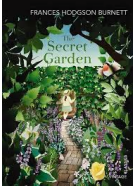


Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24

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 make inferences and predictions based on the front cover of the book, The Secret Garden.</u></p>	<p><u>LI: We are learning to make inferences about a character from text.</u></p>	<p><u>LI: We are learning to develop our understanding of chapter 4 using our retrieval skills</u></p>	<p><u>LI: We are learning to create a setting description (cold task).</u></p>	<p><u>Pixl Therapy</u> <u>LI: We are learning to develop characters and settings that create atmosphere</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments about what they can see, wonder, infer and predict</p> <p><i>I predict that the book will be about.....This is because I can see.....</i></p> <p><i>I infer that the main character will be.....I know this because the front cover.....</i></p> <p><i>I predict the setting will be.....One clue which supports my point is.....</i></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></p> <p><i>Since the text says _____, I believe _____.</i></p> <p><i>When it says _____, I can infer that _____.</i></p> <p><i>I think _____ happened because _____.</i></p> <p><i>I think the character feels _____ because _____.</i></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>I think that... In the story so far... Using my knowledge of the book... On page 25, paragraph 2, it says The evidence in the books shows.....</i></p>	<p>Cold Task - children will work independently to create their piece of writing.</p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p> <p>Cold calling will be used to check understanding.</p> <p><i>I think having a description of the setting in a fiction text is important because... Descriptive techniques are..... Using descriptive language gives the reader..... An expanded noun phrase needs..... The difference between a metaphor and simile is..... Adverbs are.....</i></p>

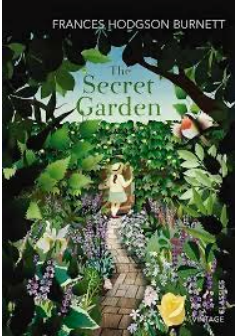


Weekly Overview of Learning


Year Group: Year 5 Week beginning: 04.11.24

		<p><i>Based on what the character said, I can infer that they are _____ because _____.</i></p> <p><i>I can tell that the character feels _____ because of _____.</i></p>			
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key vocabulary</u></p> <p>See Wonder Infer Predict Title Subtitle Author Illustration Summary Genre Mood Setting/Context Tone/Mood Symbolism</p> <p><u>Key questions</u></p> <p>What do you think the book might be about based on the cover's illustration and title? How can you describe the mood or tone conveyed by the cover's design? What specific elements in the cover's artwork or design caught your attention, and why? What symbols or imagery might hold deeper meaning related to the content?</p>	<p><u>Key vocabulary:</u></p> <p>Infer Deduce Figure out Point Evidence Explanation Quotes</p> <p><u>Key questions:</u></p> <p>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><u>Key vocabulary:</u></p> <p>Retrieve Evidence Text Quotes Facts True</p> <p><u>Key questions:</u></p> <p>How do we retrieve information from a text? What is the main idea of the text? What are the names of the key characters mentioned in the story? What are the three main events that occurred in the text? What can you identify about the setting of the story?</p>	<p><u>Key vocabulary:</u></p> <p>Setting description Language Layout Format Key features Grammar Punctuation Spelling Handwriting</p> <p><u>Key questions:</u></p> <p>What features are needed to create a successful setting description? What are some common sensory details used to enhance a setting's description? What descriptive words or phrases can be used to convey the mood of a setting. How does an author's choice of words can help readers visualise and understand a setting? How does the setting contribute to the overall tone of a story? How will you use sensory details, mood, and pacing to engage your readers?</p>	<p><u>Key vocabulary:</u></p> <p>vocabulary descriptive techniques adjective expanded noun phrase similes metaphors setting character adverbials adverbs alliteration</p> <p><u>Key questions:</u></p> <p>What are descriptive techniques? What are some examples of descriptive techniques? How do descriptive techniques help the reader? What are similes and metaphors? How can we use expanded noun phrases in our writing?</p>

Weekly Overview of Learning

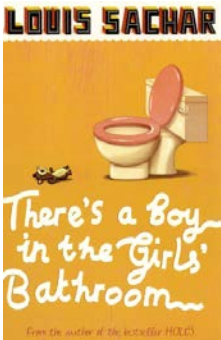
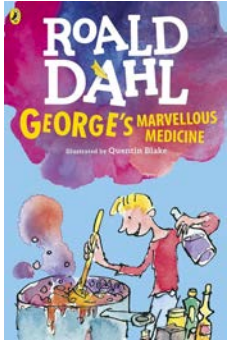
Year Group: Year 5 Week beginning: 04.11.24

<p>Activities</p>	<p>In this lesson, children will take part in various discussions and activities that will help them consolidate their understanding on the purposes and features of a book cover.</p> <p>Following this, the children will use what they have learnt about book covers to make their own prediction on what they think the book, 'The Secret Garden' will be about. As a whole class, children will discuss the content domains we will be using in this lesson and what they mean. Then, children come up with ideas for what they can see, wonder and then infer. As a class, children will read chapter 1 and then rethink their predictions for the book.</p> <p>As a plenary, children will discuss what a moral is and what might the moral for this story might be.</p> 	<p>In this lesson, children will read Chapter 2 to Chapter 3. Children will look at words that they are unfamiliar with to understand the plot of the story. 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 and justify their opinions using evidence from the text.</p> <div data-bbox="658 667 994 903"> <p>2d - Infer</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text.</p> <ul style="list-style-type: none"> I can use clues in the text and read between the lines. I understand what the text 'suggests' but does not directly say and can explain it with evidence. <p>Deduce figure out interpret</p> </div>	<p>In this lesson, children will recap what they have already read and think about various questions, such as what happened in the chapter, which characters have been introduced and where the story has been set, to predict what is going to happen next. As a class, they will read chapter 4 and summarise what happened in it through a storymat all together. Children will discuss unfamiliar and interesting words to form a glossary.</p> <p>Following this, children will look at what retrieval means - one of the key reading domains. As a class, children will look at how to answer retrieval questions successfully. Children will have a set of retrieval questions to answer about the book.</p> <div data-bbox="1048 756 1375 967"> <p>2b - Retrieve</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p> <ul style="list-style-type: none"> I can find answers in the text. These may be answers to: who, what, where, when, or why? <p>Find identify skim Scan copy</p> </div>	<p>In this lesson, children will discuss what they know about setting descriptions and what common features they know about already. Children will discuss what they could write in a setting description relating to the text.</p> <p>Following this short input, children will demonstrate how much they know by creating a setting description independently.</p> 	<p>In this lesson, children will complete a Pixl therapy in order to clarify their understanding of developing characters and settings that create atmosphere. Children will work using their whiteboards in partners, independently and as a class to make different pieces of text better using descriptive techniques.</p> <div data-bbox="1832 501 2168 576"> <p>Year 5 Writing Y5 WSf. Develops characters and settings that create atmosphere</p> </div> 
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Emerald TEXT – George’s Marvellous Medicine Author – Roald Dahl</p>	<p>Jade Text - Butterfly Lion Author – Michael Morpurgo</p> 	<p>Pearl Text – Stitch Head Author – Guy Bass</p>	<p>Diamond Text – There’s a boy in the girls bathroom Author – Louis Sachar</p>
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Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24

Maths: Fractions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to apply our knowledge to find the common factors of two numbers.</u></p>	<p><u>LI: We are learning to explore prime numbers.</u></p>	<p><u>LI: We are learning to identify square numbers and apply methods to work out whether a number is square or not</u></p>	<p><u>LI: We are learning to understand the concept of a cube number and use a range of different methods to work out if a number is cubed or not</u></p>	<p><u>LI: We are learning to use estimation and rounding to support calculations (PIXL therapy)</u></p>
<p>Activities</p>	<p><u>Key vocabulary</u> Multiples Compare Patterns Integers Arrays Divisible Factors Pairs</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • Which numbers are factors of both the numbers? • Which are the common factors of the numbers? • On a sorting diagram, where can you see the common factors of the numbers? • Why does any pair of numbers have at least one common factor? • Can one of the numbers be a common factor? When does this happen? 	<p><u>Key vocabulary</u> Multiples Numbers Patterns Integers Arrays Divisible</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • How many factors does the number have? • How can you be sure you have found all the factors? • What is the difference between a prime number and a composite number? • How can you tell if a number is a multiple of 2/3/5? • How can you check if a number is prime? • How many factors does the number have? How many prime factors does the number have? 	<p><u>Key vocabulary</u> Multiples Numbers Patterns Integers Arrays Divisible</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Why are square numbers called “square” numbers? • How do you work out squared? • How do you write squared? • Is 1 a square number? Why or why not? • Are the squares of odd numbers even or odd? • Are the squares of even numbers even or odd 	<p><u>Key vocabulary</u> Multiples Numbers Patterns Integers Arrays Divisible</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • Why are cube numbers called “cube” numbers? • How do you work out cubed? • How do you write cubed? • Is 1 a cube number? Explain your answer. • Are the cubes of odd numbers even or odd? • Are the cubes of even numbers even or odd? 	<p><u>Key vocabulary</u> estimate round approximate Nearest Calculation</p> <p><u>Key questions:</u></p> <p>Can you explain your answer by referring to the positives and negatives of each estimate? Why is it helpful to estimate before solving a calculation? How can rounding numbers make a problem easier to solve? When would you round up or down when estimating? How do we check if our estimate is close to the actual answer? Can you explain how estimation helps us in real-life situations?</p>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24

In this small step, children learn that common factors are factors that are shared by two or more numbers.

Children work systematically to find lists of factors before comparing lists to find common factors. They should realise that 1 is a common factor of any set of numbers and that one of the numbers themselves could also sometimes be a common factor.

Arrays and other representations can be used as support when finding factors of numbers, including sorting diagrams for recording results. Children should use their times-tables knowledge as well as be able to recognise factors using the rules of divisibility.



Ranjit is finding the common factors of 16 and 24.



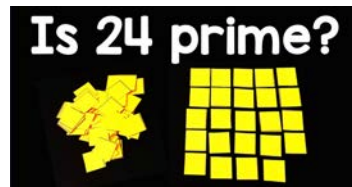
16 32 48 64 80 96 112...
24 48 72 96 120 144...

Explain the mistake he has made.

Building on their knowledge of factors, in this small step, children learn that numbers with exactly two factors are called prime numbers.

They also learn that numbers with more than two factors are called composite numbers. Through practice, children should recall the prime numbers up to 19. They should be able to determine whether numbers up to 100 are prime, using times-tables facts and the rules of divisibility they learned in earlier steps.

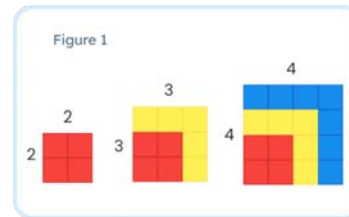
Children use their knowledge of the concepts of both primes and factors to identify the prime factors of numbers. They learn that 1 is a special case as it is neither prime nor composite, as it has exactly one factor



In this small step, children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square.

They learn that square numbers are the result of multiplying a number by itself. Through their knowledge of times-tables and practice over time, they should be able to recognise the square numbers up to 12×12 . In this small step, children are introduced to notation for squared (2).

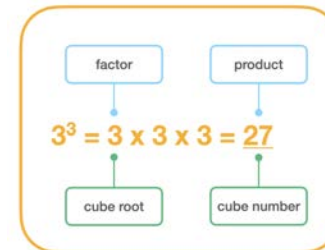
Children explore the factors of square numbers and notice that they have an odd number of factors, because the number that multiplies by itself to make the square does not need a different factor to form a factor pair.



In this small step, children learn that a cube number is the result of multiplying a whole number by itself and then by itself again, for example $6 \times 6 \times 6$.

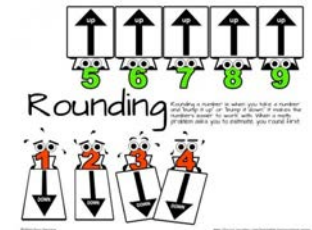
Linking this to previous learning on square numbers, children should recognise that when they multiply a number by itself once, the result is a square number, and so to find the cube of a given number, they can multiply its square by the number itself, for example $6 \times 6 = 36$, so 6 cubed = 36×6 .

Children are introduced to the notation for cubed (3) for the first time and should ensure that this is not confused with the notation for squared (2) from the previous step. Cube numbers could be introduced through using interlocking cubes to make larger cubes.



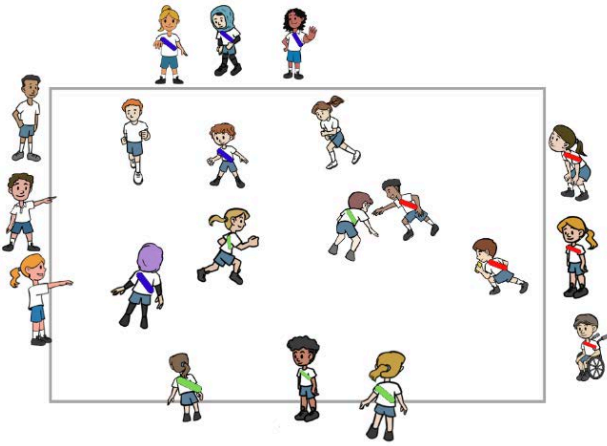
In this next lesson, we will be recapping how to use estimation and rounding to support our calculations. We will practise rounding numbers to the nearest 10, 100, or 1,000 and explore how estimating can help us check if our answers make sense.

We will also look at real-life examples where estimation is useful, such as when shopping or measuring. By rounding first, we'll simplify calculations, and then we'll compare our estimates to the exact answers to see how close we are!



Weekly Overview of Learning

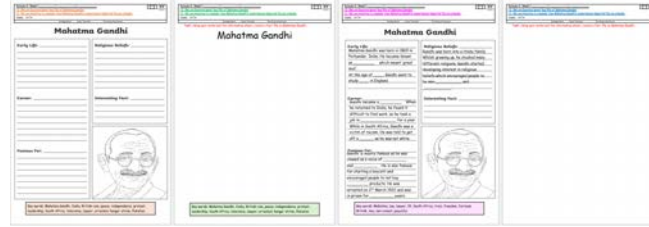
Year Group: Year 5 Week beginning: 04.11.24

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Unit:</p> <p>Key Vocabulary:</p> <p>Key questions:</p>	<p>Unit: Inspirational leaders</p> <p>Lesson 1</p> <p><u>LI: We are learning to recall what we know and what we would like to find out about inspirational leaders.</u></p> <p><u>: LI: We are learning about the life of Mahatma Gandhi.</u> <u>LI: We are learning to consider how Mahatma Gandhi's experiences impacted him as a leader.</u></p> <p>Key vocabulary: inspirational, leader, guidance, leadership, qualities, Gandhi, Hinduism.</p> <p>Key questions: What do you already know about inspirational leaders? What would you like to find out about inspirational leaders? What key vocabulary can you remember about inspirational leaders? What do you already know about Gandhi? What qualities made Gandhi an inspirational leader? What happened in Gandhi's life which influenced him? How did Gandhi stand up for his beliefs?</p> <p>In this lesson, children will first start by reflecting on what they know and what they want to find out about inspirational leaders, using a defining frame. After this, children will be introduced to Mahatma Gandhi and will think about and discuss what they already know and who they think he is. Then, as a class children will watch a short video on Mahatma Gandhi and how he campaigned for India's independence from British rule using non-violent protests. Children will then take notes on Gandhi's early life, his education and career as well as the factors that influenced him in later life. The lesson will then focus on Gandhi's work against poverty and for freedom. Children</p>	<p><u>OAA-Lesson 1</u></p> <p><u>LI: We are learning to develop communication and negotiation skills</u></p> <p>In this lesson, children will learn the importance of good communication as a skill in PE. Children will start off by jogging to warm up and form a team based on criteria given. Children will then have the chance to reflect on their ability to form a team. To develop their skills, children will play infinity team tag, to help build strategy, and tally up involving cones and playground balls. These games will help children to focus on strategy, communication and negotiation and to evaluate the importance of this in PE.</p> 

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24

will then complete a factfile on Mahatma Gandhi to consolidate their knowledge.



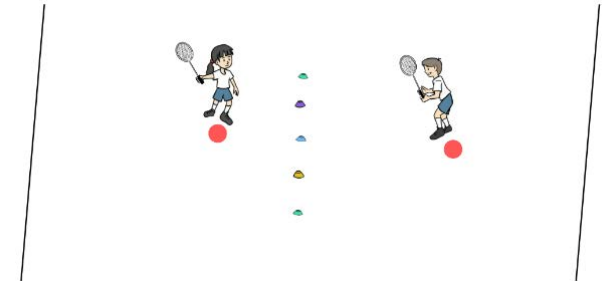
Badminton-Lesson 1

LI: We are learning to return the shuttlecock using an underarm rear.

In this lesson, children will start by discussing what badminton is with their partners. Children will then discuss what net games are, what they involve and other types of net games (tennis, volleyball). Children will then think about how they can make it hard for an opponent when playing a net game.


Children will then start by practising the ready position with feet apart, knees bent and racket up and to the front. Children will play 5-1 as a warm up in pairs to practise their racket skills and will then progress to stretching.

For the main part of the lesson, children will practise their underarm forehand clear and underarm backhand clear. At the end of the lesson, children will play step back rallies and around the world before reflecting on their learning.



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24

Art	Spanish – Language Angels	PSHE - Jigsaw
<p style="text-align: center;"><u>Unit: I need space</u></p> <p style="text-align: center;">Lesson 6 and 7</p> <p>LI: We are learning to develop drawn ideas through printmaking (over two lessons)</p> <p>Key words: Moonwalk, material, prints, colours, retro</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What stands out to you about the image Moonwalk? What details or elements inspire you, and why? • What materials or techniques do you think you'll use to recreate parts of this image? How will you use these to bring your ideas to life? • How do the colours chosen by Teis Albers in Moonwalk impact the mood of the artwork? What colours might you use, and what feeling do you want to create with them? • How will you create a retro-inspired background for your piece, and what ideas do you have for experimenting with different printmaking or painting techniques? <p>In this lesson, children will look at the picture from the last lesson and discuss what has inspired them about the picture. Children will look carefully at 'Moonwalk' and discuss what materials or techniques they are going to use when they copy the image.</p> <p>Children will then continue to create their own piece inspired by 'Moonwalk', experimenting with drawing and printmaking techniques. To end the lesson children will discuss colour choices made by Teis Albers on a 'moonwalk' picture.</p> <p>While some children are creating their plans for this artwork, some children will start their printing of their retro-inspired background using paint.</p>	<p style="text-align: center;"><u>Unit: En la cafetería</u></p> <p style="text-align: center;">Lesson 1</p> <p>LI: We are learning to order drinks and snacks in a Spanish bar.</p> <p>In this first lesson of the unit, we will introduce the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafeteria.</p> 	<p style="text-align: center;"><u>Unit: Celebrating differences</u></p> <p style="text-align: center;">Lesson 1</p> <p>LI: <u>We are learning to understand that cultural differences sometimes cause conflict</u></p> <p>LI: <u>We are learning to be aware of our own culture</u></p> <p>In this lesson, children will be reflecting on the different groups that they are a part of. Then, children will discuss how cultural differences can sometimes cause conflict and how we can manage this by celebrating differences. As a task, children will complete a culture wheel by drawing and writing about their family, food from their culture, music, hobbies, clothes and celebrations from their culture. Children will then reflect on their learning by explaining how they have avoided conflict, and how this made them feel.</p>

Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24

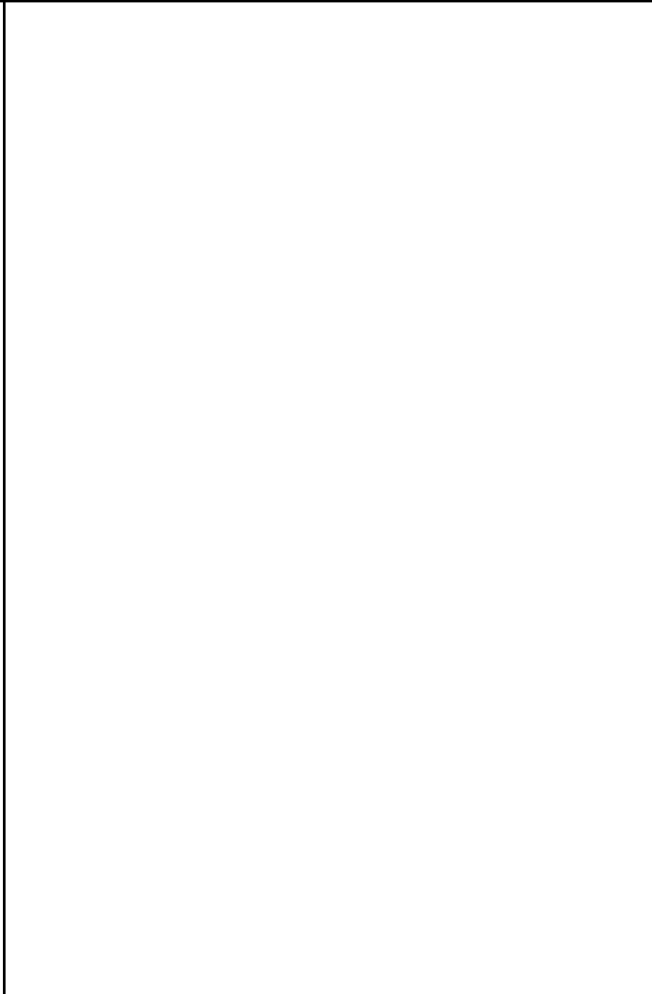


What do you think of the colours?

Why do think he chose these colours?

Why do think he chose to make one astronaut in black?

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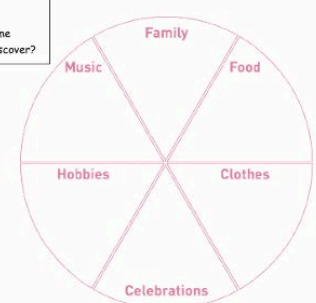


Key vocabulary: culture, differences, conflict, similarity, belong, culture wheel.

Autumn 2, Week 1
 L1: We are learning to understand that cultural differences sometimes cause conflict
 L2: we are learning to be aware of my own culture
 Supply: HLTA
 Independent Class Teacher Teaching Assistant

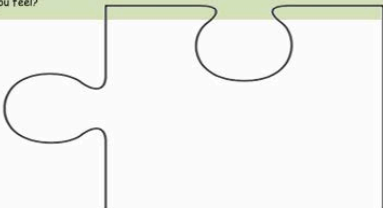
Puzzle: Celebrating Differences
Piece: 1

Task 1.
 Completes a culture wheel template, writing words in each section that describes the things that describes your culture best.
 Then find someone who has the same responses as you. What did you discover?



In the Reflection Puzzle Piece of your Jigsaw Journal, explain how you have avoided conflict?
 How did this make you feel?

Vocabulary
 Culture
 Conflict
 Difference
 Similarity
 Belong
 Culture wheel



Weekly Overview of Learning

Year Group: Year 5 Week beginning: 04.11.24



Weekly Overview of Learning

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Homework

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

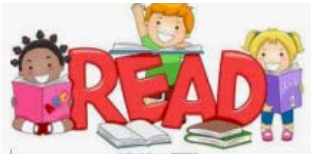
Reading and spelling.

Maths

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

Reading Tasks

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



Your purple task book should be completed to a high standard. You are expected to write in full sentences and sit with an adult to up level your work and edit it. At least one page should be written for your writing task.

Try and login to Bug Club and Reading Eggs.



Spelling and Dictation

We are using **Superhero spellings weekly**. Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings. These will be available on google classroom as well as printed and handed out every week.



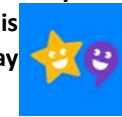
Homework:

Doodle Maths/English

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



Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.



WRITER'S TOOLBOX

We have also started to use the **writer's toolbox** this year. We will be familiarising the children with using this website in class to help them improve their writing skills. Homework will sometimes be set on this - children will receive their login details.

Times Tables Rock stars:

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

Year Group: Year 5 Week beginning: 04.11.24

Superhero Spelling – Year 5 Yearly Overview

Week	Topic 1	Topic 2	Topic 3
1	Words ending with silent 'e'	Adverbs of possibility and frequency	Spells 6-8th
2	Words ending with 'ion'	Spells 2-5th	Spells 9-10th
3	The short vowel /i/ never goes 'y'	Spells 1-10th	Words containing the letter 'er' ending with 'er'
4	The long vowel /e/ never goes 'y'	Read, Write and Spelling Spoken: name	Words containing the letter 'er' ending with 'er'
5	Homophones and Near Homophones	Homophones and Near Homophones	Adding 's' with prefixes on suffix 'e'
6	Stochastic Words 1	Stochastic Words 3	Stochastic Words 5
7	Homophones and Near Homophones	Spells 4-5th	Adding 's' with Prefix 'un'
8	Words with silent letters	Spells 11-12th	Spells 13-14th
9	Words with silent letters	Adverbs of time	Spells 15-16th
10	Spells 17-18th	Adverbs of place	Spells 19-20th
11	Words ending in 'est'	Homophones and Near Homophones	Homophones and Near Homophones
12	Stochastic Words 2	Stochastic Words 4	Stochastic Words 6

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.



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