

# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 30.09.24

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
	<p><b>PIXL ASSESSMENT</b> Pixl therapy + Spelling paper</p> <p>LI: We are learning to retrieve and apply our knowledge of using commas when listing.</p>	<p><b>PIXL ASSESSMENT</b> Reading paper</p>	<p><b>PIXL ASSESSMENT</b> GPS paper</p>	<p>LI: We are learning to reflect on our hot tasks using teacher feedback.</p>	<p>LI: We are learning to explore persuasive writing techniques in letters and how they impact the reader.</p>
<p>Speaking and Listening Focus</p>	<p>Children will listen carefully to the audio and write down the spelling.</p> <p>Cold calling - children will be answering questions and forming their sentences using commas.</p> <p>We use commas in a list to separate _____, _____, and _____." "I can see a list in this sentence, and the commas should go between _____ and _____."</p>	<p>Children will have opportunities to discuss any misconceptions from today's paper.</p>	<p>We as a class will discuss misconceptions.</p>	<p>Think, pair, share - children will have the opportunity to discuss and reflect on their misconceptions. They will then edit an identified part using teacher feedback.</p> <p>My view is that... because... This is supported by the fact that... In my opinion... furthermore... However... Possible improvements may include...</p>	<p>Children will listen and respond appropriately to adults and their peers when discussing features of persuasive writing.</p> <p>Use of peel on and peel off to identify persuasive techniques in provided letters.</p> <p>"One persuasive technique used in this letter is _____." "On the other hand, some people believe that _____."</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Tenses</li> <li>Adverbs</li> <li>Relative clauses</li> <li>Expanded noun phrases</li> <li>Adjectives</li> <li>Nouns</li> <li>Verbs</li> <li>Modal verbs</li> <li>Commas</li> <li>Parenthesis</li> <li>Adverbials</li> </ul>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Define</li> <li>Explain</li> <li>Retrieve</li> <li>Identify</li> <li>Record</li> <li>Summarise</li> <li>Predict</li> <li>Meaning</li> <li>Choice of words</li> <li>comparison</li> </ul>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Tenses</li> <li>Adverbs</li> <li>Relative clauses</li> <li>Expanded noun phrases</li> <li>Adjectives</li> <li>Nouns</li> <li>Verbs</li> <li>Modal verbs</li> <li>Commas</li> <li>Parenthesis</li> <li>Adverbials</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Reflect</li> <li>Feedback</li> <li>WWW</li> <li>WBI</li> <li>Errors</li> <li>Misconceptions</li> <li>Expectation</li> </ul> <p><b>Blooms questioning:</b> How can you reorganise your sentences so that</p>	<p><b>Key vocabulary:</b></p> <p>Persuasive techniques:</p> <ul style="list-style-type: none"> <li>Alliteration</li> <li>Facts</li> <li>Opinions</li> <li>Repetition/Rhetorical question</li> <li>Exaggeration/Emotive language</li> <li>Statistics</li> <li>Three Rule</li> <li>Letter formatting:</li> </ul>

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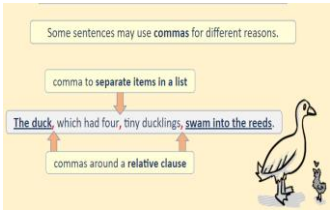

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	<p>Punctuation Spelling</p> <p><b><u>Blooms questioning:</u></b> What is a comma? Can you list the rules for using commas in a list?</p> <p>Why do we use commas when listing items in a sentence? Explain how commas help the reader understand a list. Can you write a sentence that uses commas to list three or more items? Where would you place commas in this sentence: "I bought apples oranges bananas and grapes"? What would happen if we didn't use commas in a list? How does the placement of a comma change the meaning of a list in a sentence? Do you think using commas correctly is important? Why or why not? Can you find a sentence in a book or text that lists items without commas? What effect does this have?</p>		<p>Punctuation Spelling</p>	<p>they have maximum impact on the reader? Have you included features of a diary?</p>	<p>Address Salutation Engaging opening Writing with purpose topic sentences Call to action Formal language Strong conclusion Signature</p> <p><b><u>Blooms questioning:</u></b> What persuasive techniques or devices can you recall being used in the letter? What is the purpose of the letter when it relates to persuasion? What is the tone of the letter, and how does it influence the reader's perception of the writer's argument? How does the organisation of the letter, including the placement of persuasive devices, affect the reader's comprehension and engagement? What emotions does the writer aim to evoke in the reader, and how do they achieve this through persuasive language?</p>
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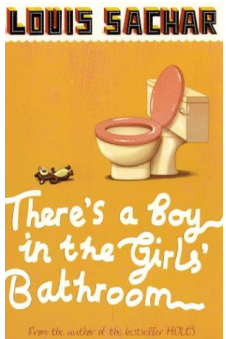
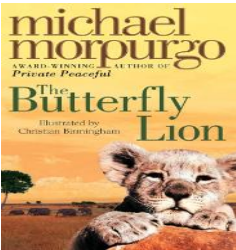
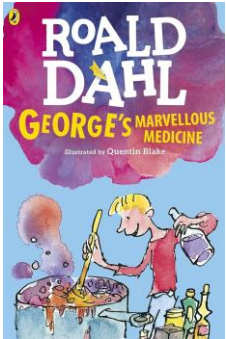
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<p><b>Activities</b></p>	<p>Today, children will sit their spelling paper. After this, we will look at a pixl therapy together as a class. Children will have the opportunity to participate in class discussions through a hands-up and whiteboard lesson.</p> <p>We will be focusing on recapping our learning of inserting commas. This will be a lesson to close gaps where the children will have practise on using commas whilst using their learning of relative pronouns to include additional information.</p> 	<p>In this lesson, children will demonstrate what they know by sitting a Reading Comprehension Paper. This will inform planning so teachers can correct any misconceptions and know what new learning in Year 5 needs to be taught.</p>	<p>In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have covered thus far. They will be answering a variety of questions. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>In this lesson, children will read through their hot tasks. They will go through a checklist and identify whether they think they have achieved it and added all the key features. They will then edit their work.</p> 	<p>In this lesson, children will learn about different persuasive texts and discuss the purpose - to persuade/convince readers. We will look through techniques to persuade using the acronym AFOREST - Alliteration, Facts, Opinions, Rhetorical question, Repetition, Emotive language, Exaggeration, Statistics and the Three Rule. We will read and annotate a persuasive letter with the techniques we have learned today and write the impact of these techniques on the reader.</p> <ul style="list-style-type: none"> <li><b>A</b> Alliteration</li> <li><b>F</b> Facts</li> <li><b>O</b> Opinion</li> <li><b>R</b> Repetition/Rhetorical Language</li> <li><b>E</b> Emotive Language</li> <li><b>S</b> Statistics</li> <li><b>T</b> Triples (Rule of Three)</li> </ul>
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Emerald</b> TEXT – George’s Marvellous Medicine Author – Roald Dahl</p>	<p><b>Jade</b> Text - Butterfly Lion Author – Michael Morpurgo</p>	<p><b>Pearl</b> Text – Stitch Head Author – Guy Bass</p>	<p><b>Diamond</b> Text – There’s a boy in the girls bathroom Author – Louis Sachar</p>
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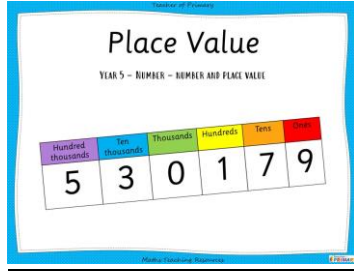
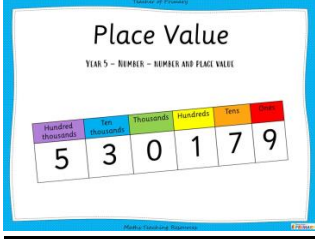
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b>PIXL ASSESSMENT</b> <u>Maths - Arithmetic</u></p>	<p><b>PIXL ASSESSMENT</b> <u>Maths - Reasoning 1</u></p>	<p><b>PIXL ASSESSMENT</b> <u>Maths - Reasoning 2</u></p>	<p><b>End of unit revision</b> <u>LI: We are learning to consolidate our unit learning on place value.</u></p>	<p><b>End of unit test</b> <u>LI: We are learning to consolidate our unit learning on place value.</u></p>
<p><b>Activities</b></p>	<p>This paper will assess children's understanding of key arithmetic skills, helping us to track their progress and support their learning.</p> <p><u>Key vocabulary</u> Addition Subtraction Multiplication Division Place value Decimal Fraction Remainder Sum Product</p>	<p>This paper will assess the children's ability to apply mathematical concepts and problem-solving skills. It will help us monitor their progress and identify areas for further support.</p> <p><u>Key vocabulary</u> Reasoning Problem-solving Operation Equation Estimate Pattern Perimeter Area Fraction Angles</p>	<p>This paper will assess the children's ability to apply mathematical concepts and problem-solving skills. It will help us monitor their progress and identify areas for further support.</p> <p><u>Key vocabulary</u> Reasoning Problem-solving Operation Equation Estimate Pattern Perimeter Area Fraction Angles</p>	<p>In this lesson, the children will revise the key concepts learned during our number and place value unit in preparation for the end of unit test in tomorrow's lesson. Revision will be as a class and guided by the teacher. The children will also have a go at completing some practice questions.</p> <p><u>Key vocabulary</u> Place value Digit Ones (units) Tens Hundreds Thousands Ten thousands Hundred thousands Millions Decimal place Rounding Negative numbers Roman numerals Powers of 10 Compare and order Greater than (&gt;), Less than (&lt;) Estimate Partition Number line</p> <p><u>Key questions</u> How does the position of a digit affect its value in a number?</p>	<p>In this lesson, the children will demonstrate what they have learnt in the number and place value 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><u>Key vocabulary</u> Place value Digit Ones (units) Tens Hundreds Thousands Ten thousands Hundred thousands Millions Decimal place Rounding Negative numbers Roman numerals Powers of 10 Compare and order Greater than (&gt;), Less than (&lt;) Estimate Partition Number line</p> <p><u>Key questions</u> How does the position of a digit affect its value in a number?</p>

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				<p>What strategies can you use to compare and order large numbers or numbers with decimals?</p> <p>When and why is it useful to round numbers in everyday situations?</p> <p>How do the numbers after the decimal point affect the overall value of a number?</p> <p>Why might estimating be more useful than finding an exact answer in some situations?</p>  <p><b>Place Value</b> YEAR 5 – NUMBER – NUMBER AND PLACE VALUE</p> <table border="1"><thead><tr><th>Hundred thousands</th><th>Ten thousands</th><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Units</th></tr></thead><tbody><tr><td>5</td><td>3</td><td>0</td><td>1</td><td>7</td><td>9</td></tr></tbody></table>	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Units	5	3	0	1	7	9	<p>What strategies can you use to compare and order large numbers or numbers with decimals?</p> <p>When and why is it useful to round numbers in everyday situations?</p> <p>How do the numbers after the decimal point affect the overall value of a number?</p> <p>Why might estimating be more useful than finding an exact answer in some situations?</p>  <p><b>Place Value</b> YEAR 5 – NUMBER – NUMBER AND PLACE VALUE</p> <table border="1"><thead><tr><th>Hundred thousands</th><th>Ten thousands</th><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Units</th></tr></thead><tbody><tr><td>5</td><td>3</td><td>0</td><td>1</td><td>7</td><td>9</td></tr></tbody></table>	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Units	5	3	0	1	7	9
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Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

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## Unit: What shall we do with the drunken sailor?

### Lesson 4

LI: We are learning to learn a cup rhythm game, keeping to the beat of the song

**Key Vocabulary:** song, cup, rhythm, beat, drum bpm,

#### **Key questions:**

What is a sea shanty, and why were they important to sailors?

How does rhythm help sailors work together when singing sea shanties?

What kinds of jobs on a ship would sailors do while singing sea shanties like "What Shall We Do with the Drunken Sailor?"

How can we use different instruments to create our own version of a sea shanty?

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.

## **Unit: Islam**

### **Lesson 3 and 4 (over two lessons)**

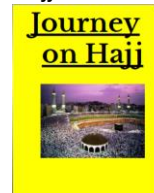

**LI: We are learning to explain the purpose of Hajj.**

**LI: We are learning to compare some of the things that influence me with those that influence other people.**

**Key vocabulary:** Islam, Hajj, pilgrimage, special journey, Makkah, Madinah, Kabah, Tawaf, Ihram, Safa and Marwa, travel brochure.

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.

	<b>Do's &amp; Don'ts</b>	<b>Places to Visit:</b>
	<ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul>	<ol style="list-style-type: none"><li>1. Mina:</li><li>2. Arafat:</li><li>3.</li><li>4.</li><li>5.</li></ol>
<b>Travel Arrangements:</b> You can fly direct from London Heathrow to Saudi Arabia		

## **Unit: Football**

### **Lesson 4**

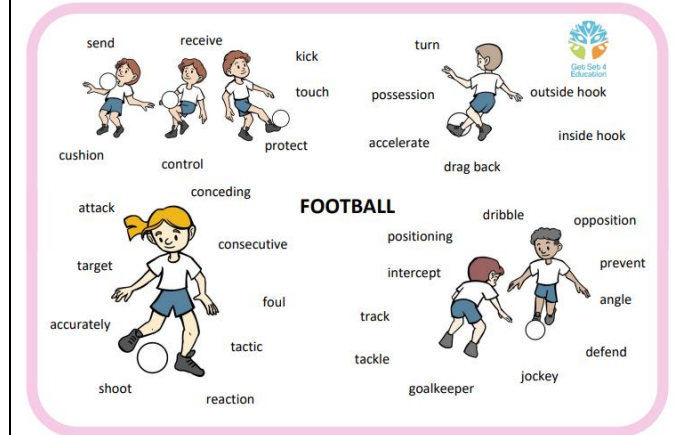
**LI: We are learning to move into and create space to support a teammate.**

In this lesson, children will jog around the area. As a class they will recognise and balance the space between themselves. Then we will introduce ten balls. Pupils with a ball dribble, recognising where there are gaps in the space. Pupils without a ball drive (sprint) towards the ball carrier to receive a pass. Ball carrier decides whether to pass or not. If they do not pass to the first person that drives towards them, they must pass to the next person who shows a definite drive towards them. Five pupils are defenders and carry a cone. All other pupils try to keep possession, choosing when and who to pass to. If a defender gains possession they pass the cone to the person who lost possession. Children will then carry out stretches. Groups of four with one ball in a square with 4 cones at each corner. They will practise passing and dribbling. They will space out in this activity and make use of the space. They will take turns in doing that however they must touch a cone before they rejoin. One child then becomes a defender and others attackers. Defenders can only pass and attackers only dribble. They practise within their teams and then place 4v4. They will be reinforced to use the space as much as they can. At the end pupils will reflect on what they did go and what can be done better.



In this lesson children will practise cup rhythms to What shall we do with the drunken sailor? They will practise singing their arrangement of What shall we do with the drunken sailor? Then they will learn Hey, ho! Nobody home and add a beat using body percussion. Some children may transfer this beat to a drum.

## Key Vocabulary:



## Key Questions:

- What different ways could you defend a football?
- When would you need to press an attacker?
- What happens if you get too close to an attacker or get to the ball too early?

## Unit: Tag Rugby Lesson 4

### LI: We are learning to use defending skills to gain possessions.

In this lesson, children will learn not to block or protect their tags and receive a pass either from behind or the side. Children will first be introduced to tag belts. They will put them on and start jogging on the spot and around the space they have. When teachers call 'tag', pupils will collect as many tags as they can. They will then carry out stretches in groups. We will reinforce and recap the words attackers and defenders. Pupils will then play Top Tags where some of them with tags aim to catch other pupils without tags as a class. Children will then be taught how to tag correctly by calling tag when you tag someone and hold it in the air before giving it back. They will be told they are only allowed

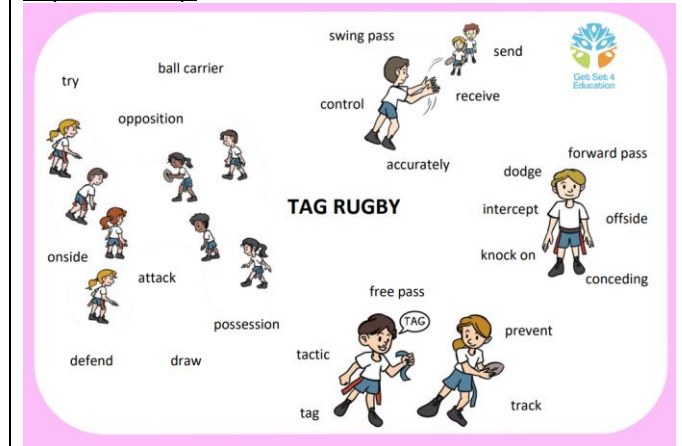


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to pass the ball around when they have their tag back. We will then aim to play this in smaller teams. They will then attempt this with a rugby ball and use the different passing techniques they have learnt in previous lessons. The lesson will end with a game of true or false statements of Tag Rugby.

### Key Vocabulary:



### Key Questions:

What do you do when you take a tag?  
Why is it important to stop after taking the tag?  
How do you score a try?

Art

PSHE - Jigsaw

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## Unit: Drawing - I need space

### Lesson 3: Space Imagery

*Carried over from last week due to activities taking place for European Day*

**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 5

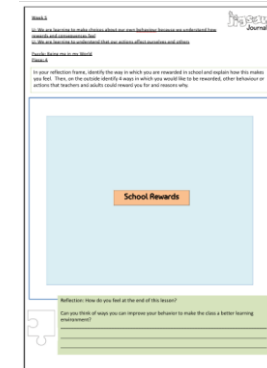
**LI:** We are learning to make choices about our own behaviour because we understand how rewards and consequences feel.

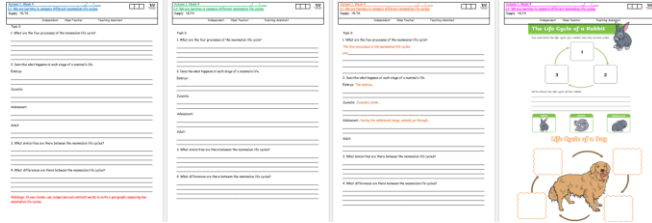
**LI:** We are learning to understand that our actions affect ourselves and others.

In this lesson, children will identify the various ways that they are rewarded in school and explain how this makes them feel. Then, children will complete the activity sheet identifying four ways they would like to be rewarded, other behaviour or actions that teachers could reward them for and reasons why.

#### Key vocabulary:

Behaviour  
Choices  
Rewards  
Consequences  
Feelings  
Actions  
Impact  
Responsibility  
Self-awareness  
Decision-making  
Emotions  
Respect  
Influence  
Others  
Understanding



Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b><u>Unit: Human reproduction and ageing</u></b> Lesson 5</p> <p><b><u>L.I. We are learning to compare different mammalian life cycles.</u></b> <b>Key vocabulary:</b> mammal, life cycle, process, stage, embryo, juvenile, adolescent, adult, similarities, differences.</p> <p><b>Key questions:</b> What is a mammal? What processes and stages are involved in the life cycle of a mammal? What similarities are there between the life cycle of different mammals? What differences are there between the life cycle of different mammals?</p> <p>In this lesson, children will continue to examine mammalian life cycles and will compare the life cycle of the African Elephant, European Hamster, Bottlenose Dolphin and Cocker Spaniel to identify similarities and differences between the stages and processes. For task 1, children will draw the lifecycle of one of these mammals in their books. Then, children will use the chromebooks to research one of the mammals and complete an information sheet on their animal. As their final task, children will then use this knowledge to independently work through a series of questions looking at the embryo, juvenile, adolescent and adult stage of the mammals' life cycle.</p> 	<p style="text-align: center;"><b><u>Unit: Sow, Grow and Farm</u></b> Lesson 5</p> <p><b><u>L.I: We are learning to use the eight points of a compass.</u></b></p> <p><b><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></b></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;"><b><u>Unit: Systems and Searching</u></b> Lesson 4</p> <p><b><u>L.I: We are learning to describe how search engines select results</u></b></p> <p><b>Key vocabulary:</b> Index, crawler, bot, search engine</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Why were search engines created after the world wide web?</li> <li>• Why was there such a demand for a service like google by 1998?</li> <li>• What does the huge growth in the number of websites mean for finding things?</li> <li>• What do you know about indices and indexing?</li> </ul> <p>In this lesson, children will gain an understanding of why search engines are necessary to help them find things on the World Wide Web. They will conduct their own searches and break down, in detail, the steps needed to find things on the web. Children will then emulate web crawlers to create an index of their own classroom. Finally, they consider why some searches return more results than others. By the end of the lesson children will be able to explain why we need tools to find things online, recognise the role of web crawlers in creating an index and relate a search term to the search engine's index.</p>

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## Homework

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



### Reading and spelling.

#### Reading Tasks

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

#### Spelling and Dictation

We are using **Superhero spellings weekly**. Remember to try and use these

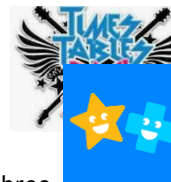


### Maths

#### Homework:

**Doodle Maths/English**

Log on to your account at least three



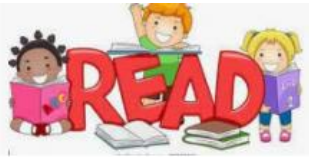
### Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

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

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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.



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	TERM 1	TERM 2	TERM 3
1	Words ending with -ous	Adverbs of possibility and frequency	Spelling 6, 9
2	Words ending with -ious	Spelling 2, 4, 6, 8	Spelling 7, 10
3	The other case of nouns (spelt -s)	Spelling 3, 5, 7	Words containing the letter 'er' (not 're')
4	The long vowel /i:/ (not 'ee')	Modal verbs and Auxiliary Verbs (not 'are')	Words containing the letter 'er' (not 're')
5	Homophones and their meanings	Homophones and their meanings	Adding suffix prefixes in and to
6	Statically Words 1	Statically Words 3	Statically Words 5
7	Homophones and their meanings	Spelling 4, 6, 8	Adding prefixes (not 'er')
8	Words with silent letters	Spelling 5, 10	Spelling 8, 9, 11
9	Words with silent letters	Adverbs of time	Spelling 9, 10
10	Spelling 1, 10	Adverbs of place	Spelling 10, 11
11	Words ending in -ant	Homophones and their meanings	Homophones and their meanings
12	Statically Words 2	Statically Words 4	Statically Words 6

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!

