language
- present tense
- technical

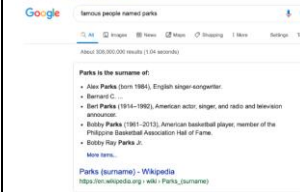
language



Activity 2

In this lesson, children will be looking at search terms. They will compare different search terms to see which one is the most effective. They will have the opportunity to try these methods out and then decide which one was the most useful.

Sophie's second search: "famous people named parks"



Key Questions:

- How do search engines decide the order of results?
- What is SEO (Search Engine Optimisation) and why is it important?
- Why might some websites appear at the top of the search results while others are lower down?
- What types of things cannot be found using a search engine?
- How do search engines make money from the results they show?

Key Words:

- Search engine
- SEO (Search Engine Optimisation)
- Keywords
- Sponsored results

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 21.10.24

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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

Reading Tasks

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



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.



Spelling and Dictation

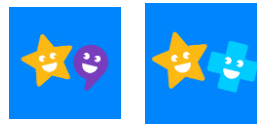
We are using **Superhero spellings weekly.**

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.



Homework:

Doodle Maths/English
Log on to your account at least three times this 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.

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 bottle** and a pencil case with the correct equipment. This should also include:



Weekly Overview of Learning


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Superhero Spelling – Year 5 Yearly Overview

Week	TERM 1	TERM 2	TERM 3
1	Words ending with -ous	Adverbs of frequency and frequency	Spells of 6
2	Words ending with -ous	Spells of 7 and 8	Spells of 7 and 8
3	The great escape / word bank	Spells of 9 and 10	Words containing the same ending
4	The top team / word bank	Spells of 11 and 12	Words containing the same ending
5	Adjectives and their comparisons	Spells of 13 and 14	Words containing the same ending
6	Adjectives and their comparisons	Spells of 15 and 16	Words containing the same ending
7	Adjectives and their comparisons	Spells of 17 and 18	Words containing the same ending
8	Adjectives and their comparisons	Spells of 19 and 20	Words containing the same ending
9	Adjectives and their comparisons	Spells of 21 and 22	Words containing the same ending
10	Adjectives and their comparisons	Spells of 23 and 24	Words containing the same ending
11	Adjectives and their comparisons	Spells of 25 and 26	Words containing the same ending
12	Adjectives and their comparisons	Spells of 27 and 28	Words containing the same ending
13	Adjectives and their comparisons	Spells of 29 and 30	Words containing the same ending
14	Adjectives and their comparisons	Spells of 31 and 32	Words containing the same ending
15	Adjectives and their comparisons	Spells of 33 and 34	Words containing the same ending
16	Adjectives and their comparisons	Spells of 35 and 36	Words containing the same ending
17	Adjectives and their comparisons	Spells of 37 and 38	Words containing the same ending
18	Adjectives and their comparisons	Spells of 39 and 40	Words containing the same ending
19	Adjectives and their comparisons	Spells of 41 and 42	Words containing the same ending
20	Adjectives and their comparisons	Spells of 43 and 44	Words containing the same ending
21	Adjectives and their comparisons	Spells of 45 and 46	Words containing the same ending
22	Adjectives and their comparisons	Spells of 47 and 48	Words containing the same ending
23	Adjectives and their comparisons	Spells of 49 and 50	Words containing the same ending
24	Adjectives and their comparisons	Spells of 51 and 52	Words containing the same ending
25	Adjectives and their comparisons	Spells of 53 and 54	Words containing the same ending
26	Adjectives and their comparisons	Spells of 55 and 56	Words containing the same ending
27	Adjectives and their comparisons	Spells of 57 and 58	Words containing the same ending
28	Adjectives and their comparisons	Spells of 59 and 60	Words containing the same ending
29	Adjectives and their comparisons	Spells of 61 and 62	Words containing the same ending
30	Adjectives and their comparisons	Spells of 63 and 64	Words containing the same ending
31	Adjectives and their comparisons	Spells of 65 and 66	Words containing the same ending
32	Adjectives and their comparisons	Spells of 67 and 68	Words containing the same ending
33	Adjectives and their comparisons	Spells of 69 and 70	Words containing the same ending
34	Adjectives and their comparisons	Spells of 71 and 72	Words containing the same ending
35	Adjectives and their comparisons	Spells of 73 and 74	Words containing the same ending
36	Adjectives and their comparisons	Spells of 75 and 76	Words containing the same ending
37	Adjectives and their comparisons	Spells of 77 and 78	Words containing the same ending
38	Adjectives and their comparisons	Spells of 79 and 80	Words containing the same ending
39	Adjectives and their comparisons	Spells of 81 and 82	Words containing the same ending
40	Adjectives and their comparisons	Spells of 83 and 84	Words containing the same ending
41	Adjectives and their comparisons	Spells of 85 and 86	Words containing the same ending
42	Adjectives and their comparisons	Spells of 87 and 88	Words containing the same ending
43	Adjectives and their comparisons	Spells of 89 and 90	Words containing the same ending
44	Adjectives and their comparisons	Spells of 91 and 92	Words containing the same ending
45	Adjectives and their comparisons	Spells of 93 and 94	Words containing the same ending
46	Adjectives and their comparisons	Spells of 95 and 96	Words containing the same ending
47	Adjectives and their comparisons	Spells of 97 and 98	Words containing the same ending
48	Adjectives and their comparisons	Spells of 99 and 100	Words containing the same ending

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.



Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family and send in your responses!

