

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to identify the features of an informal letter.</u></p>	<p><u>LI: We are learning to plan and draft our informal letter.</u></p>	<p><u>LI: We are learning to write our informal letter</u></p>	<p><u>Pixl Therapy</u> <u>LI: We are learning to use evidence from description, dialogue and action to support their ideas</u></p>	<p><u>INSET</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p> <p>An informal letter is Features of an informal letter are..... Informal letter is a letter written to ...</p>	<p>While listening, children will identify and discuss the purpose, main ideas and supporting details contained within the text, and use this information to write their informal letter.</p> <p>In my informal letter, I need to include.... The language techniques I will use are..... I need to address my informal letter to... My main points are</p>	<p>Children will discuss in pairs their piece of writing.</p> <p>Hello Colin.... Yorkshire is I like..... I don't like..... In my opinion.....</p>	<p>Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own</p> <p><i>The author describes _____, which makes me think _____.</i> <i>Since the text says _____, I believe _____.</i> <i>When it says _____, I can infer that _____.</i> <i>I think _____ happened because _____.</i> <i>I think the character feels _____ because _____.</i></p>	

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24

<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary:</u> Letter formatting Address Salutation Engaging opening Writing with purpose topic sentences Call to action Informal language Strong conclusion Signature</p> <p><u>Blooms questioning:</u> What is the purpose of an informal letter? What features are included in an informal letter? How does the organisation of the letter affect the reader's comprehension and engagement? What differences are there between an informal letter and a formal letter? What emotions does the writer aim to evoke in the reader, and how do they achieve this through colloquial language? How can an informal letter be engaging for the reader? How can a writer express their thoughts, feelings and emotions through an informal letter?</p>	<p><u>Key vocabulary:</u> Key vocabulary alliteration colloquial language contractions opinions repetition/rhetorical question exaggeration/emotive language Letter formatting: Address Salutation Engaging opening Writing with purpose topic sentences Call to action Informal language Strong conclusion Signature</p> <p><u>Blooms questioning:</u> What is the purpose of an informal letter? What features are included in an informal letter? How does the organisation of the letter affect the reader's comprehension and engagement? What differences are there between an informal letter and a formal letter? What emotions does the writer aim to evoke in the reader, and how do they achieve this through colloquial language? How can an informal letter be engaging for the reader?</p>	<p><u>Key vocabulary:</u> alliteration colloquial language contractions opinions repetition/rhetorical question exaggeration/emotive language Letter formatting: Address Salutation Engaging opening Writing with purpose topic sentences Call to action Informal language Strong conclusion Signature</p> <p><u>Blooms questioning</u> What is the purpose of an informal letter? What features are included in an informal letter? How does the organisation of the letter affect the reader's comprehension and engagement? What differences are there between an informal letter and a formal letter? What emotions does the writer aim to evoke in the reader, and how do they achieve this through colloquial language? How can an informal letter be engaging for the reader? How can a writer express their thoughts, feelings and emotions through an informal letter?</p>	<p><u>Key vocabulary:</u> Infer Deduce Figure out Point Evidence Explanation Quotes</p> <p><u>Blooms questioning:</u> What information or details from the text can you retrieve that lead you to make an inference? What specific words or phrases in the text hints at something not explicitly stated? Who are the main characters, and what can you infer about their motivations or feelings based on the text? What is the setting of the story, and how does it contribute to the inferences you've made about the characters or events? How does the author's use of descriptive language and figurative language help you make inferences about the text? What inferences can you draw about the mood or tone of the text based on the author's word choice and style?</p>	
--	--	---	--	--	--

Weekly Overview of Learning

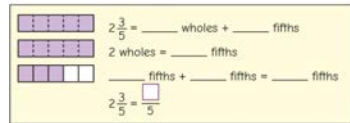
Year Group: Year 5 Week beginning: 25.11.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to convert mixed numbers into improper fractions.</u></p>	<p><u>LI: We are learning to compare fractions that are less than one.</u></p>	<p><u>LI: We are learning to order fractions that are less than 1.</u></p>	<p><u>LI: We are learning to recap our learning of comparing and ordering fractions whose denominators are multiples of the same number.</u></p>	<p>INSET</p>
<p>Activities</p>	<p><u>Key vocabulary</u> integer divide equal parts whole denominator numerator</p> <p><u>Key questions</u> How many are there in one whole? • How many are there in wholes? • How many are there altogether in the mixed number? How can you write this as an improper fraction? • How many cubes do you need to represent the mixed number? How many cubes do you need for each whole? How many more cubes do you need? How many cubes do you need altogether?</p> <p>This small step builds on the previous step and relies on children’s understanding of</p>	<p><u>Key vocabulary</u> integer divide equal parts whole denominator numerator</p> <p><u>Key questions</u> If two fractions have the same denominator/numerator, how can you decide which is greater? • How can you use equivalent fractions to help? • How can you use a diagram to find equivalent fractions? Do the bars need to be the same size?</p> <p>Building on their knowledge of equivalent fractions, in this small step children compare fractions where the denominators are the same or where one denominator is a multiple of the other. They</p>	<p><u>Key vocabulary</u> fractions equivalent non-unit whole part denominator numerator</p> <p><u>Key questions</u> If a set of fractions all have the same denominator, how can you tell which is greatest? If a set of fractions all have the same numerator, how can you tell which is greatest? How can you use equivalent fractions to help? What are all the denominators/numerators multiples of? How can this help you find equivalent fractions? Which of the fractions are greater than $\frac{1}{2}$?</p>	<p><u>Key vocabulary</u> fractions equivalent non-unit whole part denominator numerator compare multiples</p> <p><u>Key questions</u> If a set of fractions all have the same denominator, how can you tell which is greatest? If a set of fractions all have the same numerator, how can you tell which is greatest? How can you use equivalent fractions to help? What are all the denominators/numerators multiples of? How can this help you find equivalent fractions?</p>	

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24

the whole. Children convert from mixed numbers to improper fractions by identifying how many of the equal parts each whole is worth and using this to work out how many equal parts are needed for the integer part of the mixed number. They then add on the number of parts in the fractional part of the mixed number and finally write the answer as an improper fraction. As in the previous step, cubes, bar models and other representations can be used to support children's understanding.



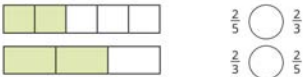
$2\frac{3}{5} = \text{--- wholes} + \text{--- fifths}$
 $2\text{ wholes} = \text{--- fifths}$
 $\text{--- fifths} + \text{--- fifths} = \text{--- fifths}$
 $2\frac{3}{5} = \frac{\square}{5}$

also compare fractions with the same numerator or by considering their position relative to one half.

Diagrams will help children to see which is the larger fraction and they should continue to use fraction walls and bar models until they are confident with the general rules.

The next step builds on this knowledge, with children ordering sets of fractions using the same techniques. They will also use equal denominators when adding and subtracting fractions and mixed numbers later in the block.

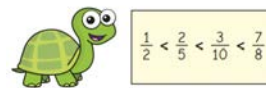
Use the bar models to compare the fractions.



$\frac{2}{5}$ $\frac{2}{3}$
 $\frac{2}{5}$ $\frac{2}{3}$

In this small step, children build on their knowledge from the previous step to order a set of three or more fractions. If equivalent fractions are needed, then one denominator will be a multiple of the other(s) so that conversions will not be complicated. Children will not need to compare fractions such as $\frac{2}{5}$ and $\frac{3}{7}$ until Year 6 Bar models, fraction walls and number lines will still be useful to help children to see the relative sizes of the fractions, especially when conversions are needed. Children should look at the set of fractions as a whole before deciding their approach, as comparing numerators could still be a better strategy for some sets of fractions. Children can use other strategies covered in the previous step, such as considering the position of a fraction relative to 0, $\frac{1}{2}$ or 1 whole.

Tiny is ordering some fractions.



$\frac{1}{2} < \frac{2}{5} < \frac{3}{10} < \frac{7}{8}$

Explain the mistake Tiny has made.

In this lesson, we will review how to compare and order fractions which have denominators that are multiples of the same number.

We will revisit key vocabulary such as numerator, denominator, multiples and order. We'll focus on understanding how to determine if denominators are multiples of the same number and recap times table knowledge on how to find multiples.

By the end of the lesson, we will have strengthened our understanding of how to compare and order fractions which have denominators that are multiples of the same number.

Why can we compare and order these fractions easily?

The denominators are the same.

$$\frac{1}{5} < \frac{2}{5} < \frac{4}{5}$$



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24

Music – Sing Up

Unit: Keep the home fires burning

LI: We are learning to sing with expression and an appreciation of the song's history and purpose



Keep the home fires burning is an emotional ballad from 1914 celebrating the brave service of those at war and provides a good introduction to the social and historical context of songs and music written around the time of World War 1. Beginning by learning the song, the unit leads onto composing a fanfare using the chord of C, and playing a fanfare as a class ensemble

In this lesson children will sing a triad. Listen to poetry about World War 1 and sing with expression and feeling.

RE – Widening Horizons

Unit: Inspirational leaders

Lesson 4 and 5

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

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

Key vocabulary:

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

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

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

PE – Get Set 4 PE

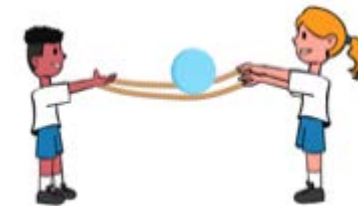
OAA-Lesson 4

LI: We are learning to share ideas and work as a team to solve problems.

In this lesson, children will consider how they communicate to come up with a solution and create plans and strategies to find a solution.

Listening - Children will re-play a game they played in a previous lesson and think about what skills they need to be able to complete the challenge. One of the skills was clear communication skills. Children will play a series of games as a team and use their clear communication skills to win the game.

At the end of the lesson, pupils will discuss how they worked to solve the problems with their partner and group today. Pupils will also discuss with a new partner what verbal and visual communication is and how they might use skills worked on today in other school and home situations.



Weekly Overview of Learning

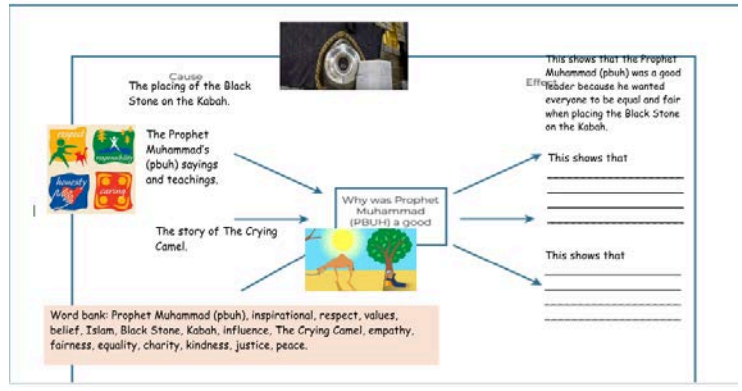
Year Group: Year 5 Week beginning: 25.11.24

Autumn 2, Week 4 and 5

L1: We are learning to understand the importance of the Prophet Muhammad (pbuh) to Muslims.
L2: We are learning to explore who I respect, why I respect them and how this affects on the way I live my life.
Supply: HL TA

Independent Class Teacher Teaching Assistant

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

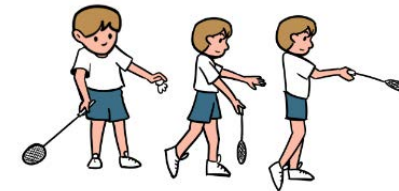


The diagram is a cause and effect frame. At the center is a box titled "Why was Prophet Muhammad (pbuh) a good leader?". To the left, under the heading "Cause", are three boxes: "The placing of the Black Stone on the Kabah.", "The Prophet Muhammad's (pbuh) sayings and teachings.", and "The story of The Crying Camel." To the right, under the heading "Effect", are two boxes: "This shows that the Prophet Muhammad (pbuh) was a good leader because he wanted everyone to be equal and fair when placing the Black Stone on the Kabah." and "This shows that". Below the diagram is a word bank: "Word bank: Prophet Muhammad (pbuh), inspirational, respect, values, belief, Islam, Black Stone, Kabah, influence, The Crying Camel, empathy, fairness, equality, charity, kindness, justice, peace."

Badminton-Lesson 4

LI: We are learning to develop the serve and understand the rules of serving.

In this lesson, children will learn to transfer their weight from their back to their front leg as they hit the shuttlecock. Children will practise using more force when attempting a long backhand serve and learn to use their thumb to create the force in a backhand serve through demonstration and practise. Following learning the skills and the steps to serve successfully, children will learn about the rules of serving, such as standing side on to the net with your non-racket foot leading, holding the shuttlecock in front at waist height, starting with racket arm back at waist height and dropping the shuttlecock and bring your back hip forward as you underarm hit the shuttlecock. Children will learn and practise how to do a forearm serve and a backhand serve.



Art

Spanish- Language Angels

PSHE - Jigsaw

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24

Unit: I need space

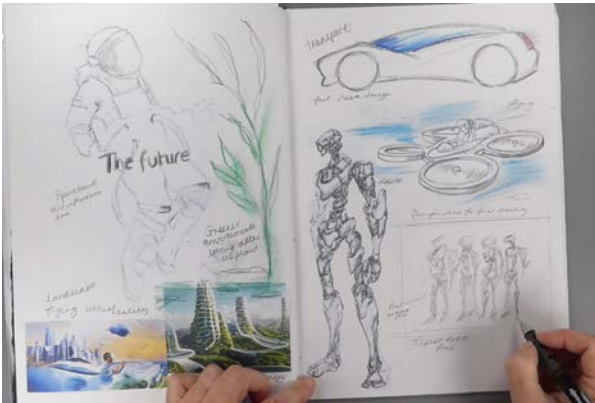
Lesson 8 and 9

LI: We are learning to test and develop ideas using sketchbooks

Vocabulary

collagraph	collagraphy
future	futuristic
printing	printing plate
retrofuturism	roller
technique	texture

Over the next two lessons, children will be making a special piece of artwork that shows what they think about the future. They will use a printed background which they have made by using different material and add their own drawings to create your vision of the future.





Unit: La Cafeteria

Lesson 4

LI: We are learning to consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in Spanish.

In this lesson children will further extend their knowledge in this unit by learning how to say, 'the bill please', 'thank you' and 'goodbye' in Spanish. Thus, allowing for a longer, more interesting but also realistic role-play in Spanish.



1) Hello. → Hola. 

2) What would you like? → ¿Qué deseas? 

3) I would like... → Quisiera... 

4) and → y 

5) please → por favor 

Unit: Celebrating Differences

Lesson 4

LI: We are learning to understand what racism is.

LI: we are learning to be aware of our own attitude towards people from different races.

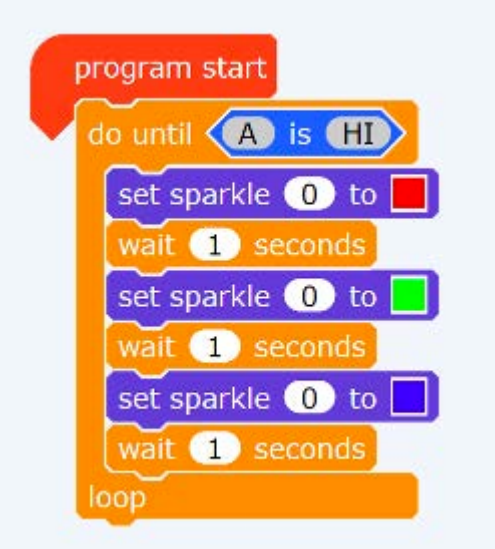
Key vocabulary: racism, colour, race, discrimination, culture, ribbon

In this lesson, students will learn about the concept of racism, its impact on individuals and communities, and how to respond to racist behaviour. The lesson will involve discussions, activities, and reflection on the importance of respect, kindness, and equality. Students will explore how they can stand up against racism and promote inclusivity in their school and wider community.

Children will then design a ribbon with slogans and images that shows we need to fight racism.


Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><u>INSET</u></p>	<p style="text-align: center;"><u>Unit: Sow, Grow and Farm</u></p> <p style="text-align: center;">Lesson 11</p> <p><u>LI: We are learning to explain how Soil fertility, drainage and climate influence the placement and success of agricultural land.</u></p> <p><u>Skill: We are learning to describe how California's soil fertility, drainage and climate make it ideal for citrus fruit farming.</u></p> <p><u>Key vocabulary:</u> California, North America, Pacific Ocean, drainage, San Joaquin, Valley, loamy soil, propagated, grafting, harvest, fertile, arable, climate, agriculture</p> <p>In this lesson, children will explore how soil fertility, drainage, and climate affect agricultural land, focusing on California as a real-world example. They will investigate what makes California's conditions ideal for growing citrus fruits like oranges and lemons. By looking at features like nutrient-rich soil, effective water drainage, and the warm climate, children will understand why California is a successful area for citrus farming. They'll then describe how these factors work together to support this type of agriculture.</p> <p>They will create an information sheet providing information on California and how its soil fertility, drainage and climate make it ideal for citrus farming.</p>	<p>Unit: Programming A – Selection in physical computing</p> <p><u>Lesson 4</u></p> <p><u>LI: We are learning to explain that a loop can be used to repeatedly check whether a condition has been met.</u></p> <p>In this lesson, learners develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. They are introduced to selection, and learn to represent conditions and actions using the If... Then... structure. They apply their understanding by using selection in an algorithm created to achieve the requirements of a task. They discover that infinite repetition is required when programming input devices to repeatedly check if a condition has been met.</p> 



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24



Grapefruits Lemons Oranges

These are all citrus fruits. Citrus fruits grow in tropical climates that have hot summers and mild, wet winters.



California is located in the continent of North America and in the country USA (United States of America).

Using our knowledge of compasses, where is California located to in relation to:

- The UK,
- Alaska,
- The USA,
- South America,

Homework

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

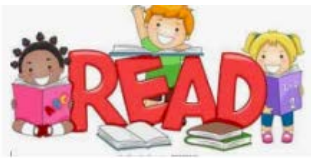
Weekly Overview of Learning

Year Group: Year 5 Week beginning: 25.11.24

Reading and spelling.

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.



Superhero Spelling – Year 5 Yearly Overview

Week	Topic 1	Topic 2	Topic 3
1	Words ending with -ous	Adverbs of possibility and frequency	Suffix: 6 (ly)
2	Words ending with -ous	Suffix: 7 (ous)	Suffix: 7 (ous)
3	The short vowel /i/ sound spell: i	Suffix: 8 (ous)	Suffix: 8 (ous)
4	The long vowel /i/ sound spell: ie	Modal verbs and infinitive verb forms	Words containing the letter 'ing' (ing)
5	Comparative and superlative	Infinitive and 'to' infinitives	Words containing the letter 'er' (er)
6	Infinitive and 'to' infinitives	Infinitive and 'to' infinitives	Adding 's' with prefixes do not (s)
7	Comparative and superlative	Suffix: 4 (ous)	Infinitive and 'to' infinitives
8	Words with silent letters	Suffix: 5 (ous)	Adding 's' with prefixes do not (s)
9	Words with silent letters	Adverbs of time	Suffix: 6 (ly)
10	Suffix: 1 (ly)	Adverbs of place	Suffix: 10 (al)
11	Words ending in 'ant'	Comparative and superlative	Comparative and superlative
12	Infinitive and 'to' infinitives	Infinitive and 'to' infinitives	Infinitive and 'to' infinitives

Maths

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.

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



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

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 include:



also

Talk Tuesday

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



Weekly Overview of Learning



Wellington
Primary

Year Group: Year 5 Week beginning: 25.11.24

		topics such as decimals and negative numbers.	
--	--	---	--