

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

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>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>Children will discuss with their partners and share their ideas as a class.</p> <p>Meanwhile... Following this / that... In the beginning...</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>Cold calling will be used to generate key words and ambitious vocabulary that children can then apply in their drafts.</p> <p>When it was time for lunch, I decided to.../ that... I cannot believe...</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>Through my turn, your turn activities, children will be able to watch modelled examples and use this to work independently to draft a conclusion.</p> <p>You will never believe it but... I hope that... To be honest... I imagine that...</p>	<p>Hot Task - children will work independently to create their piece of writing.</p> <p>Peer discussions and reflection. Children will swap their work for their partner to give them one piece of feedback which they can apply in their hot task.</p> <p>Today, I felt _____ because _____." "I couldn't believe it when _____ happened. It made me feel _____." "The moment I saw _____, I thought _____."</p>	<p>Peer talk - Discussing how the relative clauses enhance the information in their sentences.</p> <p>Cold calling, children will be actively involved in answering a series of questions on identifying relative clauses.</p> <p>Using a relative clause here makes the sentence clearer because _____." "I can add a relative clause after the word _____ to give more detail, like this: _____."</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary Diary Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p>Blooms questioning What features are needed to create a successful diary entry?</p>	<p>Key vocabulary Diary Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p>Blooms questioning How does Ahmet feel at the beginning of the diary entry?</p>	<p>Key vocabulary Diary Language Reflection Resolution Insight Closure Emotional State Summary Contemplation Perspective</p> <p>Blooms questioning What lessons or insights has Ahmet</p>	<p>Key vocabulary Diary Language Layout Format Key features Grammar Punctuation Handwriting</p> <p>Blooms questioning What features are needed to create a successful diary entry?</p>	<p>Key vocabulary Relative Clause Relative Pronoun Main Clause Modifier Antecedent</p> <p>Blooms questioning What is a relative clause? Which relative pronouns do we use and when? Can you find the relative clause in</p>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

	<p>What events occurred during the day that are important for the character to remember and record in the diary? What specific conversations has the character had with other people? What emotions did the character experience throughout the day, and why were they significant? Can you explain the motivations behind the character's actions and decisions described in the diary entry? What are the character's thoughts about their relationships with other characters mentioned in the diary? How can the character use the lessons they learned from the day's experiences in future situations?</p>	<p>What specific experiences have influenced Ahmet's emotions and thoughts today? What events or activities did Ahmet experience today? Can you describe these events in detail, using sensory language (sight, sound, smell, touch, taste)? How did each event make Ahmet feel? What are Ahmet's thoughts and reflections on these events? How does the main body connect to the introduction of the diary?</p>	<p>gained from today's experiences? How might these lessons influence Ahmet's future actions or thoughts? What are the main points Ahmet wants to remember about today? How can Ahmet summarise these points in a way that feels complete? Does the conclusion provide a sense of closure to the diary entry? How can Ahmet's final thoughts wrap up the narrative effectively? Does the conclusion maintain Ahmet's voice and perspective consistently? Are Ahmet's final reflections believable and true to his character?</p>	<p>What events occurred during the day that are important for the character to remember and record in the diary? What specific conversations has the character had with other people? What emotions did the character experience throughout the day, and why were they significant? Can you explain the motivations behind the character's actions and decisions described in the diary entry? What are the character's thoughts about their relationships with other characters mentioned in the diary? How can the character use the lessons they learned from the day's experiences in future situations?</p>	<p>this sentence? How does the relative clause add to the meaning of the sentence?</p>
<p>Activities</p>	<p>In this lesson, the children will focus on writing the introduction to a diary entry from the perspective of a character named Ahmet. This exercise aims to develop their ability to write in the first person, capturing the character's voice, thoughts, and emotions.</p> <p>We will start by discussing the character of Ahmet, exploring his background, experiences, and feelings. This understanding will help them accurately portray his perspective in their writing.</p> <p>By the end of the lesson, students will have a draft introduction that vividly portrays Ahmet's character, setting the tone for the rest of the diary entry. This activity will enhance their narrative writing skills, particularly in creating authentic and engaging first-person perspectives.</p>	<p>Following on from the last lesson, today the children will focus on writing the main body of a diary entry from the perspective of Ahmet. Building on their understanding of Ahmet's character and the introduction they previously drafted, they will now develop the content that forms the core of the diary entry, capturing daily events, thoughts, and emotions in detail.</p> <p>By the end of the lesson, students will have drafted a detailed and expressive main body for their diary entry, effectively capturing Ahmet's experiences and inner world.</p> <p>The children will have the opportunity to go back and read their work from the beginning to edit and uplevel it.</p>	<p>In this lesson, students will focus on writing the conclusion of a diary entry from the perspective of Ahmet. The goal is to effectively wrap up the diary entry by summarising Ahmet's reflections on the day's events, his emotional state, and any insights or lessons learned. This will help students learn how to conclude their narratives in a way that feels complete and satisfying.</p> <p>We will then peer assess each other's work using a checklist. The children will read their partner's work and give them tips on how to uplevel their work. Then, the children will have the opportunity to edit and add the advice they have been given.</p>	<p>In this lesson, children will use their draft and feedback from peers and their teacher to edit their diary entry. After editing, children will then write up a showcase piece to demonstrate their ability to write a diary entry from the perspective of a character.</p> <p>The diary will be from the perspective of Ahmet who is the main character in our book.</p>	<p>In this lesson, we will focus on recapping relative clauses to enhance our writing and comprehension skills. We will remind ourselves that a relative clause is a type of subordinate clause that provides additional information about a noun in the main clause. This will be achieved by using relative pronouns such as who, whom, whose, which, and that.</p> <p>We will listen to examples of sentences containing relative clauses and identify them within these sentences. We will then practise forming our own sentences, ensuring that they use the correct relative pronouns and place the relative clauses accurately. Through peer discussion and feedback, students will understand how relative clauses</p>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

	<p>Introduction</p> <p>Dear Diary, 22nd September 2023</p> <p>You will never believe what has happened! I sadly lost my family in Syria and now I live in London as a refugee. I know moving to a different country was not going to be easy, however I didn't realise that it would be this difficult! So much has changed. I always feel like I'm on a roller-coaster of emotions. This place is nothing like home. Have you ever felt your nose having of eyes on you while walking into a room full of unknown bodies? Luckily, I think I made a new friend. Let me tell you about my day at school.</p>		<p>Diary Entry Features Have you included it?</p> <table border="1"> <tr><td>Started with 'Dear Diary'</td><td></td></tr> <tr><td>Introduction - "What a day!"</td><td></td></tr> <tr><td>First person</td><td></td></tr> <tr><td>Chronological order</td><td></td></tr> <tr><td>Past tense</td><td></td></tr> <tr><td>Facts - dates/places (what, who, where, when, why)</td><td></td></tr> <tr><td>Opinions by the character</td><td></td></tr> <tr><td>Rhetorical questions to the reader</td><td></td></tr> <tr><td>Entertaining for readers</td><td></td></tr> <tr><td>Emotive language</td><td></td></tr> <tr><td>Words to show passing of time (time conjunctions)</td><td></td></tr> <tr><td>Detailed descriptions</td><td></td></tr> <tr><td>Quotes - what others said</td><td></td></tr> <tr><td>Conclusion (reflect on the day/event described and summarise. What might happen next? Worries/ concerns)</td><td></td></tr> </table>	Started with 'Dear Diary'		Introduction - "What a day!"		First person		Chronological order		Past tense		Facts - dates/places (what, who, where, when, why)		Opinions by the character		Rhetorical questions to the reader		Entertaining for readers		Emotive language		Words to show passing of time (time conjunctions)		Detailed descriptions		Quotes - what others said		Conclusion (reflect on the day/event described and summarise. What might happen next? Worries/ concerns)			<p>add depth to their sentences and make their writing more informative.</p> <p>The lesson aims to close gaps in understanding by providing clear examples, ample practice opportunities, and guided discussions to reinforce the use of relative clauses in both spoken and written English.</p>
Started with 'Dear Diary'																																	
Introduction - "What a day!"																																	
First person																																	
Chronological order																																	
Past tense																																	
Facts - dates/places (what, who, where, when, why)																																	
Opinions by the character																																	
Rhetorical questions to the reader																																	
Entertaining for readers																																	
Emotive language																																	
Words to show passing of time (time conjunctions)																																	
Detailed descriptions																																	
Quotes - what others said																																	
Conclusion (reflect on the day/event described and summarise. What might happen next? Worries/ concerns)																																	

<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>
--	---	--	--	--

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24



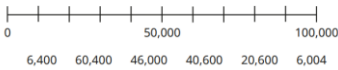

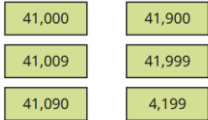
Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>Pixel Therapy - LI: We learning to use efficient written methods of division including short and long division</u></p>	<p><u>LI: We are learning to compare and order numbers to 1,000,000.</u></p>	<p><u>LI: We are learning to round to the nearest 10, 100 or 1,000.</u></p>	<p><u>LI: We are learning to round within 100,000.</u></p>	<p><u>LI: We are learning to round within 1,000,000</u></p>
<p>Activities</p>	<p><u>Key vocabulary:</u> short division long division remainder chunking reasoning</p> <p><u>Key questions:</u> What method is suitable for 3 digit and one digit? What method is suitable for 3 digit and 2 digit? How do you know what method to choose? Why do we have reminders? What does chunking mean?</p>	<p><u>Key vocabulary</u> ones tens hundreds thousands ten thousands hundred thousands less than greater than</p> <p><u>Key questions</u> Which digit in each number has the greatest value? What are the values of these digits? • When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look next? • What is the difference between ascending and descending order? • What is different about comparing numbers with the same number of digits and comparing numbers with different</p>	<p><u>Key vocabulary</u> ones tens hundreds thousands nearest round</p> <p><u>Key questions</u> Which multiples of 10/100/1,000 does the number lie between? • Which multiple on the number line is the number closer to? • What is the number rounded to the nearest 10/100/1,000? • Which place value column should you look at to round the number to the nearest 10/100/1,000? • What happens when a number is exactly halfway between two numbers on a number line?z</p>	<p><u>Key vocabulary</u> ones tens hundreds thousands ten thousands hundred thousands less than greater than round multiple</p> <p><u>Key questions</u> Which multiples of 10,000 does the number lie between? • Which division on the number line is the number closer to? • What is the number rounded to the nearest 10,000? • Which place value column should you look at to round the number to the nearest 10/100/1,000/10,000? • What happens if a number lies exactly halfway between two multiples of 10,000?</p>	<p><u>Key vocabulary</u> ones tens hundreds thousands ten thousands hundred thousands less than greater than round multiple</p> <p><u>Key questions</u> • Which multiples of 100,000 does the number lie between? • How can you represent the rounding of this number on a number line? • Which division on the number line is the number closer to? • What is the number rounded to the nearest 100,000? • What is the most appropriate way of rounding this number? • What place value column should you look at to round the number to the nearest 10/100/1,000/10,000/100,000?</p>


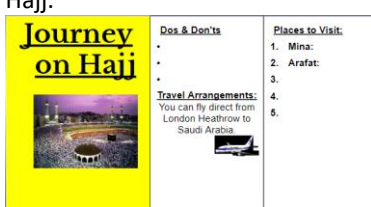
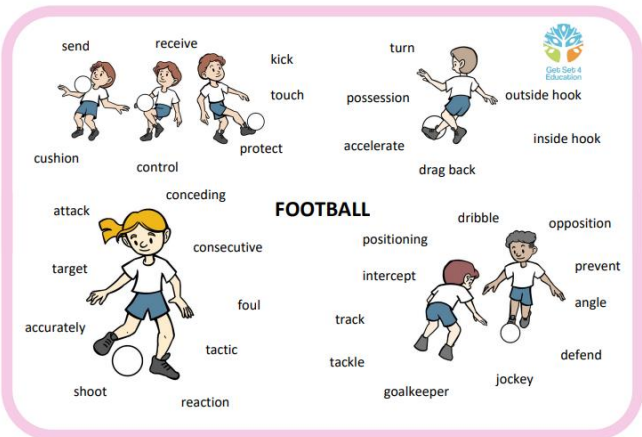
Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

		numbers of digits?													
	<p>During this PIXL therapy, children will be looking at word problems that require children to pick between short and long division.. They will be looking particularly at how to carry reminders and learn the chunking method. They will need to decide what method to follow and how they can check if their answer is correct.</p> <p>Mathematics M3f Can use efficient written methods of division including short and long division</p> <p><small>Commissioned by the NCSL, 2018. © NCSL 2018</small></p> <p><small>© 2018 Pearson Education Limited. All rights reserved. This document is for personal use only. All other rights, including copyright, are reserved by Pearson Education Limited. No part of this document may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Pearson Education Limited.</small></p>	<p>In this small step, children build on the previous step to compare and order numbers up to 1,000,000</p> <p>The representations used previously can continue into this step; however, the focus will shift more towards number lines as they are more efficient when representing numbers of increasing value.</p> <p>Encourage children to make connections between the position of numbers on a number line and their value. They should recognise that when working on horizontal number lines, numbers further to the right have a greater value. Word problems involving real-world examples, such as comparing populations, are also introduced.</p> <p>Put the numbers in order, starting with the smallest. You can use the number line to help you.</p> 	<p>In this small step, children build on their knowledge of rounding to the nearest 10, 100 and 1,000 from Year 4, now also rounding numbers beyond 10,000 to these degrees of accuracy. It is important that children hear and use the language of “rounding to the nearest” rather than “rounding up” and “rounding down”, as this can lead to errors. Number lines are a particularly useful tool to support this, as children can see which multiples of 10, 100 or 1,000 the given numbers are closer to. It is worth discussing with children the convention that when there is a 5 in the relevant place value column, despite being exactly halfway between the two multiples, we round to the next one.</p> <p>Which numbers round to 4,600 to the nearest 100?</p> 	<p>In this small step, children build on their learning in the previous step to round any number within 100,000 to the nearest 10, 100, 1,000 or 10,000. Rounding to the nearest 10,000 is the new learning. They should be confident with multiples of 10,000 from earlier steps in this block, and the process of rounding is also familiar. Children need to realise that the midpoint of two multiples of 10,000 ends in 5,000, so they need to look at the digit in the thousands column to determine how to round the number.</p> <p>Round each number to the nearest 10,000</p>  <p>What is the same and what is different?</p>	<p>Building on the previous two steps, children now round any number up to 1,000,000 to any power of 10 up to 100,000. This is the first time that children round to the nearest 100,000. You may wish to practise counting in 100,000s first, and then practise rounding to the nearest 100,000 before looking at mixed questions.</p> <p>The table shows the masses of some famous statues.</p> <table border="1" data-bbox="1803 718 2094 869"> <thead> <tr> <th>Statue</th> <th>Mass</th> </tr> </thead> <tbody> <tr> <td>Statue of Liberty</td> <td>201,400 kg</td> </tr> <tr> <td>Christ the Redeemer</td> <td>635,000 kg</td> </tr> <tr> <td>Spring Temple Buddha</td> <td>987,000 kg</td> </tr> <tr> <td>Mustang Stone Buddha</td> <td>58,000 kg</td> </tr> </tbody> </table> <p>Round the mass of each statue to the nearest 10,000 kg. Round the mass of each statue to the nearest 100,000 kg.</p>	Statue	Mass	Statue of Liberty	201,400 kg	Christ the Redeemer	635,000 kg	Spring Temple Buddha	987,000 kg	Mustang Stone Buddha	58,000 kg
Statue	Mass														
Statue of Liberty	201,400 kg														
Christ the Redeemer	635,000 kg														
Spring Temple Buddha	987,000 kg														
Mustang Stone Buddha	58,000 kg														

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Unit: What shall we do with the drunken sailor? Lesson 3</p> <p>LI: <u>We are learning to learn a cup rhythm game, keeping to the beat of the song</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>Key vocabulary BPM- Beat per minute Rhythm Drums Pitch Tempo Melody</p>  <p>During this lesson, children will be learning a cup rhythm game. They will be using plastic cups/bottles to learn the following rhythm</p>	<p>Unit: Islam</p> <p>Lesson 3 and 4 (over two lessons)</p> <p>LI: <u>We are learning to explain the purpose of Hajj.</u> LI: <u>We are learning to compare some of the things that influence me with those that influence other people.</u></p> <p>Key vocabulary: Islam, Hajj, pilgrimage, special journey, Makkah, Madinah, Kabah, Tawaf, Ihram, Safa and Marwa, travel brochure.</p> <p>In this lesson, children will first start by thinking about the most important place to them. Children will use post-it notes to write down why it is important, what it means to them and if others would consider it to be a special place. After this, children will watch a video about Hajj and link the previous discussion to understand how performing Hajj in Makkah is significant for Muslims. The children will then look at the history of Hajj and the story behind the mounts of Safa and Marwa as well as the preparations before Hajj and the steps involved in performing Hajj. To consolidate their learning, children will then have two lessons to create a travel brochure with information on Hajj.</p> 	<p>Unit: Football Lesson 3</p> <p>LI: <u>We are learning to select the appropriate skill, choosing when to pass and when to dribble.</u></p> <p>In this lesson, children will start in pairs and lead their own dynamic stretches. They will think about their options when you receive a ball and whether they should pass, dribble or shoot. Then, children will work in pairs with one ball, passing and moving. They will then think about when you should dribble and when you should pass? Next, in groups of 4, they will play a quick passing game as attackers and defenders. They will then be put into 4v4 and play against each other using correct skills to pass and dribble.</p>  <p>Unit: Tag Rugby</p>

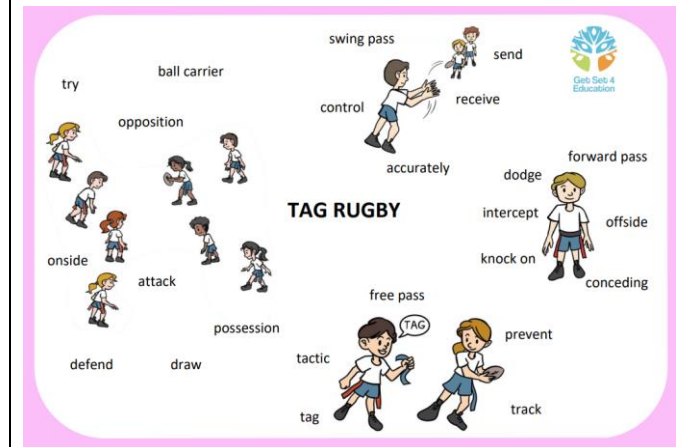
Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

Lesson 3

LI: We are learning to move into space to support a teammate abiding by the rules.

In this lesson, children will start with jogging on the spot. Children get given balls and practice passing around. They will then quickly play a game where 5 children are put on a team band and other pupils catch them by tagging them with a ball. They then move to stretches. moving on, the key question they will be asked is 'do you know the forward pass and offside rule. They will be told about forward pass and offside rules. They will then practise this in teams and play with other teams as attackers and defenders and vice versa. By the end of the lesson children will recognise how to receive a pass from a teammate from behind or side and how to use straight arms to pass the ball.



Art

PSHE - Jigsaw

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

Unit: Drawing - I need space

Lesson 3: Space Imagery

LI: We are learning to explore the purpose and effect of imagery.

Key words: architecture, Cold War, culture, evaluate, future, futuristic, influence, propaganda, retro-futuristic, Space Race, The Soviet Union

Key questions:

- Can you identify any common themes in retro futuristic art?
- Why do you think so many images of the future were heavily influenced by space, technology and science?
- Why do you think world events influence art, design and culture?
- Can you think of anything that has influenced art at other times in history?

This week's art lesson will focus on exploring how popular culture and world events, like the Space Race, have influenced art and design. The children will start by looking at a Soviet space propaganda poster, discussing its content, purpose, and the artist's choices. They'll learn about how space exploration impacted art during the 1950s and 60s. The main activity involves analysing a "Family on the Moon" image from the 1960s, making observations, and recording their thoughts in their sketchbooks. Finally, they'll learn about "retrofuturism," which is how people in the past imagined the future, and discuss how art is influenced by world events and technology.

Unit: Being me in my world!

Lesson 4

LI: We are learning to understand our rights and responsibilities as a citizen of this country and a member of our school

LI: We are learning to empathise with people in this country whose lives are different to our own

In this lesson, children continue to develop their understanding of their rights and responsibilities. Children will also be learning about how children in other countries and how their lives are different.

Key Questions:

What do ALL children need in order to be able to learn?

What are your responsibilities to yourself or others so that everybody has the chance to learn?

Can you identify what you need in order to learn effectively?



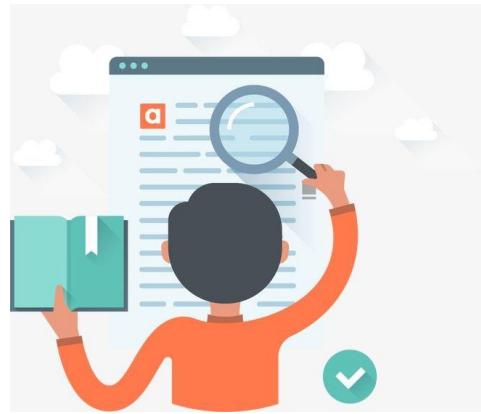
shutterstock.com · 737790988

Vocabulary

Rights
Responsibilities
Citizen
Denied
Empathise
Refugee
Persecution
Conflict
Asylum
Migrant


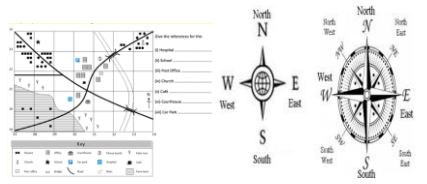
Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><u>Unit: Human reproduction and ageing</u></p> <p style="text-align: center;">Lesson 3</p> <p style="text-align: center;"><u>L.I. We are learning to identify what mammals are and classify mammals into groups.</u></p> <p><u>Key vocabulary:</u> mammal, animal, classify, warm blooded, live young, body hair, breathe air, lungs, produce milk.</p> <p>In this lesson, children will first start by thinking about the key word ‘mammal’ and what a mammal might be. Then, as a class children will add their ideas to the defining frame.</p> <p>After, children will watch two videos explaining what mammals are and some examples of animals which are mammals. Children will also use the information sheet on mammals to highlight the five key characteristics of mammals such as producing milk, warm blood and breathing air using lungs. To test their understanding, children will sort a variety of animals into mammals or not mammals using the five characteristics to help. For their main task, children will choose a mammal and write a paragraph explaining how they know it is a mammal using the key knowledge from the lesson.</p>	<p style="text-align: center;"><u>Unit: Sow, Grow and Farm</u></p> <p style="text-align: center;">Lesson 4 (across two weeks)</p> <p><u>L.I: We are learning to use the eight points of a compass.</u></p> <p><u>Skill: We are learning to use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the UK and the wider world.</u></p> <p><u>Key vocabulary:</u> Grid reference, eastings, contour, farming, symbols, six-grid references, topography</p> <p>In this geography lesson, we are learning to use the eight points of a compass to improve our navigational skills. We will practise identifying and using the compass points (North, Northeast, East, Southeast, South, Southwest, West, and Northwest) in various activities. Additionally, we will learn to use six-figure grid references, symbols, and keys, focusing on interpreting Ordnance Survey maps. By mastering these skills, we will enhance our ability to accurately locate places and features, building a more comprehensive understanding of the geography of the UK and the wider world.</p> <p>To apply our new skills, we will create a leaflet informing people about farming. This leaflet will include information on the daily routines and challenges faced by UK farmers, the importance of different types of topography and soil in farming, and how to use maps to locate various agricultural regions. Through this project, we will demonstrate our understanding of both farming and geographical skills, presenting our findings in an informative and engaging format.</p>	<p style="text-align: center;"><u>Unit: Systems and Searching</u></p> <p style="text-align: center;">Lesson 3</p> <p><u>L.I: We are learning to make use of a web search to find specific information</u></p> <p>Key words: Search, search engine, refine</p> <p>This week in computing, the children will learn how to effectively use search engines to find information. They will be introduced to different search engines like Google, Bing, and DuckDuckGo, and explore how to refine their searches to get better results. Students will work in pairs to write and test instructions for conducting a web search, and then refine searches for terms that have multiple meanings. They'll also compare the results from different search engines to understand how they vary. By the end of the lesson, students will know how to use both search engines and the address bar to search for information online.</p> <div style="text-align: right;">  </div>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24

<p>Activity 1 Lesson 2</p> <p>Supply H, L, T, A</p> <p>Independent Other Teacher Teaching Assistant</p> <p>European hamster</p>  <table border="1"> <tr> <td>Does it feed its young with milk?</td> <td>yes</td> </tr> <tr> <td>Is it warm-blooded or cold-blooded?</td> <td>warm-blooded</td> </tr> <tr> <td>Does it give birth to live young (apart from a few exceptions)?</td> <td>live young</td> </tr> <tr> <td>What covers its skin?</td> <td>fur</td> </tr> <tr> <td>How does it breathe?</td> <td>breathes in through lungs</td> </tr> </table> <p>The European hamster is a mammal as it...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The five characteristics of mammals</p> <ul style="list-style-type: none"> producing milk to feed their young being warm-blooded giving birth to live young (apart from a few exceptions) having fur or hair breathing air with lungs <p>Word bank: Live young, fur, produces milk, warm-blooded, air, lungs, mammal, breathe air.</p>	Does it feed its young with milk?	yes	Is it warm-blooded or cold-blooded?	warm-blooded	Does it give birth to live young (apart from a few exceptions)?	live young	What covers its skin?	fur	How does it breathe?	breathes in through lungs		
Does it feed its young with milk?	yes											
Is it warm-blooded or cold-blooded?	warm-blooded											
Does it give birth to live young (apart from a few exceptions)?	live young											
What covers its skin?	fur											
How does it breathe?	breathes in through lungs											

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

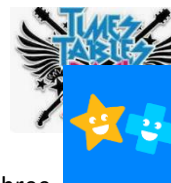
Please read for at least 20 minutes every day and complete tasks in your purple task book.

Spelling and Dictation

Homework:

Doodle Maths/English

Log on to your account at least three



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

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 23.09.24



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.



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.



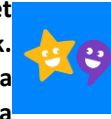
Superhero Spelling – Year 5 Yearly Overview



Week	Topic 1	Topic 2	Topic 3
1	Words ending with -ous	Aspects of probability and frequency	Spells 6 till Spells 7 till
2	Words ending with -ous	Spells 2 till Spells 3 till	Words containing the letter 'tr' and 'tr'ing
3	The first word of each spell 1	Spells 4 till Spells 5 till	Words containing the letter 'tr' and 'tr'ing
4	The last word of each spell 1	Words with and without 'sp' and 'sp'ing	Words containing the letter 'tr' and 'tr'ing
5	Spelling and other topics	Spelling and other topics	Words containing the letter 'tr' and 'tr'ing
6	Spelling and other topics	Spelling and other topics	Words containing the letter 'tr' and 'tr'ing
7	Spelling and other topics	Spelling and other topics	Words containing the letter 'tr' and 'tr'ing
8	Words with silent letters	Spells 6 till Spells 7 till	Words containing the letter 'tr' and 'tr'ing
9	Words with silent letters	Aspects of time	Spells 8 till Spells 9 till
10	Spells 1 till Spells 2 till	Aspects of time	Spells 10 till Spells 11 till
11	Words ending in -ous	Spelling and other topics	Spelling and other topics
12	Spelling and other topics	Spelling and other topics	Spelling and other topics

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.

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.



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!

