Weekly Overview of Learning

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
	LI: We are learning to infer and predict based on a front cover.	**LI: We are learning to write a newspaper article (cold task).**	**LI: We are learning to retrieve key details from chapter 4 of Cosmic.**	**LI: We are learning to formulate opinions and make inferences about characters, settings, and events by using clues and evidence from the text.**	**LI: We are learning to recap our understanding of adverbials. PIXL THERAPY**
Speaking and Listening Focus	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.	Cold Task - children will work independently to create their piece of writing.	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.	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.	Class discussion - identifying what we know and paired partner work to answer relevant questions.
Key vocabulary and Key Blooms higher order thinking questions	**Key Vocabulary:** Inference Deduce I predict... Looking at the picture,... It is clear to see... In some ways... There is evidence to suggest... **Key questions:** 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?	**Key vocabulary** Newspaper article Language Layout Format Key features Grammar Punctuation Spelling Handwriting **Key questions:**	**Key Vocabulary:** Retrieve Evidence Text Quotes Facts True **Key questions:** What does Liam do in Chapter 4 that makes him feel "out of this world"? Who are the key characters introduced or focused on in this chapter? What specific events take place in this chapter?	**Key Vocabulary:** Infer Evidence Text Quotes Facts True **Key questions:** 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?	**Key Vocabulary:** Adverbial When Where How (manner adverbials, e.g., quickly, with enthusiasm) Why Sentence starter Fronted adverbial Comma **Key questions:** What is an adverbial? Can you name the types of adverbials?

	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?	What features are needed to create a successful newspaper article? How does the layout of a newspaper article help readers understand the content? How is information presented in a non-biased way? What key information in the event needs to be presented (what, where, when, why)? How are language and layout used effectively to present perspectives? Can you explain what features of newspaper articles you have used and how these are effective in reporting information on the event? How have you kept the language of your newspaper article formal and informative?	How is Liam's appearance described in Chapter 4? What does Liam say or do that shows his personality or emotions in this chapter? Where does the main action of Chapter 4 take place? What details are given about the setting? Can you find an example of a phrase or sentence that shows how Liam is feeling? How do the other characters react to Liam in this chapter?		What is a fronted adverbial? Can you identify the adverbial in this sentence: After dinner, we played board games.? Where would you place a comma in this sentence: Before sunrise we went for a walk? Can you rewrite this sentence using a fronted adverbial: We completed the task carefully.? How does an adverbial improve a sentence? Why do we use commas after fronted adverbials? What happens if a sentence doesn't have an adverbial? How does it change the meaning?
Activities	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. Following this, the children will use what they have learnt about book covers to make their own prediction on what they think the book, 'Cosmic' will be about. As a whole class, children will discuss the content domains we will be using in this lesson and what they	In this lesson, children will discuss what they know about newspaper articles and what common features they know about already. Children will discuss what they could write in a newspaper article relating to the text. Last year, in year 4, the children created newspaper articles on the Kapok Tree. They will use their prior knowledge to create a report.	This lesson focuses on developing the skill of retrieving specific details from a text, using Chapter 4 of Cosmic by Frank Cottrell-Boyce. The children will revisit the events, characters, and settings in this chapter, identifying and recording key details that are explicitly stated in the text. They will learn how to locate relevant information effectively, which is a fundamental skill for	This lesson focuses on developing the skill of inference, where children use textual evidence and their own reasoning to draw conclusions about characters, settings, and events. They will learn how to identify clues in the text that suggest deeper meanings or implied details, going beyond what is explicitly stated. During the lesson, children will	This lesson is designed to help children recap and consolidate their understanding of adverbials, with a focus on identifying, using, and improving them in sentences. Adverbials are words, phrases, or clauses that add detail about how, when, where, or why something happens in a sentence. During the session, children will work through targeted PiXL

mean. Then, children come up with ideas for what they can see, wonder and then infer. As a class, children will read the blurb and then rethink their predictions for the book.

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.

Following this, the children will use what they have learnt about book covers to make their own prediction on what they think the book, 'Bronze and Sunflower' 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 the blurb and then rethink their predictions for the book.

Children will have started reading the new book 'Cosmic', which will inform their newspaper articles.

Following this short input, children will demonstrate how much they know by creating a newspaper article independently.
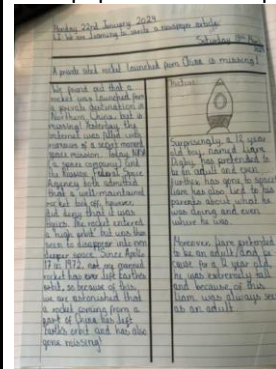
understanding and analysing literature.

During the lesson, the children will answer guided questions about Chapter 4, working individually or in pairs to retrieve specific details. They may highlight or underline information in the text, discuss their findings, and share their answers with the class.

This activity will help them strengthen their comprehension skills and confidence in identifying important information within a story.

read a selected passage and analyse it to make inferences. They may answer guided questions, such as how a character feels based on their actions or dialogue, or what a setting suggests about the mood of the story.

Through discussions and written responses, they will practice justifying their inferences using evidence from the text.

Thursday 9th January 2025
LI: We are learning to make inferences about characters settings, and events based on clues in the text

Q1) How does Liam use his appearance to his advantage in this chapter? What does this suggest about his character?

Liam uses his adult-like appearance to act more confidently and gain trust from others. This shows he is clever and resourceful, but also that he enjoys testing boundaries.

therapy activities to identify adverbials in given sentences, use them to expand basic sentences, and apply their knowledge to improve their writing. They will also revisit fronted adverbials and the use of commas, engaging in paired discussions, sentence corrections, and short writing tasks to reinforce their understanding.

Class Text	Diamond	Jade	Pearl	Emerald

Year Group: Year 5   **Week beginning: 06.01.25**

Wellington Primary

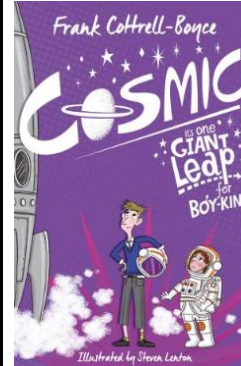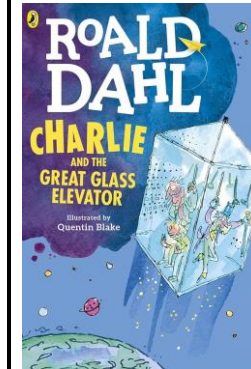| – Reading Aloud 10-15 mins each day	Text – Holes Author – Louis Sachar	Text - The BFG Author – Roald Dahl	Text – Cosmic Author – Frank Cottrell Boyce	Text – Charlie and The Great Glass Elevator. Author – Roald Dahl
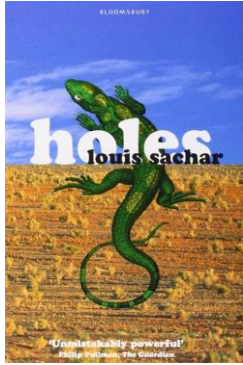
Weekly Overview of Learning

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to use formal methods to multiply 4 digits by 1 digit.	LI: We are learning to use area model to multiply 2 digits by 2 digits.	LI: we are learning to multiply 2 digits by 2 digits.	LI: We are learning to multiply 3 digits by 2 digit.	PIXL Therapy LI: We are learning to find multiples and factors of positive whole numbers, including common factors and multiples

Key vocabulary and key questions	**Key vocabulary**	**Key vocabulary**	**Key vocabulary**	**Key vocabulary**	**Key vocabulary**
	digits multiply exchange column calculation ones tens hundreds thousands	digits multiply exchange column calculation ones tens hundreds thousands	digits multiply exchange column calculation ones tens hundreds thousands	digits multiply exchange column calculation ones tens hundreds thousands	multiples, factors. common, dividing, equally.
	Blooms questioning How does multiplication link to addition? • How can you use counters to represent 284 × 3? • How does the written method match the representation? • Which column do you start with? • Do you need to make an exchange? • How could you estimate the answer to check your calculation? • What is the same and what is different about multiplying a 4-digit number by a 1-digit number and multiplying a 3-digit	**Blooms questioning** How can you partition the numbers? • What other multiplications can you see? • Which numbers did you multiply first? • Once you have completed the area model, what do you need to do to find the total product of the two numbers? • What is the same and what is different about 2 × 3 and 20 × 30? • Does it matter what order you	**Blooms questioning** What are you multiplying by first? What are you multiplying by next? Why is this different? • Why is there a zero in the ones column when multiplying by ? (for example, when multiplying 14 by 30) • What do you do after you have multiplied both numbers? • Where do you write the exchanged ones/tens/hundreds?	**Blooms questioning** What are you multiplying by first? What are you multiplying by next? Why is this different? • Why is there a zero in the ones column when multiplying by ? (for example, when multiplying 314 by 30) • Where do you put the exchanged ones/tens/hundreds? • What do you need to do to complete the calculation? • What is the same and what is different about multiplying a 2-digit number by a 2-digit number and multiplying a 3-digit number by	**Blooms questioning** What is the difference between factors and multiples? Can you give an example of each for the number 12? How can we find all the factors of a number? For example, what are all the factors of 24? What are the common factors of two numbers, such as 18 and 24? How do we find them? What are the common multiples of two numbers, such as 4 and 6? Can you list the first three common

	number by a 1-digit number?	complete the area model in?	• Have you included all the exchanges in your totals? • How can you use rounding to find an estimate for the answer to the calculation?	a 2-digit number?	multiples?

Weekly Overview of Learning

Activities					
	In Year 4, children used the formal written method to multiply numbers with up to three digits by a 1-digit number. This small step builds on this learning and extends the formal written method for short multiplication to multiplying 4-digit numbers by a 1-digit number. Place value counters in place value charts are used to model the structure of the formal method, enabling children to gain a greater understanding of the abstract procedure. Children continue to use counters to exchange groups of 10 ones for 1 ten and this is extended to include exchanging 10 tens for 1 hundred, 10 hundreds for 1 thousand and 10 thousands for 1 ten-thousand. Children can use their knowledge of rounding and multiplying by multiples of 10 to find estimates to the answers, as a check that their calculated answers are sensible.	In this small step, children build on their learning of multiplying by a 1-digit number and begin to multiply by a 2-digit number. Children use the area model to multiply a 2-digit number by another 2-digit number before moving on to the formal written method in the next step. Linking the use of the area model to children's prior knowledge of arrays helps children to understand the model. They see that to find the total product, they can break the calculation down, find other products and then add them together. Initially, the area model is represented using base 10, which will enable children to understand size, scale and place value. Once the children have a good understanding of place value within the area model, they use place value counters to work more efficiently. They then progress to using only numbers in the model.	In this small step, children progress from the area model to using the formal written method for multiplication. Encourage children to recognise the links between the area model and the formal method, noting where the subtotals in the formal method match the totals of parts of the area model. This will support children's understanding of each step of the calculation process. A common error when using the formal written method for multiplication is for children to omit the zero placeholder in the ones column when multiplying by the tens digit. Comparing the area model should make it clear to children why this is needed. Children can check their answers by rounding to find estimates, for example 42 × 32 is about 40 × 30 = 1,200, so the actual answer should be close to this.	In this small step, children build on their understanding of multiplying a 2-digit number by a 2-digit number using the formal written method for multiplication and extend it to multiplying a 3-digit number by a 2-digit number. It is important that children are confident with the previous step before moving on to this one and it may be necessary to refer back to the area model for clarification. Again, ensure that children have an understanding of the role of zero in the ones column when multiplying by the tens digit. Children use the formal written method for multiplication to solve multi-step problems, including problems from other topics of mathematics such as area.	In this lesson, children will complete PIXL therapy in order to develop their understanding of multiples and common factors. evidence. Children will work using their whiteboards in partners, independently and as a class to find common factors of numbers. Year 5 Mathematics M3h Can find multiples and factors of positive whole numbers, including common factors and multiples **PiXL**

Weekly Overview of Learning

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
Unit: Madina Tun Nabi **Lesson 1** **LI: We are learning to play rhythms and melodies by ear.** We will be starting a new piece of work in music this term called Madina tun Nabi, this is a modern nasheed (Islamic song) that is all about the holy city of Madina in Saudi Arabia. The title is translated as 'the city of the Prophet'. We will start the lesson by challenging the children to recall notes from the previous lesson's bassline. In groups, the children will learn to - • Practise echo playing rhythms and melodies by ear. • Learn both parts of the chorus. • Learn about the song and what it is about. They will also use tuned Instruments – as many notes D-G-A-D (the 'Ds' an octave apart) on a range of tuned percussion (xylophones, chime bars, glockenspiels) and pitched instruments (guitars, ukuleles), as well as apps. **Key questions for the lesson include:** What notes do we need to know for this piece of music? Why is this song important? **Key Words:** Pitch: melody, octave, G major, D major, drone, microtone, vocal decoration. Structure: introduction, verse, chorus. Texture: call-and-response, a cappella/ unaccompanied, accompaniment. Other: improvisation, Nasheed, Arabic music.	**Unit - What do people believe about death? (Buddhism)** **Lesson 1** **LI: We are learning to understand that people have different beliefs regarding death.** In this lesson, children will be starting their new topic of what people believe about life after death. In a class discussion, children will learn about different religions and cultures especially in Buddhism and what beliefs their families might have about death. We will then be completing a defining frame about what we have learnt. They will move on to exploring the story or Buddha and the 4 encounters. Children will discuss the story and relate it to ' impermanence ' and understand that everything is not forever. They will then move to drawing what their understanding of impermanence is. **Key vocabulary** Recall Record Reincarnation Resurrection Life Death Impermanence 	**Dance - Lesson 1** **LI: We are learning to create a dance using a random structure and perform the actions showing quality and control.** In this lesson, children will first understand why we count in 8s in dance. Then children will understand the actions by reading the actions from the resource and ask pupils to provide an example of each action to check for understanding. Next, children will explore different ways they could complete each of the actions. After, in pairs, pupils decide how they are going to complete the eight actions they have on their sheet, and how many counts they will use for each. Pupils complete the actions standing side by side in unison and practise their dance. Pupils will perform their dance to another pair. Both pairs watch each other and provide feedback on each others' performances. Pupils will be given time to use the feedback provided to improve on their performance. Key words: Movement, Rhythm, Choreography, Patterns, Expression, Energy, Dynamics, Formation, balance and timing **Yoga - Lesson 1** **LI: We are learning to develop flexibility through the sun salutation flow.** In this lesson, children will learn that Yoga is exercise for the mind, body and our breath. It makes us strong, flexible and helps us with our thoughts and feelings. Children will learn how to do the following: • Breathe and focus - Pupils will learn to sit in a good 'sitting pose.' Everyone takes a big breath in, raising their shoulders up to their ears as they do so. On the sigh out of their mouth, allow the shoulders to drop back down. • Sun salutation - Pupils will learn that in yoga, a sun salutation is a 'salute' to the sun. It is a series of yoga poses that create what is called a flow. Moving through a flow helps to develop flexibility, extending and lengthening muscles on the out breath.

Weekly Overview of Learning

- The flow goes: Mountain pose – back bend - forward fold – lunge - plank pose – cobra pose – down dog – lunge - forward fold – back bend - mountain pose.

Key words: Mindfulness, breathing, stretching, balance, flexibility, focus, calm, strength, relaxation, posture, flow, alignment, core, pose, meditation

Art – Kapow	PSHE - Jigsaw	Spanish

Unit: Painting & mixed media portraits

Lesson 1

L.I. We are learning to explore how a drawing can be developed.

Key words: atmosphere, background, carbon paper, collage composition, continuous line

This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves.

Unit: Dreams and Goals

LI: We are learning to understand that we will need money to help us achieve some of our dreams.
LI: We are learning to identify what we would like our life to be like when we are grown up.

Key words: dreams, goals, achievements, success, determination, obstacles, overcome

In PSHE, we are starting our new topic: Dreams and Goals. In this lesson children will complete a defining frame of what they already know about dreams and goals. Children will discuss the key words in this topic: dream, goal, feeling, achievement, money, grown up, adult, lifestyle.
Following this, children will discuss the following sentence stem: 'If I won lots of money my dream would be…' Children will be

Unit: ¿Tienes una mascota? (Do you have a pet)

By the end of this unit we will be able to:
- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.

Keywords for unit:

Unit Glossary			
Spanish	**English**	**Spanish**	**English**
un perro	a dog	Tengo...	I have...
un gato	a cat	No tengo...	I do not have...
un conejo	a rabbit	Tengo un...	I have a... (masculine)
un hámster	a hamster	Tengo una...	I have a... (feminine)
un pez	a fish	que se llama...	that is called...
un ratón	a mouse	y	and
una cotorra	a parrot / parakeet	pero	but
una tortuga	a tortoise		

Weekly Overview of Learning

This lesson, children will be able to draw a portrait using a continuous line method and vary the shape, size and position of the words they are interested in using. We will also explore the way background can change the effect of a drawing.

asked to think about whether any of their dreams could be fulfilled without having any money, reflecting whether or not money is an important factor when considering dreams and goals. Children look at a range of professions and will then write about their dreams and jobs, thinking about what steps they need to take to reach these.

Lesson 1

L.I. We are learning to introduce the unit and the aim of the lesson: to learn the 8 different pets in Spanish with their corresponding indefinite articles/determiners.

In this lesson, the children will be discussing pets. They are going to learn how to say 8 pets in the foreign language with the correct indefinite article/determiner (a/an), which of these pets they have or do not have using conjunctions, as well as what the pets are called.

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing

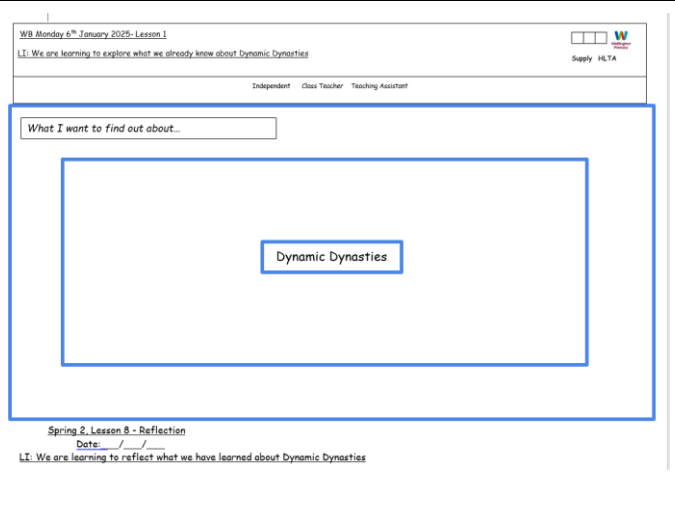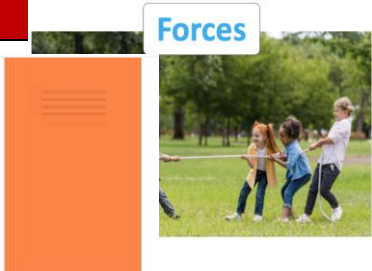| Unit: Forces and Mechanisms	Unit: Dynamic Dynasties	Unit: Flat-file databases
Lesson 1 **L.I. We are learning to identify contact and non-contact forces.** At the start of this lesson, children will reflect on what they already know about forces and mechanisms and will record this on their new topic defining frame. Children will look at the key words and define the words they have already come across. In this lesson, children will look at a range of forces and learn their names. They will also learn the definition of contact force and non-contact force to group the different forces in their books. By the end of the lesson, children will know that friction, air resistance and water resistance are forces that oppose motion and slow down moving objects. **Key words:** contact force Non contact force Push Pull Magnetic Attract Repel Friction Air resistance Water resistance Gravity	**Lesson 1** LI: We are learning to explore what we already know about Dynamic Dynasties **Key words:** China Civilisation Fertile Isolated Himalayan Dynasty Empire **Key questions:** What was the Shang Dynasty? Where was the Shang Dynasty? Why was the Shang Dynasty so significant? What do we already know about the Shang Dynasty? What would you like to find out about the Shang Dynasty? In this lesson, children will be introduced to the topic of Dynamic Dynasties. Children will first watch an introductory video about the Shang Dynasty and will then think about a series of key questions and subsequently discuss these in their groups. As a class, children will then create a mind map of important information for the Shang Dynasty. As a class, children will sort the timeline cards into chronological order and discuss the main events. Children will then complete the defining frame.	This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others. **Lesson 1 - Creating a paper-based database** **LI: We are learning to use a form to record information** In this lesson, learners will create a paper version of a record card database. Using a card template, they will create a data set, with each learner creating eight to ten cards linked to a theme, e.g. animals. They will complete records for each of the animals in their database and then they will physically sort the cards to answer questions about the data.

Weekly Overview of Learning

WB Monday 6ᵗʰ January 2025- Lesson 1

LI: We are learning to explore what we already know about Dynamic Dynasties

Supply   HLTA

Independent   Class Teacher   Teaching Assistant

What I want to find out about…

Dynamic Dynasties

Spring 2, Lesson 8 - Reflection
Date:___/___/____
LI: We are learning to reflect what we have learned about Dynamic Dynasties

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Homework

...t on a **Thursday** and due back on a **Monday** either in books or on line.

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
Reading Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.	**Spellings** Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.	**Doodle Maths** – Log on to your account at least three times this	**All year groups** Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the

Forces

Year Group: Year 5   **Week beginning: 06.01.25**

Wellington Primary

Tasks are due and will be changed every Monday. Your teacher will check, mark and sign your work once a week. Try and login to Bug Club and Reading Eggs. Bug Club Reading eggs	Remember to write your spelling sentences in your purple reading task book. ?	week. We will be checking to see who has accessed their account the most!! Work to reach your target – are you in the <u>green</u> zone yet? <u>Times Tables Rockstars:</u> Take part in the weekly Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!	school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn. Please remember to write your child's name on all school clothes and resources so if they get lost we can return them. Please remember to bring book bags in everyday! **Forthcoming Trips/events for this term**; **Reading Café** dates for specific classes