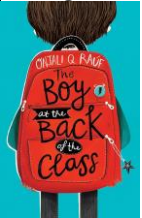


Weekly Overview of Learning

Year Group: 5 Week beginning: 09.09.24

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to identify personal and possessive pronouns.</u></p>	<p><u>LI: We are learning to explain what a refugee is and empathise with emotions that a refugee may feel.</u></p>	<p><u>Pixl therapy</u> <u>LI: We are learning to identify and use determiners, pronouns and possessive pronouns.</u></p>	<p><u>LI: We are learning to explore, understand and empathise with a character's feelings.</u></p>	<p><u>LI: We are learning to develop an understanding of a character through hot seating.</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will speak audibly and fluently with an increasing command of Standard English using the correct pronouns in sentences when speaking and writing.</p>	<p>Children will consider and evaluate different viewpoints, attending to and building on the contributions of others. To help develop an informed view, children will distinguish fact from opinion, and recognise when their sources try to influence them and how useful these are.</p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p>	<p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Children will participate in discussions, role play and improvisations. When engaging with others, children will respond in ways appropriate to their role, showing that they value others' contributions and use these to build on thinking.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u> Pronouns Personal pronouns I You She He We They</p>	<p><u>Key vocabulary</u> Refugee Asylum Displacement War Trauma Resilience Empathy Empathise</p>	<p><u>Key vocabulary</u> determiner pronoun possessive personal grammar sentence structure subject object</p>	<p><u>Key vocabulary</u> empathise feelings actions scared anxious insecure inferior unwanted</p>	<p><u>Key vocabulary</u> Characterisation Hot Seating Personality Motivation Background Emotions Body Language Dialogue</p>

Weekly Overview of Learning

Year Group: 5 Week beginning: 09.09.24

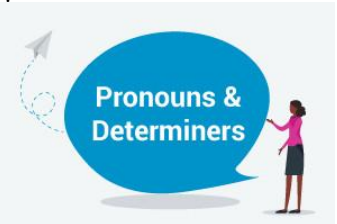
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<p>Possessive pronouns Mine Yours His Hers Ours Theirs</p> <p><u>Blooms questioning</u> What is a personal pronoun? What is a possessive pronoun? What is the purpose of using personal pronouns in writing or speech? How do personal pronouns change according to different persons (first person, second person, third person)? How are possessive pronouns used to indicate ownership or possession? What is the function of possessive pronouns in replacing</p>	<p>Hope Compassion Belonging Isolation Uncertainty Human Rights Solidarity</p> <p><u>Blooms questioning</u> What is a refugee? What are the circumstances that force individuals to become refugees? Which countries or regions have experienced significant refugee crises in recent history? What basic human rights are refugees entitled to, regardless of their status? Why have some individuals become refugees and what are the challenges they face in their home countries?</p>	<p>mine yours his hers ours</p> <p><u>Blooms questioning</u> What is a determiner? How do determiners function in a sentence? What is the difference between a determiner and a pronoun? How do pronouns help in avoiding repetition in a sentence? What different types of determiners are there? What different types of personal pronouns are there?</p>	<p>embarrassed lonely abandoned depressed curious safe optimistic peaceful brave</p> <p><u>Blooms questioning</u> How do you think Ahmet is feeling moving to a different country? How do you think Ahmet is feeling about starting a new school? What actions may Ahmet display when feeling petrified? What actions may Ahmet display when feeling glad?</p>	<p>Perspective Inner Thoughts Improvisation Backstory Relationships</p> <p><u>Blooms questioning</u> How do you feel about the events that have happened in the book? Who are your closest friends or allies in the story? Do you have any enemies or conflicts with other characters? Can you tell me about your past and what led you to this point in the story? Are there any significant events from your past that still affect you today? What do you believe in, and why are these beliefs important to you? What thoughts keep you awake at night? Is there anything you would change about your surroundings? How do you view yourself in relation to your role in the book's events?</p>
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Weekly Overview of Learning

Year Group: 5 Week beginning: 09.09.24



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	<p>possessive noun phrases?</p>				
<p>Activities</p>	<p>In this lesson, children will learn about personal pronouns and possessive pronouns. Children will complete a range of class activities to identify these in sentences, insert these into sentences and explain the purpose of using personal pronouns and possessive pronouns. Following this, children will complete an independent worksheet to consolidate their learning.</p>	<p>In this lesson, children will discuss what they already know about refugees, if they have heard of the term and if they know any refugees. Children will research who a refugee is and learn about famous refugees such as Rita Ora, Sir Mo Farah, Freddie Mercury, Albert Einstein and Dua Lipa and their reasoning for leaving their home countries.</p> <p>Following this, children will learn about what empathising means by listening to a poem called Bird Watching in Lesvos Island and list emotive language used that help them to understand the emotions that a refugee may feel. The class will also watch a story of a refugee, called Yusra, to understand what hardships she had to face and discuss how they think she felt at different points of the video.</p> <p>To consolidate our learning, children will read extracts of stories written by refugees and will answer inference questions to empathise with the author.</p>	<p>In this lesson, children will complete a Pixl therapy in order to clarify their understanding of determiners, pronouns and possessive pronouns. Children will work using their whiteboards in partners, independently and as a class to answer a variety of grammatical questions.</p> 	<p>In this lesson, children will reflect on what they already know about Ahmet as a person, how Ahmet feels and why he feels this way using evidence in the text. As a class, we will look at an emotion-sensation wheel to help us explore ambitious vocabulary to use when expressing feelings. We will create examples of explanations of how Ahmet is feeling and why Ahmet is feeling this way.</p> <p>Following this, we will gather some examples as a class and include these on our working wall before independently completing a role in the wall worksheet to explore and explain the feelings of Ahmet as he starts a new school.</p>	<p>In this lesson, children will create questions that they want to ask Ahmet to explore and understand Ahmet's character by thinking about themes such as personality, motivation, background, emotions, perspective, inner thoughts, backstory and relationships.</p> <p>Following this, children will get the opportunity to ask these questions and gain an improvised answer through hot seating. The answers will be modelled by the teacher at first, then children will practise hot seating in groups. Children will record their questions and possible answers</p>

Weekly Overview of Learning

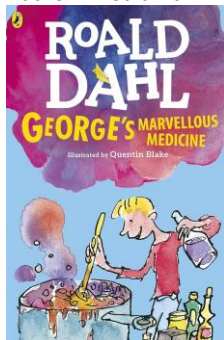
Year Group: 5 Week beginning: 09.09.24

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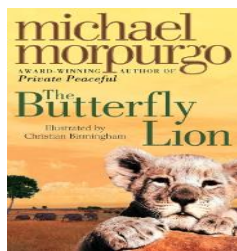
<p>Task 1: Sort the pronouns into the correct category in the table below:</p> <table border="1"> <thead> <tr> <th>Personal pronouns</th> <th>Possessive pronouns</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>I he theirs mine hers she he our they you yours his me</p> <p>Task 2: Circle the possessive pronoun in each sentence below.</p> <p>These plates are ours but you can use the ones over on that table.</p> <p>I tried to pick up the bag but its handle broke and the tins went everywhere!</p> <p>Task 3: Underline the personal pronouns in the passage below.</p> <p>They went to the Post Office to collect his parcel. Sara was not happy as she couldn't get hers because it hadn't arrived yet.</p> <p>Task 4: Replace the underlined word or words in each sentence with the correct possessive pronoun.</p> <p>That belongs to Mrs Wilks. That is _____.</p>	Personal pronouns	Possessive pronouns			<p>Monday 27 September 2024 LI. We are learning to explain, understand and empathise with the emotions that a refugee feel.</p> <p>Supply: H, T, A</p> <p>Independent Class Teacher Teaching Assistant</p> <p>Read the short story, then answer the questions in full sentences.</p>  <p>In some ways, the words of the past week could have taken place a year ago. Time seems to have stood while standing still. The morning of the attack on my home and family, is left to last for me. I don't want to think about it, don't want to remember it, don't want to look it on the page and face it.</p> <p>Having hoped to get me back to front of the other, I had time with my good and keep up with thousands of what remains, checked and forgotten pieces. I don't know where we are going, but the movement of our state was of that moment to now moment and we surge forward on one.</p> <p>Hundreds of homes in my provinces have been damaged by those once regarded as friends. Without shelter, food or water, the only chance of survival is to keep moving and stay together. The larger numbers are in sight on the horizon and as it looms, the sort of hope that comes from not looking for the cloud or considering too many options.</p> <p>Thinking from the front of the group, people that nothing has been reached, but who were another thousand residents? Who are the children? Who is enough just to understand visitors? There is hunger with reality, but the task for long is to hope and be enduring from the door of a cup of franchise, a warm hand in mine, and make the difference between life or death - my life or death.</p> <p>Answer the questions to your best using full sentences.</p> <ol style="list-style-type: none"> How can the passage of time change to feel quick and slow at once? Why does the author describe the movement of the attacking forces from both an eye and face? Why does the author have to force their feet to move? What reason could a friend have for attacking other people? If a message of hope marched into the place where you live, how would you react? Using information from the whole text, give reasons for your answer. Define the words in bold. Predict what might happen next using evidence from the text. 	<p>Monday 27 September 2024 LI. We are learning to explain, understand and empathise with a character's feelings.</p> <p>Supply: H, T, A</p> <p>Independent Class Teacher Teaching Assistant</p> <p>Show, not tell the emotion you experienced. What body reactions did you experience when you started your new school?</p>  <p>How did you feel starting your new school?</p>	<p>Friday 13th September 2024 LI. We are learning to develop an understanding of a character through hot seating.</p> <p>Supply: H, T, A</p> <p>Independent Class Teacher Teaching Assistant</p> <p>Write down the questions you ask Abner and his answers below.</p> <p>Question: _____ Answer: _____ Where did you have to run away from? I had to run away from _____ How did this make you feel? This made me feel _____</p> <p>Question: _____ Answer: _____</p> <p>Question: _____ Answer: _____</p> <p>Example questions: Where did you have to run away from? What language do you speak? Who is the woman in the red coat? Do you have any brothers or sisters? What did the bullet do to make you run away? Do you like it here or do you miss your old home?</p> <p>Word bank - emotions: Scared, anxious, insecure, inferior, unwanted, embarrassed, apprehensive, lonely, powerless, dejected, confused, nervous.</p>
Personal pronouns	Possessive pronouns						

Class Text – Reading Aloud
10-15 mins each day

Emerald
 TEXT – George's Marvellous Medicine
 Author – Roald Dahl



Jade
 Text - Butterfly Lion



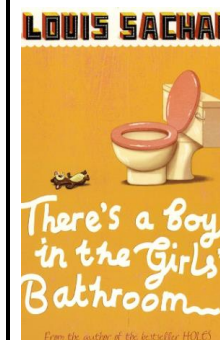
Morpurgo

Author Michael

Pearl
 Text – Stitch Head
 Author – Guy Bass



Diamond
 Text – There's a boy in the girls bathroom
 Author – Louis Sachar



Weekly Overview of Learning

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Maths - Place Value		Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<u>Pixl Therapy</u>	<u>LI: We are learning to consolidate our understanding of numbers to 100,000.</u>	<u>LI: We are learning to consolidate our understanding of numbers to 1,000,000.</u>	<u>LI: We are learning to read and write numbers to 1,000,000.</u>	<u>LI: We are learning to understand the term powers of 10.</u>
Key vocabulary and key questions		<p><u>Key Vocabulary:</u> ones tens hundreds thousands ten thousands place value place value charts counters whole/part</p> <p><u>Key Questions:</u> Counting in 1,000s, what would you say after "nine thousand"? • Counting in 10,000s, what would you say after "sixty thousand"? • How can you represent the number 65,000 using a number line? • What is the value of each digit in the number? • If 100,000 is the whole, what could the parts be?</p>	<p><u>Key Vocabulary:</u> ones tens hundreds thousands ten thousands place value place value charts counters whole/part</p> <p><u>Key Questions:</u> Where do the commas go when writing one million in numerals? • How does a place value chart help you to represent large numbers? • What is the value of each digit in this number? • Are 6-digit numbers always greater in value than 5-digit numbers? • When do you use placeholders in numbers? • If one million is the whole, what could the parts be?</p>	<p><u>Key Vocabulary:</u> ones tens hundreds thousands ten thousands place value place value charts counters whole/part</p> <p><u>Key Questions:</u> When a number is written with commas, what do the numbers before/after each comma represent? • How can this number be represented using a part-whole model? What parts would it be sensible to use? • How do you write "1,000,000" in words? • When do you use the word "and" when reading or writing a number?</p>	<p><u>Key Vocabulary:</u> Increasing sequence ones tens hundreds thousands ten thousands place value place value charts counters whole/part</p> <p><u>Key Questions:</u> How can you tell if a number is a power of 10? • Is this number a multiple of a power of 10? How can you tell? • If you move a digit one place to the left in a place value chart, how many times greater is the value of the digit? • If you move a digit two places to the left in a place value chart, how many times greater is the value of the digit? • What patterns can you see in the Gattegno chart?</p>

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Activities		<p>In this small step, children build on the Year 4 learning revised in the previous step, and explore numbers up to 100,000. They are introduced to the ten-thousands column in a place value chart and begin to understand the multiples of 10,000. This can be reinforced using a number line to 100,000. Both place value counters and plain counters are used in place value charts, allowing for discussion about the values of the columns. Children estimate the position of numbers such as 65,048 on a number line, preparing them for rounding later in this block.</p>	<p>In this small step, children build on the previous steps and explore numbers up to 1,000,000. Children learn that the pattern for thousands in a place value chart follows the same pattern as that of the ones: ones, tens, hundreds, (one) thousands, ten thousands, hundred thousands. Children recognise large numbers presented in a variety of ways using familiar models. Reading numbers is touched on in this step and then developed in the next step, which also looks at writing numbers in words. Partitioning is introduced but will be covered in more detail later in the block.</p>	<p>Children should be secure with the place value of numbers to 1,000,000. In this small step, they develop their skill at reading and writing large numbers in words, which has been touched on in earlier steps. While the spelling of the individual words is important, the focus of the step is the structure of the written words, for example we read and write 4,100 as "four thousand one hundred" but 4,010 as "four thousand and ten". Using a comma as a separator helps with reading and writing numbers in two parts, and a part-whole model or place value chart can be used to support this.</p>	<p>In this small step, children further develop their understanding of place value by exploring the relationship between numbers in different columns. As well as adjacent columns, they look at columns that are further apart, for example considering the number of tens needed to make 1,000 and then multiples of 1,000. Children use both place value charts and Gattegno charts to support their understanding. You could demonstrate exchanging with place value counters as extra support if needed. Multiplication by 10, 100 and 1,000 is covered in detail later in the term. The focus here is on the place value of the digits rather than performing calculations.</p>

Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music –	RE	PE – Get Set 4 PE
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Unit: What shall we do with the drunken sailor?

Lesson 1

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

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.



Unit: Islam

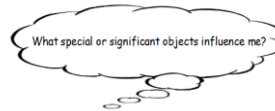
Lesson 1 and 2 (over two weeks)

LI: We are learning to recall what we know and what we would like to find out about Islam.

LI: We are learning to explain the significance of the Quran for Muslims.

In this lesson, children will first discuss what they know already about Islam with their partners and as a class. Then, children will transfer this knowledge onto their defining frames, writing down what they already know about Islam as well as questions they would like to find out about.

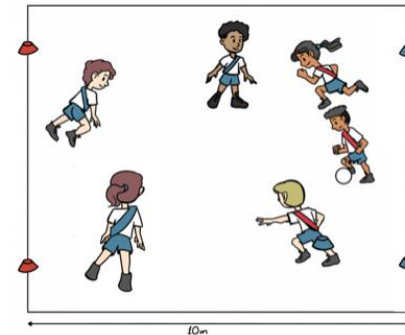
After, children will explore the Quran and its significance for Muslims. They will watch a video explaining what the Quran is and why it is so important in Islam. To consolidate their learning, children will then complete the worksheets on the significance of the Quran and will also reflect on special objects that influence them.



Football -Lesson 1

LI: We are learning to maintain possession when dribbling.

In this lesson, children will focus on using all parts of their feet to control the ball. Children will think about which part of the foot did they feel they had the most control within mini skill development games. They will explore dribbling using different parts of their foot to confirm their choice. Children will learn that when dribbling, it is important to use lots of different parts of the foot so that you can quickly control the ball.



Tag Rugby -Lesson 1

LI: We are learning to select the appropriate skill, choosing when to run and when to pass.


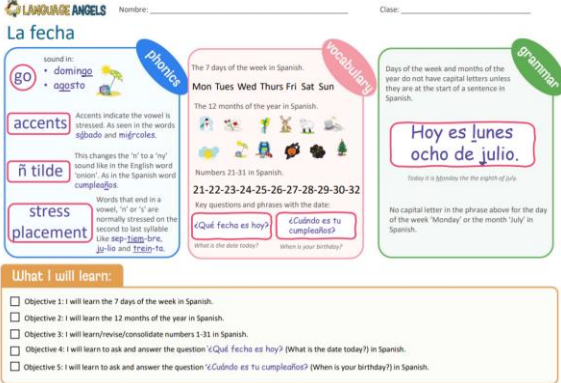

In this lesson, children will learn how to look for space between the defence to move through, pass if the defender comes towards them and run if they have space to do so. In groups of six with a ball in an area approx 10m x 8m, there will be four attackers against two defenders. Attackers try to keep the ball away from the defenders. If a defender tags a child who is in possession of the ball, they switch roles with that player. Attackers are allowed to run with the ball. Attackers aim to make eight passes without being tagged.



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Art	Spanish – Language Angels	PSHE - Jigsaw
<p style="text-align: center;">Unit: Drawing - I need Space</p> <p style="text-align: center;">Lesson 1</p> <p>LI: We are learning to review and explore the work of Teis Albers Over 2 Weeks</p> <p>In this art lesson, the children will be researching a key artist, learning about their background and exploring what makes their artwork special and unique. They will closely examine and evaluate several pieces by the artist, developing their skills in analysing art.</p> <p>Afterwards, the children will create a research page in their sketchbook, summarising what they have learned about the artist. Finally, they will produce their own artwork inspired by the artist's style, allowing them to apply what they've discovered in a creative and hands-on way.</p> 	<p style="text-align: center;">Unit: The Date</p> <p style="text-align: center;">Lesson 1</p> <p>LI: we are learning to recognise, recall and spell the seven days of the week in Spanish.</p> <p>In this lesson, the children will be introduced to their new topic 'La fecha' which means the date. Children will be given a knowledge organiser to review the new learning and be given a vocabulary sheet to help them with the activities in the topic. After this, children will practise the days of the week and be able to say and write "it is [Monday]" in Spanish by the end of the lesson.</p> 	<p style="text-align: center;">Unit: Being me in my world!</p> <p style="text-align: center;">Lesson 2</p> <p>LI: We are learning to identify and face new challenges positively and know how to set personal goals.</p> <p>LI: We are learning to identify what I value most about my school and can identify my hopes for this school year.</p> <p>In this lesson children will be writing five personal learning goals for the coming year (focussing on the academic and personal). They will then write how they aim to achieve their goals and the time frame for each.</p> 

Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Human reproduction and ageing</p> <p style="text-align: center;">Lesson 1</p> <p>LI: We are learning to identify what we already know and what we would like to find out about human reproduction</p>	<p style="text-align: center;">Unit: Sow, Grow and Farm</p> <p style="text-align: center;">Lesson 1</p>	<p style="text-align: center;">Unit: Systems and Searching</p> <p style="text-align: center;">Lesson 1-</p> <p>LI: We are learning to explain that computers can be connected together to form systems</p> <p>In this unit, learners will develop their understanding of computer systems and how information is transferred between</p>

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and ageing

LI: We are learning to explore the process of metamorphosis

In this lesson, children will be starting their new topic which is human reproduction and ageing. Children will complete a defining frame about what they already know about this topic and any further questions they may have. They will also be learning about the process of metamorphosis.

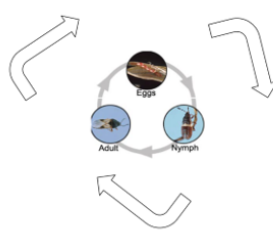
Autumn 1 Week 1 / 9 / 24			
LI: We are learning to explore the process of metamorphosis.			
Supply H.L.T.A	Independent	Class Teacher	Teaching Assistant

Complete metamorphosis



Insect Eggs Larva Pupa Mature Metamorphosis Adult

Incomplete metamorphosis



LI: We are learning to explore what we already know about Sow, Grow and Farm.

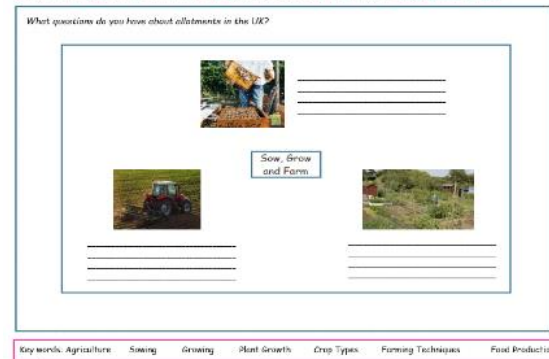
Skill: We are learning to recall and articulate our prior knowledge related to the processes of sowing, growing and farming.

In this geography lesson, we will delve into our existing knowledge about agricultural processes, specifically sowing, growing, and farming. The children will recall and discuss how plants are sown, nurtured, and harvested, sharing personal experiences and observations.

Through collaborative discussions, group activities, and individual reflections, students will articulate what they know about these processes and how they relate to different farming practices and environments. This lesson aims to build a solid foundation for understanding agricultural geography by connecting our prior knowledge to new concepts we will learn in future lessons.

LI: We are learning to explore what we already know about Sow, Grow and Farm
Skill: We are learning to recall and articulate our prior knowledge related to the processes of sowing, growing and farming.

What questions do you have about allotments in the UK?



Keywords: Agriculture Sowing Growing Plant Growth Crop Types Farming Techniques Food Production

Lesson 2

LI: We are learning to describe and understand key aspects of physical geography.

Skill: We are learning to explain how the topography and soil type affect the location of different agricultural regions.

systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.

In this lesson, learners are introduced to the concept of a system. They begin to understand that components can work together to perform a task. Finally, learners explore how digital systems can work and learn about physical and electronic connections.

Children will be able to explain that systems are built using a number of parts, describe the input, process, and output of a digital system and explain that computer systems communicate with other devices.



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In this geography lesson, we are learning to describe and understand key aspects of physical geography, focusing on how topography and soil type influence agricultural regions. We will explore different physical features of the landscape, such as mountains, valleys, and plains, and learn how these features, along with soil composition, determine where various crops can be successfully grown.

Through interactive activities, discussions, and visual aids, we will gain an understanding of the relationship between physical geography and agriculture. This lesson aims to equip us with the ability to explain why certain areas are more suitable for specific types of farming based on their topography and soil characteristics.

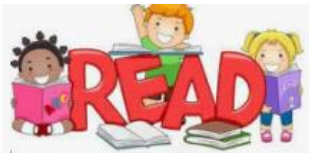
Homework

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

Reading/Spelling and Grammar

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

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

English and Maths

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.



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

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 also include:



Weekly Overview of Learning

Year Group: 5 Week beginning: 09.09.24

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

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.



available on google classroom as well as

Superhero Spelling – Year 5 Yearly Overview



Week	Topic 1	Topic 2	Topic 3
1	Words ending with cious	Adverbs of possibility and frequency	Suffixes 6 & 8
2	Words ending with ous	Suffixes 2 & 4	Suffixes 7 & 9
3	The short vowel /i/ words spell 1	Suffixes 3 & 5	Words containing the letter 'f' they may
4	The long vowel /i/ words spell 1	Modal verbs and auxiliary verb/verb name	Words containing the letter 'ch' they may
5	Homophones and Near Homophones	Homophones and Near Homophones	Adjectives and participles in use in
6	Blackberry Words 1	Blackberry Words 3	Blackberry Words 5
7	Homophones and Near Homophones	Suffixes 4 & 6	Adjectives and participles in use in
8	Words with silent letters 1	Suffixes 5 & 8	Suffixes 6 & 9
9	Words with silent letters 2	Adverbs of time	Suffixes 7 & 9
10	Suffixes 1 & 3	Adverbs of place	Suffixes 10 & 11
11	Words ending in -ment	Homophones and Near Homophones	Homophones and Near Homophones
12	Blackberry Words 2	Blackberry Words 4	Blackberry Words 6

printed and handed out every week.

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.



Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family and send in your responses!