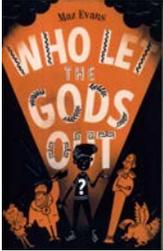


Weekly Overview of Learning

Year Group: 5

Week beginning: 29.4.24

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Who let the Gods out?	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to infer from a text to answer questions and understand characters.</u></p>	<p><u>L.I. We are learning to recap the features of a story and the structure.</u></p>	<p><u>LI: We are learning to plan the setting and the characters of the next part of the story.</u></p>	<p><u>LI: We are learning to plan the plot and resolution of the next part of the story</u></p>	<p><u>LI: We are learning to uplevel the next part of the story.</u></p>
<p>Speaking and Listening Focus</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>Children will ask relevant questions to extend their understanding and knowledge. Children will show their understanding of what they listen to by summarising the text.</p>	<p>While listening or watching, children will make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using their own words as appropriate</p>	<p>While listening or watching, children will make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using their own words as appropriate</p>	<p>Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Retrieve Evidence Text Quotes Facts True Infer Deduce</p>	<p><u>Key Vocabulary:</u> Beginning Middle Ending Plot Characters Resolution Structure Figurative language</p>	<p><u>Key Vocabulary:</u> Celestial Ethereal Radiant Serene Idyllic Verdant Gilded Utopian</p>	<p><u>Key Vocabulary:</u> Heroic Divine Tragic Cunning Noble Vengeful Proud Courageous</p>	<p><u>Key Vocabulary:</u> Beginning Middle Ending Plot Characters Resolution Structure Figurative language</p>

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	<p>Figure out Point 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>	<p>Emotive language Speech Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning:</u> What is the main idea of the story? Can you recall the names of the main characters? What is the setting of the story? Can you explain the plot of the story in your own words? How do the characters' actions contribute to the story's events? What is the problem or conflict in the story? How does the author use descriptive language to create imagery? Can you identify examples of foreshadowing or flashbacks in the story? How would you summarise this story for someone who hasn't read it? What are the key themes or</p>	<p>Transcendent Enchanted Divine Ancient Mysterious Megalithic Majestic Weathered Monolithic Timeless Intriguing Sacred Solitary Historic Enigmatic</p> <p><u>Blooms questioning:</u> Can you recall the main events that occurred in the previous chapter? How does the setting influence the actions and decisions of the characters? Can you think of a creative way to describe a setting that hasn't been explored yet in the story? How would you introduce a new character into this chapter? What role would they play? Can you identify any foreshadowing or hints</p>	<p>Fateful, Enigmatic, Immortal, Fierce, Resolute, Hubristic, Fate-bound</p> <p><u>Blooms questioning:</u> Can you summarise the main conflict or problem faced by the characters in the story? How do the events in this chapter contribute to the overall development of the plot? How would you continue the story while staying true to the established plot and characters? What are the motivations behind the actions of the main character in this chapter? How do the events in this chapter contribute to the overall development of the plot? Can you identify any foreshadowing or hints about future events hidden within this chapter? Do you think the events in this chapter were believable and consistent with the rest</p>	<p>Emotive language Speech Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Blooms questioning</u> What are the features of story writing ? What is the layout of a chapter? What is the language of a story? What is the purpose of story writing? What features have you used in your story writing? How have you ensured your story part(chapter) is presented clearly?</p>
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Weekly Overview of Learning

Year Group: 5

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		<p>messages of the story? How does the author structure the story to build tension or suspense? What motivates the characters to behave the way they do?</p>	<p>about future events hidden within this chapter? Do you think the events in this chapter were believable and consistent with the rest of the story? Why or why not? How effectively does this chapter engage the reader and keep their interest?</p>	<p>of the story? Why or why not? How effectively does this chapter engage the reader and keep their interest? What improvements could be made to enhance the quality and impact of this chapter?</p>	
Activities	<p>In this lesson, children will summarise what has happened so far in 'Who let the Gods out.' They will be answering questions about a particular character. They will use snippets of the text and infer what they think and have learnt about the character. They will learn how to infer from the text using PEE paragraphs. The class will practise how to do this successfully as a class. Following this, children will independently answer some inference questions noting that there is not a right or wrong answer for these - the children just need to back up their opinions using evidence from the text.</p>	<p>In this lesson, children will recap the features of a story and its structure, enhancing their understanding of narrative elements. They will be focussing on the setting, characters and plot and how all these elements contribute to a successful story. Children will also learn how to effectively use figurative language, sensory language and dialogue effectively in their own stories.</p>	<p>In this lesson, children will discuss the different settings in the book they have read about so far. They will identify the descriptive techniques in the text. Next, children will look at the characters and read a character description of Virgo and Elliot. Following this, children will use the examples to create notes about their setting and character. The children will be encouraged to use ambitious, high level vocabulary. The children will start writing the start of the next chapter focussing on describing the setting and the characters.</p>	<p>Following on from the previous lesson, children will recap their setting and characters for their chapter. They will be introduced to the term 'plot' and will consider what their plot is in their chapter. The children will also be introduced to using EAST (Emotion, Actions, Speech and Thoughts). Children will read a few examples of what a good chapter looks like. They will consider what they like about the examples, what they will include in their writing and consider what can be improved. using dialogue effectively. The children will then continue writing the next chapter focusing on</p>	<p>In this lesson, children will look back on their next part of the story and reflect on what they did well and where they need to improve using the Year 5 Writing checklist. Children will look at the technical features, language features and structural features of their writing as well as grammar, punctuation and spelling. Following this, children will read the feedback from the teacher of what steps need to be made to improve and children will uplevel their work.</p>

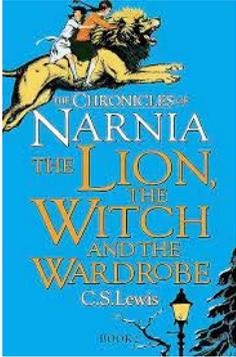
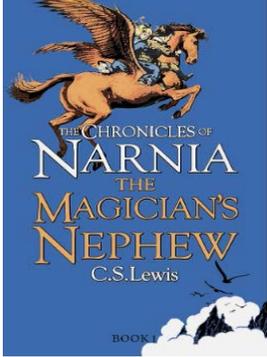
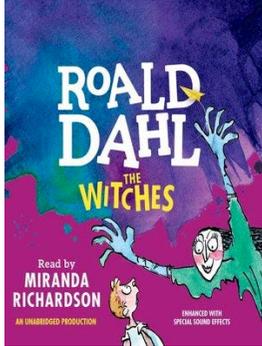
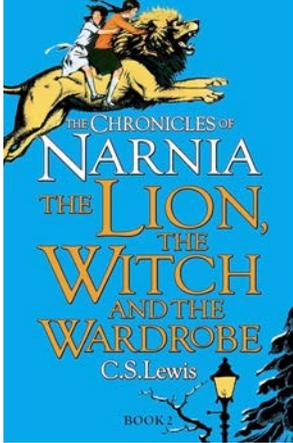
Weekly Overview of Learning

Year Group: 5

Week beginning: 29.4.24

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				developing the plot and using EAST.	
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Class Text - Reading Aloud 10-15 mins each day	Diamond TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis	Emerald TEXT - The Magician's Nephew Author - C.S. Lewis	Jade TEXT - The Witches Author - Roald Dahl	Pearl TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis
				

Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to identify lines of symmetry in a 2-D shape.</u>	<u>LI: We are learning to reflect in horizontal and vertical lines.</u>	<u>LI: We are learning to reflect on our learning of position and direction.</u>	<u>LI: We are learning to use known facts to add and subtract decimals within 1.</u>	<u>LI: We are learning to find complements to 1 for numbers with up to 3 decimal places.</u>
Key vocabulary	<u>Key vocabulary</u> Symmetry	<u>Key vocabulary</u> reflection	<u>Key vocabulary</u> reading coordinates	<u>Key vocabulary</u> decimal	<u>Key vocabulary</u> decimal

Weekly Overview of Learning

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<p>and key questions</p>	<p>Vertical line Lines of symmetry Horizontal line Diagonal line Mirror line 2D shape</p> <p><u>Bloom's questioning</u> What does "symmetrical" mean? What is a line of symmetry? What does "vertical"/ "horizontal"/ "diagonal" mean? How can you show a line of symmetry on a shape? What will each side of a shape look like either side of a mirror line? Can a shape have more than one line of symmetry? How can grid lines help you to find lines of symmetry on a shape? Does using a mirror help you to find a line of symmetry?</p>	<p>horizontal line vertical line x axis y axis coordinates mirror lines</p> <p><u>Bloom's questioning</u> What is reflection? What does a shape look like when it has been reflected? How can using a mirror help you to reflect shapes? How could reflecting one vertex of a shape at a time help? If the coordinates of vertex A are , what are the coordinates of the corresponding vertex when it has been reflected? How is reflection different from translation?</p>	<p>plotting coordinates translation coordinates lines of symmetry horizontal reflection vertical reflection x axis y axis</p> <p><u>Bloom's questioning</u> Does it matter which way round the values of coordinates are written? If the point moves up/down/left/right one place, what happens to the coordinates of the point? What happens to the x-/y-value of the coordinates when you move a point to the left/right/up/down by 1 square? Can you translate a shape both left/right and up/down? Does it matter which you do first? What do you notice about the x-/y-coordinate when a point is translated up/down or left/right? How can you show a line of symmetry on a shape?</p>	<p>add subtract formal method place value tenths hundredths ones hundred square calculation</p> <p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • How can you use the hundred square to help you with the addition/subtraction? • What whole number calculation can you compare this calculation to? • How can you convert between tenths and hundredths? • Which known facts can help you with this calculation? • What is 1 hundredth more than your number? • What is 2 tenths less than your number? 	<p>add subtract formal method place value tenths hundredths ones hundred square calculation number bonds missing number complement to 1</p> <p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • What number bonds can you use to help you? • What is the missing number in $64 + = 100$? How does this help you to work out the missing number in $0.64 + = 1$? • What do you need to add to ____ to make 10/100/1,000? So what do you need to add to ____ to make 1? • What is the same and what is different about finding complements to 10/100/1,000 and complements to 1?
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Weekly Overview of Learning

Year Group: 5

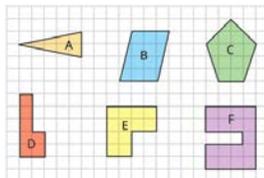
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Activities

In this small step, learning is extended to learning to identify any line of symmetry in a 2-D shape. We will begin by recapping the definition of a line of symmetry. Mirrors are a useful aid for this. Children then will identify shapes on a grid that have a mirror line. Once they are confident at finding a single line in a shape (horizontal, vertical or diagonal), they will move on to identifying shapes that have more than one line of symmetry. Children will also identify lines of symmetry on shapes without the aid of the grid that they can use to check the size of both parts by counting.

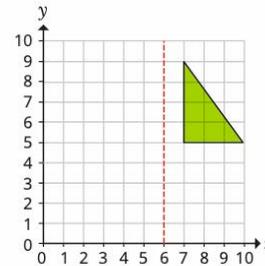
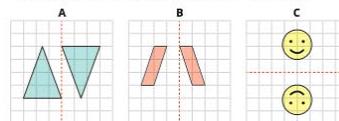
Which of these shapes have at least one line of symmetry?



Are the lines of symmetry vertical, horizontal or diagonal?

Building on the previous step, in this small step children complete reflections for the first time. Children will begin by looking at what reflection is and how it is different from translation. As well as using squared paper, children will see the teacher model reflecting a shape on a coordinate grid where the mirror line is a line parallel to one of the axes, reflecting one vertex of the shape at a time. For added challenge, children can reflect shapes where the grid is not shown and they have to work out the new coordinates of the shape by considering how far away from the mirror line each coordinate is, rather than counting squares.

Which diagrams show a reflection in the given mirror line?



Tiny reflects the shape in the mirror line.



The coordinates of the vertices of the reflected shape are (5, 5), (2, 5) and (2, 9).

Do you agree with Tiny?

Explain your answer.



In this small step, children add and subtract decimals within 1 whole using known facts. They will move on to using a formal method to add and subtract decimals later in this block. Through unitising, children are able to make connections between whole numbers and decimals. For example, 7 ones + 9 ones = 16 ones, therefore 7 hundredths + 9 hundredths = 16 hundredths. Ensure that children have a good understanding of place value, as a common error is to ignore the place value of decimals, leading to incorrect calculations such as $0.48 + 0.3 = 0.51$. Using a stem sentence allows children to recognise that the unit they are adding or subtracting must be the same, so in this example 48 hundredths + 30 hundredths = 78 hundredths. Hundred squares and place value charts are useful representations to support children when adding and

In this small step, children find complements to 1 for numbers with up to 3 decimal places. It is important for children to see the links with number bonds to 10, 100 and 1,000, and it may be useful to revise these first. The use of ten frames and hundred squares can support children to see the number bonds to 10 and 100 and the corresponding number bonds to 1 for numbers with 1 or 2 decimal places respectively. The number bonds to 1,000 and corresponding 3-decimal place bonds to 1 can be more challenging, but children should be encouraged to apply the same principles as for numbers with fewer decimal places.

Jack is working out $0.763 + \text{_____} = 1$

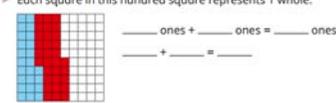
763 ones + 237 ones = 1,000 ones,
so 763 thousandths + 237 thousandths = 1,000 thousandths.
 $0.763 + 0.237 = 1$

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				<p>subtracting decimals within 1 whole.</p> <p>Each square in this hundred square represents 1 whole.</p> 
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Music - Sing Up	RE - Widening Horizons	PE - Get Set 4 PE
<p>Unit: Balinese music (gamelan beleganjur and kecak) Lesson 3</p> <p>LI: We are learning to make connections and create and perform!</p> <p>In this lesson, children will identify vocal and instrumental sounds, matching them to each other and to notation. They will then create, notate, and perform an interlocking rhythm over 8-beat patterns.</p> 	<p>Pilgrimage- Lesson 3</p> <p><u>LI: We are learning to understand why Muslims make a special journey to a place of religious significance.</u></p> <p><u>LI: We are learning to discuss feelings, emotions and thoughts of a Muslim during their journey to Hajj.</u></p> <p>In this lesson, children will learn about the Muslim pilgrimage Hajj and why this is significant to Muslims. Children will then read an example diary entry of a child who has experienced Hajj and focus on diary features used such as thoughts, feelings and emotions. Then, children will write their own diary entries from the perspective of a child who has performed Hajj.</p>	<p>Athletics (Lesson 3)</p> <p><u>I: We are learning to develop techniques in relay changeovers.</u></p> <p>Children will be learning a downsweep and an upsweep technique.</p> <p>Downsweep: Receiver's palm facing up. Deliverer places the baton with a downward movement into their hand.</p>  <p>BUpsweep: Receiver's palm facing down. Deliverer places the baton with an upward movement into their palm.</p>

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Lesson 2 - Space and Scale

LI: To investigate the effect of space and scale when creating 3D art.

In this lesson, children will start by defining 'installation art'. The children will consider how the scale of an artwork affects the viewer by making a scaled-down model of an installation space. As a class, they will look at Guo-Qiang's explosion drawing installation on Google Arts and Culture. This huge drawing was created using gunpowder explosions and was carefully planned by placing objects in certain places to act as stencils. The children will experiment with a similar technique, positioning stencils inside a box and then applying material such as charcoal, glitter or paint. The box can then be photographed to appear like a life-sized room. This will enable the children to imagine what their installation space would look like to a visitor.



LI: We are learning to consolidate numbers 1-20 and to introduce numbers 21-31

In this lesson children will have time to consolidate their learning of numbers 1-20 in Spanish and then begin to identify and say numbers from 21-31.

Children will be working in pairs to rehearse their numbers and complete their activities.

_____ diez	_____ diecinueve
_____ trece	_____ cuatro
_____ dieciséis	_____ treinta y uno
_____ veinte	_____ siete
_____ dos	_____ veintidós
	_____ veinticinco

Key vocabulary -

1	2	3	4	5	6	7	8	9	10
uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez
11	12	13	14	15	16	17	18	19	20
once	doce	trece	catorce	quince	dieciséis	diecisiete	dieciocho	diecinueve	veinte
21	22	23	24	25	26	27	28	29	30
veintiuno	veintidós	veintitrés	veinticuatro	veinticinco	veintidós	veintisiete	veintiocho	veintinueve	treinta

LI: We are learning to understand there are rights and responsibilities in an online community or social network.

LI: We are learning to recognise when an online community is helpful or unhelpful to me.

This week, the lesson is called 'Being in an Online Communities'.

In pairs, children will name as many different social networks or online communities that they, their family members or friends use to highlight there are so many different available platforms for both adults and children.

Children will look at some fake online communities and the reasons why fake online communities are created. Children will learn that these are called online hoaxes.

Children will reflect on online hoaxes and look at a range of different social media groups. They will answer a series of questions in groups that will lead to discussions regarding the risk, rights and responsibilities we should think about.

#Fanzone

An online chat group in Facebook, Twitter and Instagram. Group chats about the latest sporting action, 36,945 members.

#Photoswapzzzz

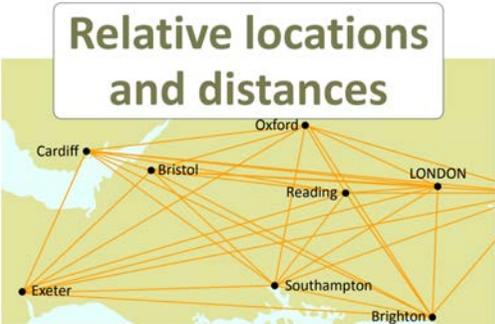
An online forum in Instagram for sharing photographs and private messaging. For 10-15-year-olds only. 1,234 members.

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Science - Wellington Curriculum	Topic (Geography) - Wellington Curriculum	Computing
<p><u>Earth and Space- Lesson 4 and 5</u> <u>LI: We are learning to use the idea of the Earth's rotation to explain day and night, and the Sun's movement across the sky.</u></p> <p>In this lesson, children will learn how the Earth's rotation creates day and night and the Sun's constant movement across the sky. Children will start by recapping the axis of the Earth using a globe and torch to see the change of light over the Earth. Then, children will watch a video showing the movement of the Sun across the sky from sunrise to sunset. Children will then discuss the video and relate their findings to the model. To consolidate their learning, children will complete a set of questions on daytime and night time.</p> <p>In their next lesson, children will look at sundials and learn about how the Earth's rotation and the angle of sunlight allows us to use sundials to tell the time. Children will then make their own sundials and test them.</p> 	<p><u>Investigation our world: Lesson 5</u> <u>LI: We are learning to describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</u></p> <p>In this lesson children will be paired and have a copy of the Collins Junior Atlas. They will learn more about the United Kingdom by identifying the relative locations and distances between places, using the scale and compass. Each child will receive a copy of the Relative locations and distances question sheet and using the map they will answer the questions. At the end of the session, we will share the Relative locations and distances answer sheet to help the children mark their work and ask quick-fire quiz questions to see if they can remember the distances between and the relative locations of the UK cities studied.</p> 	<p>Topic: Programming A - Selection in physical computing</p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.</p> <p>Lesson 3 Making effective drawings To use tools to achieve a desired effect</p> <p>I can use the zoom tool to help me add detail to my drawings I can explain how alignment grids and resize handles can be used to improve consistency I can modify objects to create a new image</p> <p>Learners increase the complexity of their vector drawings and use the zoom tool to add detail to their work. They are shown how grids and resize handles can improve the consistency of their drawings. Learners also use tools to modify objects to create a new image.</p>

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Homework

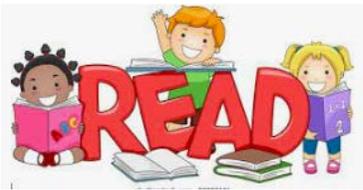
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading

Reading Tasks

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

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.



Try and login to **Bug Club** and **Reading Eggs**.



English Homework

Spelling and Grammar



English Homework - this week we would like you to complete your extras on Doodle English.

Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.

Maths



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

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

Times Tables Rockstars:



Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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



Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.

Discuss your question with your family, ready for Talk Tuesday next week.

Send in your reply on Google Classroom.

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