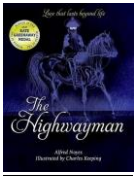


# Weekly Overview of Learning


Year Group: Year 5 Week beginning: 09.12.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>LI: We are learning to retell The Highwayman in our own words, keeping the structure of the original story (Introduction).</b>	<b>LI: We are learning to retell The Highwayman in our own words, keeping the structure of the original story (Build-up and Dilemma)</b>	<b>LI: We are learning to retell The Highwayman in our own words, keeping the structure of the original story (Resolution)</b>	<b>LI: We are learning to gather ideas to describe characters from The Highwayman using descriptive techniques.</b>	<b>LI: We are learning to create a character description using descriptive techniques.</b>
<b>Speaking and Listening Focus</b>	Children will ask relevant questions to extend their understanding and knowledge.	Children will ask relevant questions to extend their understanding and knowledge.	Children will ask relevant questions to extend their understanding and knowledge.	Group work - We will be using Think, pair, share and class discussions as our focus today. Ask relevant questions to extend their understanding and knowledge, using the Q matrix.	Children will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Summarise</li> <li>Key events</li> <li>Characters</li> <li>Settings</li> <li>Dialogue</li> <li>Thoughts</li> <li>Feelings</li> <li>Opening</li> <li>Build up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ostler</li> <li>Gusty</li> <li>Galleon</li> <li>Torrent</li> <li>Cocked hat</li> <li>Rapier</li> <li>Doe</li> </ul> <p><b>Key Questions:</b> What are the key components that make up the structure of a story? Can you name them?</p>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Summarise</li> <li>Key events</li> <li>Characters</li> <li>Settings</li> <li>Dialogue</li> <li>Thoughts</li> <li>Feelings</li> <li>Opening</li> <li>Build up</li> <li>Dilemma</li> <li>Resolution</li> <li>Ostler</li> <li>Vowed</li> <li>Crouched</li> <li>Jealousy</li> <li>Schemes</li> <li>Crouched</li> </ul> <p><b>Key Questions:</b> What are the main events that occur in the text?</p>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Summarise</li> <li>Key events</li> <li>Characters</li> <li>Settings</li> <li>Dialogue</li> <li>Thoughts</li> <li>Feelings</li> <li>Opening</li> <li>Build up</li> <li>Dilemma</li> <li>Resolution</li> <li>Gusty</li> <li>Galleon</li> <li>Torrent</li> <li>Riding</li> </ul> <p><b>Key Questions:</b> How do we find the meaning of words from a text? What is the main idea of the text? Why is it important to learn</p>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Appearance</li> <li>Personality</li> <li>Effect on others</li> <li>Writing with purpose</li> <li>Descriptive techniques</li> <li>Expanded noun phrases</li> <li>Figurative language</li> <li>Sensory language</li> </ul> <p><b>Key Questions:</b> How can you describe the physical appearance of the characters using vivid and detailed imagery? Using the illustrations, how do the character's facial expression and body language convey their emotions and personality traits? How does the character's clothing and style contribute to their overall depiction?</p>	<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Appearance</li> <li>Personality</li> <li>Effect on others</li> <li>Writing with purpose</li> <li>Descriptive techniques</li> <li>Expanded noun phrases</li> <li>Figurative language</li> <li>Sensory language</li> </ul> <p><b>Key Questions:</b> How can you describe the physical appearance of the characters using vivid and detailed imagery? Using the illustrations, how do the character's facial expression and body language convey their emotions and personality traits? How does the character's clothing and style contribute to their overall depiction?</p>






# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 09.12.24

	<p>Has the author used repetition? What rhyming words can you spot? What words/phrases/ sentences create mood in the poem? How does the author use the setting to create an atmosphere in the poem?</p>	<p>Who are the main characters and what role do they play in the poem? What are the central themes or messages conveyed in the poem? What emotions and moods are evoked throughout the poem? How would you describe the relationship between the highwayman and Bess? Can you identify the figurative language? What does Tim's description, such as "his hair like mouldy hay," tell us about him as a character?</p>	<p>What are the three main events that occurred in the text? What can you identify about the setting of the story? What happens to Bess? Does the Highwayman escape or return? What role does Tim play in the ending? What do you think could have happened differently? How can the ending of a story change the overall mood?</p>	<p>overall depiction?</p>	
<p><b>Activities</b></p>	<p>In this lesson, children will begin writing their own introductions to The Highwayman in their own words. They will focus on describing the setting, atmosphere, and the main character, capturing the mysterious and dramatic tone of the poem. By rephrasing the opening lines in their unique styles, they will demonstrate their understanding of the text while adding their personal touch to the classic story.</p> <p><b>Checklist:</b></p> <p>Did I introduce the key characters (The Highwayman, Bess)? Did I describe the setting clearly? Did I include all key events in the correct order? Did I use vivid vocabulary and fronted adverbials to connect events? Did I convey the mood and atmosphere (e.g., romantic, suspenseful, tragic)?</p>	<p>In this lesson, children will explore the build-up and dilemma in The Highwayman, rewriting these sections in their own words. They will describe the tension as the story unfolds, focusing on the danger surrounding the characters and the suspense leading to the key conflict. By reimagining these moments, the children will show their understanding of the poem's dramatic events while adding creativity to their retelling.</p>	<p>In this lesson, children will work on rewriting the resolution of The Highwayman in their own words. They will focus on capturing the emotional conclusion of the poem, describing the fate of the characters and the lasting impact of their actions. Through their retelling, they will demonstrate an understanding of the poem's themes while adding their own interpretations to the ending.</p> 	<p>In this lesson, children will focus on powerful descriptions, using metaphors, similes, and personification to bring the characters to life. For example, some may describe the Highwayman as having a "face as dark as midnight" or his movements "slinking like a shadow in the night." Others might describe Bess, the landlord's daughter, as "her love burning brighter than the stars," capturing her passion and sacrifice. The students are exploring how figurative language can make the characters' emotions, actions, and personalities stand out, making their writing vivid and imaginative. This will be a group work activity and then children will complete a thinking frame to record their ideas.</p>	<p>The children are now writing up their character descriptions, carefully crafting each sentence to bring their chosen character from The Highwayman to life. They're using all the figurative language they've gathered, such as metaphors, similes, and personification, to make their descriptions more vivid. As they write, they focus on the character's appearance, personality, and how they affect others in the poem. Some children are describing the Highwayman's boldness with phrases like "his eyes sparkled like fire," while others are capturing Bess's quiet strength, comparing her to "a bird ready to take flight." It's clear that they're thinking deeply about how to use descriptive language</p>

# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 09.12.24

	<p>Dojo words </p> <ul style="list-style-type: none"> <li>- Gusty</li> <li>- Galleon</li> <li>- Rapier</li> <li>- Doe</li> <li>- Cocked hat</li> <li>- Moor</li> <li>- Torrent</li> <li>- Cobblestone</li> <li>- Inn</li> </ul>	<p></p> <p></p>		<p>Blue - You will focus on collecting ascriptive phrases for Tim the Outlier</p> <p>Green - You will focus on collecting descriptive phrases for The Highwayman</p> <p>Yellow - You will focus on collecting descriptive phrases for Bees</p> <p>Each group will have these on their tables. Work in your groups to collect as many ideas; don't forget to use your senses and figurative language. Use the poem to help you with some ideas.</p> <p>Orange - You will focus on collecting noun phrases for The Highwayman</p> <p>Appearance</p> <p>Movement</p> <p>Personality</p> <p>Effect on others</p> <p>Thanks 20th December 2023 L1 - We are learning to identify and explain the poetic devices used in The Highwayman</p> <pre> graph TD     A[Poetic devices in The Highwayman] --&gt; B[Personification]     A --&gt; C&gt;Alliteration     A --&gt; D&gt;Metaphors     A --&gt; E&gt;Similes     </pre>	<p>to create powerful, memorable portrayals.</p> <p><b>Writing a Character Description</b></p> 
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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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# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 09.12.24

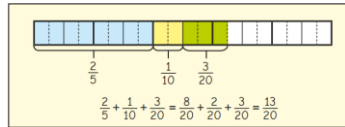
Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to add whole numbers and fractions to a mixed number.</u></p>	<p><u>LI: We are learning to add fractions with total greater than 1.</u></p>	<p><u>LI: We are learning to add whole numbers and fractions to a mixed number.</u></p>	<p><u>LI: We are learning to add two mixed numbers.</u></p>	<p><u>LI: We are learning to add and subtract fractions with the same denominator and denominators that are multiples of the same number</u></p>
<p><b>Activities</b></p>	<p><b>Key vocabulary</b> fractions equivalent non unit whole part denominator numerator</p> <p><b>Key questions</b> How can you represent this calculation using a bar model? Will you need more than one bar? How do you know? How many parts do you split the bar(s) into? What could you do if the answer is an improper fraction? What type of calculation is this? When adding/subtracting fractions with the same denominators, what will the denominator of the answer be? Why?</p> <p>In this small step, children add two or three fractions with different denominators. The fractions are such that one denominator is a multiple of another and the total remains within 1. Children may be</p>	<p><b>Key vocabulary</b> fractions equivalent non unit whole part denominator numerator</p> <p><b>Key questions</b> Do the fractions have the same denominator? How can you find a common denominator? How many of the fractions do you need to convert? Now the denominators are the same, how do you add the fractions? How can you tell the answer is greater than one whole? How can you convert the answer to a mixed number?</p> <p>In this small step, children continue to add fractions where one denominator is a multiple of the other, but progress to additions where the total is</p>	<p><b>Key vocabulary</b> fractions equivalent addition non unit whole part denominator numerator mixed number</p> <p><b>Key questions</b> How can you partition a mixed number? How can the addition be written so that similar parts are next to each other? How can the parts be combined to produce a mixed number? Do you need to combine whole numbers or fractions? Why can you swap the order of the numbers in an addition?</p> <p>In this small step, children add either a whole number part or a fractional part to a mixed number as a precursor to</p>	<p><b>Key vocabulary</b> fractions equivalent non unit whole part denominator numerator add mixed number</p> <p><b>Key questions</b> How can you partition the mixed numbers? How can the addition be rewritten to make it easier? Do you need to combine whole numbers, fractions or both? Are there any improper fractions in the answer? What can you do about this? How do you change a mixed number into an improper fraction? In this question, is it easier to deal with mixed numbers or to use improper fractions? Why?</p> <p>Building on the previous step, children add two mixed numbers by adding the whole</p>	<p><b>Key vocabulary</b> fractions equivalent non unit whole part denominator numerator add mixed number</p> <p><b>Key questions:</b> How can the addition be written so that similar parts are next to each other? How can the parts be combined to produce a mixed number? Do you need to combine whole numbers or fractions? Why can you swap the order of the numbers in an addition? Do the fractions have the same denominator? How can you find a common denominator? How many of the fractions do you need to convert? Now the denominators are the same, how do you add the fractions?</p>

# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 09.12.24

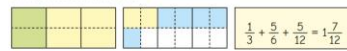
familiar with some simple common additions, such as  $1/2 + 1/4 = 3/4$ , and this could be a good example on which to build. Children can use pictorial representations to convert one of the fractions so they have a common denominator and to support the addition. If they write their workings alongside the pictorial representations, this will help them to make the links.

Nijah uses a bar model to work out  $\frac{2}{5} + \frac{1}{10} + \frac{3}{20}$



greater than 1. Their answers will be improper fractions that they should convert to mixed numbers using the skills they have learnt in earlier steps. Children continue to represent the addition of fractions using pictorial or concrete representations to make sense of both the methods and the answers. They need to be clear what represents the whole in each case.

Here is Mo's method for adding three fractions with different denominators.



Explain each step of the calculation. Add the sets of fractions, giving your answers as mixed numbers.

$\frac{2}{3} + \frac{1}{6} = \frac{7}{6}$     
  $\frac{1}{4} + \frac{7}{8} = \frac{3}{2}$     
  $\frac{1}{2} + \frac{5}{6} = \frac{5}{3}$

adding two mixed numbers in the next step. The key point is that children remember that a mixed number such as  $3 \frac{1}{2}$  can be partitioned into  $3 + 1/2$  and then they can add to the required part before recombining. The expectation is that, provided the sum of fractional parts does not cross a whole, these additions will generally be done mentally. Pictorial support may still be useful, initially. Crossing the whole will be included towards the end of this step and will feature more prominently in the next step.

What could the values of A and B be?

$$A \frac{5}{12} + \frac{B}{4} = 5 \frac{1}{6}$$

Compare answers with a partner.

and fractional parts separately. This is usually the most efficient method of adding two mixed numbers, but converting to improper fractions and adding them is included as an alternative. Examples are included where children need to use equivalent fractions and where answers can be simplified, although simplifying answers is not the priority here. Children can still draw models to represent adding fractions, particularly if these are useful for pairs of fractions with different denominators. The cognitive load is significant when finding solutions to these multi-step problems, so providing scaffolding/ partially started solutions may be useful.

Alex adds  $5 \frac{4}{5}$  and  $4 \frac{3}{5}$  by adding the wholes first and then adding the fractions.

$$5 \frac{4}{5} + 4 \frac{3}{5} = 9 + \frac{7}{5} = 9 \frac{7}{5}$$

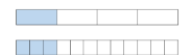
How can Alex's answer be improved?


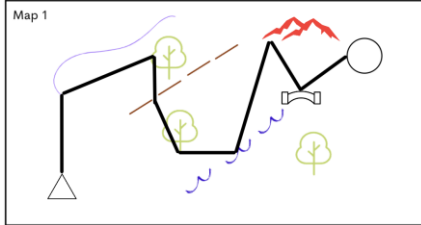
How can you tell the answer is greater than one whole? How can you convert the answer to a mixed number?

In this lesson, we will review how to add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Children will use a variety of pictorial models and diagrams to represent fractions. We will revisit key vocabulary as well as the steps involved when adding and subtracting fractions..

$$\frac{1}{4} \times 3 = \frac{3}{12}$$



Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b>Unit: <u>Keep the home fires burning</u></b></p> <p><b><u>LI: We are learning to combine the song, composition ideas and Home fires fanfare to create a performance</u></b></p>  <p>Keep the home fires burning is an emotional ballad from 1914 celebrating the brave service of those at war and provides a good introduction to the social and historical context of songs and music written around the time of World War 1. Beginning by learning the song, the unit leads onto composing a fanfare using the chord of C, and playing a fanfare as a class ensemble</p> <p>In this lesson children will rehearse all of the fanfare parts that they are using. They will then try and play them together, or one after another, from 1 to 3.</p>	<p><b>Unit: Inspirational Leaders</b></p> <p><b>Lesson 6 and 7</b></p> <p><b><u>LI: We are learning to consolidate our understanding of the unit 'Inspirational Leaders' by creating a Google slides presentation on our chosen Inspirational Leader.</u></b></p> <p><b>Key vocabulary:</b>                      Inspirational Leader                      Achievement                      Core Values                      Impact                      Legacy                      Biography                      Equality                      Compassion                      Leadership                      Influence                      Research                      Presentation</p> <p><b>Key questions:</b>                      What makes someone an inspirational leader?                      How can we define the values of an inspirational leader?                      What achievements or actions made your leader famous or influential?                      How did your chosen leader impact society or the world?                      What are the key qualities or values that your leader demonstrated?                      Why is it important to learn about inspirational leaders?                      How can you apply the lessons from this leader in your own life?                      What can we learn from the way these leaders overcame challenges?                      How does this leader's work inspire others to take action?                      What is the lasting legacy of your leader?</p>	<p><b><u>OAA-Lesson 6</u></b></p> <p><b><u>LI: We are learning to create and follow a key and route on a map.</u></b></p> <p>In this lesson, children in their groups of five will collect a 'Create it Map' resource. As a group, pupils will need to decide on which piece of equipment to use to represent each image on their map. Using the 'Movement Map Key and Route' handout, each group will write what each image represents. Groups will consider a suitable symbol to add to their map for the missing two objects/landmarks and draw these symbols onto their 'Movement Map Key and Route' handout and add a movement. Pupils add a start and finish symbol to their 'Create it Map'. Once they have decided on a route, they try out their route. Pupils will need to write a step by step guide of their route using compass points from the previous lesson.</p>  <p><b><u>Badminton-Lesson 6</u></b></p> <p><b><u>LI: We are learning to apply rules, skills and principles to play against an opponent.</u></b></p> <p>In this lesson, children will apply their learning to play in a badminton tournament. As a class we will identify a top and bottom court. Pupils play in pairs against</p>

# Weekly Overview of Learning

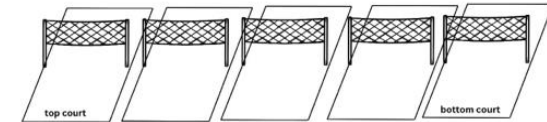
Year Group: Year 5 Week beginning: 09.12.24

Finally children will rehearse all of the elements that they want to include in their final performance.

In this Year 5 RE lesson, students will research and create Google Slides presentations on an inspirational leader of their choice, either religious or secular. They will gather information on the leader's biography, achievements, values, and impact on society. The presentation will include a title slide, an introduction to the leader, key achievements, core values, and their lasting impact. Students will use images, quotes, and clear text to make their slides engaging. At the end of the lesson, students will share their presentations with the class, reflecting on the qualities that make their chosen leader inspirational. This activity encourages research, digital skills, and understanding of leadership values.



another pair for a set time (3 mins approx.). They must agree on the score after each point. Pupils play rock, paper, scissors to decide on who serves first. Following that, the pair who won the point gets to serve next. After the time, pupils move up or down a court. At the end of the lesson, Pupils will reflect with their partner and tell them one thing they have learnt about scoring or serving, one rule they have learnt, one tactic they have used, one skill they have improved on and one opponent who abided by the rules and showed good sportsmanship.



Science - Cornerstones

Spanish

PSHE

# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 09.12.24

## Unit: Human Reproduction and Ageing

**LI: We are learning to identify what we now know and what we would still like to find out about human reproduction and ageing**

In this lesson, children will be completing an end of unit defining frame. They will be identifying what they have learnt in the topic and any further questions they may have.

Autumn 2, Week 7  
L.I. We are learning to identify what we now know and what we would still like to find out about human reproduction and ageing

What would you still like to find out about human reproduction and ageing?

Human reproduction and ageing

## Unit: En la cafeteria

Lesson 6

**LI: We are learning to revise all language covered so far and complete assessment for the unit**

In this lesson children will revise all the language from the unit as the children complete their assessment tasks.

**Reading Exercise**

Can you answer the questions below based on the information given in the text?

**¡Hola! Me llamo Carlos. Quisiera unas gambas, dos ensaladas mixtas, tres pasteles de limón y una limonada por favor. ¡Gracias! Adiós.**

What is the customer's name?

What does the customer order first?

How many mixed salads does the customer order?

What food does the customer order three of?

What drink does the customer order?

**Writing Exercise**

Can you write any of the following five phrases in Spanish?

a chocolate cake

a coffee with milk

What would you like?

The bill please.

I would like a mixed salad and a tea please.

WORD	una tarta de chocolate	un café con leche	Quisiera	la cuenta
BANK	¿Qué deseas?	por favor	gracias	un té y

## Unit: Celebrating Differences

Lesson 6

**L.I: we are learning to explain the difference between direct and indirect types of bullying.**

**Key words:**

- Bullying
- Direct Bullying
- Indirect Bullying
- Physical Bullying
- Verbal Bullying
- Emotional Bullying
- Cyberbullying
- Harassment
- Victim
- Perpetrator
- Bystander
- Empathy

**Key questions:**

- What is direct bullying? Can you give examples?
- What is indirect bullying? How is it different from direct bullying?
- How do people feel when they are bullied directly or indirectly?
- Why do you think people bully others, and what can we do to stop it?
- How can we help someone who is being bullied?
- What should you do if you see someone being bullied?
- Why is it important to treat others with kindness and respect?
- How can bystanders help prevent bullying?
- What are the long-term effects of bullying on a person's emotional well-being?

In this Year 5 PSHE lesson on bullying, students will explore the differences between direct and indirect bullying, learning how each type affects individuals and communities. Through



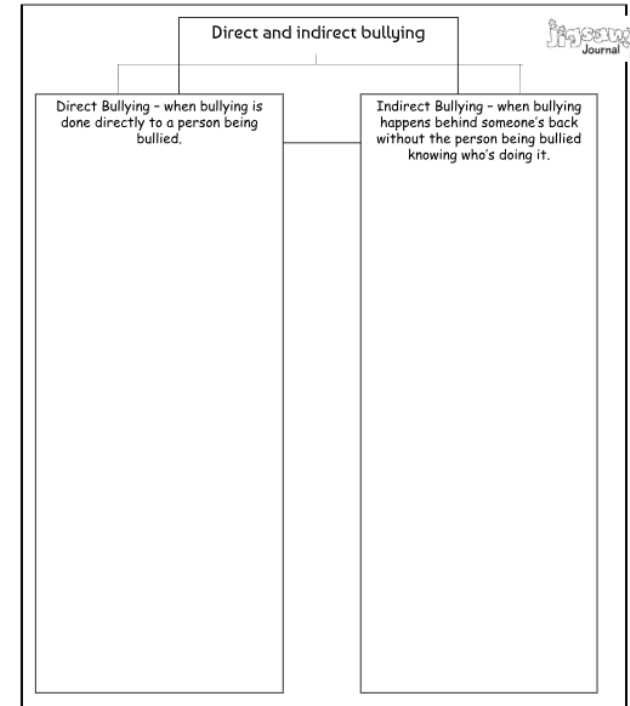
# Weekly Overview of Learning

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discussion and activities, they will reflect on the emotional impact of bullying and identify the roles of victims, perpetrators, and bystanders. The lesson will emphasize the importance of empathy, kindness, and respect in preventing bullying, and students will explore practical ways to support those who are being bullied. By the end of the lesson, students will understand the consequences of bullying and feel empowered to take action to create a more inclusive and supportive environment. Students will then complete their worksheet on indirect and direct bullying.

WB: Monday 9th December 2024  
L1: we are learning to explain the difference between direct and indirect types of bullying.  
Supply: HLTA  
Independent    Class Teacher    Teaching Assistant

Puzzle: Celebrating Difference  
Piece: 4





# Weekly Overview of Learning

Year Group: Year 5 Week beginning: 09.12.24

## 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.



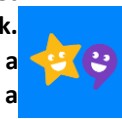
#### Homework:

##### 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 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!



# Weekly Overview of Learning

Year Group: Year 5    Week beginning: 09.12.24

**Superhero Spelling – Year 5 Yearly Overview**

Week	Year 1	Year 2	Year 3
1	Words ending with -ous	Aspects of parallelism (and Progress)	Spelling 6 (6)
2	Words ending with -ous	Spells 2 (2)	Spells 7 (7)
3	The short word of -ous spell 1	Spells 3 (3)	Words including the letter -ous (1)
4	The long word of -ous spell 1	Model Words and Dictionary Spelling system	Words including the letter -ous (2)
5	Homophones and Near Homophones	Homophones and Near Homophones	Adding zero prefixes to unit 1
6	Dictionary Words 1	Dictionary Words 3	Dictionary Words 5
7	Homophones and Near Homophones	Spells 4 (4)	Adding two zero prefixes
8	Words with silent letters	Spells 5 (5)	Spells 8 (8)
9	Words with silent letters	Aspects of flow	Spells 9 (9)
10	Spells 1 (1)	Aspects of flow	Spells 10 (10)
11	Words ending in -ous	Homophones and Near Homophones	Homophones and Near Homophones
12	Dictionary Words 2	Dictionary Words 4	Dictionary 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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