

Year Group: 5 Week beginning: 15.03.21 Weekly Overview of Learning

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	Monday	Tuesday	Wednesday	Thursday	Friday
English	L1: to use speech punctuation accurately, inspired by a role play	L1: to vary sentence structures using clauses and conjunction	L1: to use a variety of punctuation for parenthesis	L1: to select descriptive language	L1: to plan a well-structured narrative
Key vocabulary and key questions	<p>Key Vocabulary: Valkyrie, hero, Norns, inverted commas, synonyms for said</p> <p>Key Questions: What happens in chapter 4 of Viking Boy? Who are the characters in chapter 4? Where should speech punctuation be in the sentence? When should you use a full stop inside the inverted commas?</p>	<p>Key Vocabulary: compound, complex, simple, clause, relative clause, relative pronoun, subordinate clause, subordinate conjunction, commas</p> <p>Key Questions: What type of sentence structures are there? How do you know whether is simple, compound or complex? What types of sentence have two main clauses and a conjunction? What types of sentence have a subordinate or relative clause in it?</p>	<p>Key Vocabulary: parenthesis, brackets, dashes, commas, extra information</p> <p>Key Questions: What is parenthesis? Why do we use it in our writing? What punctuation can we use to show parenthesis? Where should the commas be in the sentence? What is the parenthesis in the sentence?</p>	<p>Key Vocabulary: adjective, adverb, simile, metaphor, personification, verbs</p> <p>Key Questions: What is descriptive language? How does descriptive language help us visualise a text? How can we describe Gunnar? How can we describe Skuli? How can we describe Brunhild? How can we describe the holding (setting)?</p>	<p>Key Vocabulary: story, beginning, build up, problem, resolution, ending, cliff-hanger, descriptive language, character, setting, first person</p> <p>Key Questions: When do we begin a new paragraph? What happens in each section of the story? How does Helga feel? What is Helga thinking? How can show this through her actions?</p>
Introduction	Starter: identify the word class of the underlined word in the three sentences - noun, verb or adjective?	Starter: the children will create a dialogue between the two frogs in the picture with correct punctuation.	Starter: the children should identify whether the main clause or subordinate clause has been underlined in the sentences. This is a recap from yesterday's learning.	Starter: the children need to identify where the punctuation needs to be in the sentences which have parenthesis.	Starter: the children should explain the purpose of paragraphs. Why shouldn't you have one long paragraph? When should you start a new paragraph?
Activities	<ol style="list-style-type: none"> The children will role play the chapter to understand the events better and to create dialogue between the characters. The children will write a paragraph with perfectly punctuated speech inspired by their role plays. 	The children will create a paragraph based on chapter 4 which has a variety of sentence structures in it (a mixture of simple, compound and complex)	The children will answer questions where they have to insert commas in the correct positions; decide whether parenthesis has been used correctly in the examples and create parenthesis for simple sentences.	The children will create a brainstorm with descriptive language to describe the characters and setting which they will use in their story. They should include similes, metaphors, personification, adverbs and adjectives. They should think about the characters appearance and personality.	The children will create a plan where they will note down what happens in each paragraph and vocabulary they would like to use. This will help them when writing their story next week.

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Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Timestable Rockstars regularly.

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L.I: To subtract fractions	L.I: multiply fractions consolidate understanding of multiplying	L.I: Recap Calculate fractions of a quantity	L.I: Fraction of an amount	L.I: Using fractions as operators
Key vocabulary and key questions	<p>Key Vocabulary: Fraction, equivalent fraction, mixed number, numerator, denominator, improper fraction, parts of a whole</p> <p>Key Questions: Why is subtracting the wholes and parts separately easier with some fractions than others? Can you show the subtraction as a difference on a number line?</p>	<p>Key Vocabulary: Fraction, equivalent fraction, mixed number, numerator, denominator, improper fraction, parts of a whole</p> <p>Key Questions: How is multiplying fractions similar to adding fractions? What has happened to the numerator/denominator? How does repeated addition help with multiplication?</p>	<p>Key Vocabulary: Fraction, equivalent fraction, mixed number, numerator, denominator, improper fraction, parts of a whole</p> <p>Key Questions: What fraction of the whole are we finding? How many equal parts will I divide the whole into? What's the same and what's different about the calculations? Can you notice a pattern?</p>	<p>Key Vocabulary: Fraction, equivalent fraction, mixed number, numerator, denominator, improper fraction, parts of a whole</p> <p>Key Questions: How many equal groups have you shared 49 into? Why? What does each equal part represent as a fraction and an amount? What could you do to 1 metre to make the calculation easier? 1 litre = ml 1 kg = g</p>	<p>Key Vocabulary: Fraction, equivalent fraction, mixed number, numerator, denominator, improper fraction, parts of a whole</p> <p>Key Questions: Is it easier to multiply a fraction or find a fraction of an amount? Does it depend on the whole number you are multiplying by? Can you see the link between the numbers?</p>
Introduction	Explore and recap subtracting fractions, including subtracting one and two mixed numbers, finally subtract breaking the whole. Using flexible partitioning and bar models/ number lines to visualise and consolidate understanding.	Link multiplying fractions to repeated addition and see that the denominator remains the same, whilst the numerator is multiplied by the integer. Multiply unit fractions and non-unit fractions, including mixed numbers.	Find fractions of amounts, use unit fractions and non-unit fractions to find fractions of different amounts. Visualise using bar models and number lines. Use times tables to find fractions.	Find unit and non-unit fractions of amounts, quantities and measures. It is important that the concept is explored pictorially through bar models to support children to make sense of the abstract	Link fractions of amounts and multiplying fractions to use fractions as operators. Use commutativity to change the order of multiplication without changing the product.
Activities	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions • T or False word problem • Extension activities 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions develop reasoning and problem solving • T or False word problem • Extension activities – word problems 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions • T or False word problem • Extension activities 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions develop reasoning and problem solving • T or False word problem • Extension activities – word problems 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions develop reasoning and problem solving • T or False word problem • Extension activities – word problems

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Reading	Science	Topic	
<p>Daily for 20 minutes</p> <p>Use your reading plus login, Bug Club or Doodle English to read and answer questions on a text.</p>  	<p>L.I To investigate the effects of various forces</p> <p>Introduction:</p> <p>Recap forces – what are they? How are they used? Where do we see them in everyday life?</p> <p>Task:</p> <p>Look through flip introducing/ re capping the forces we have learnt about so far. Make a mind map of the main facts for each topic. Complete mini experiments about; friction, gravity, air resistance and record our findings.</p>	<p>L.I To understand who the Vikings were and compare to the Anglo Saxon</p> <p>Introduction:</p> <p>Recap important dates in Viking history – referring to our timeline</p> <p>Task:</p> <p>Look into the life of the Vikings – who were they? Where did they come from? How did they get to Britain? How did the Vikings live and survive in Britain? Use I pads to research the Vikings further and convert research into own notes. Create a poster page identifying this key information. Use sub headings, pictures and facts.</p>	
Art -	RE	PSHE	Spanish
<p>L.I To research Viking art</p> <p>Task</p> <p>Research and look at images of Viking art. Within sketch books– create a mood board identifying, colours, textures, materials used in Viking art.</p>	<p>L.I To reflect on the importance of The Last Supper.</p> <p>Task –</p> <p>watch video and discuss the Last Supper. Use painting to infer thoughts and emotions of those at the Last Supper. Create a thought bubble about the feelings of Judas, Jesus and another disciple</p>	<p>L.I To understand where to go for help</p> <p>Task – look at different types of emergency contacts.</p> <p>Why they are important and how to use them.</p> <p>Create a mind map about to list the things you need to know in case of an emergency.</p>	<p>L.I To introduce ¿ Qué tiempo hace?</p> <p>Rehearse new vocabulary about the weather in Spanish.</p> <p>Complete worksheets</p>

Homework

Dear Year 5,
 This grid on the next page contains homework for you to complete over the next week. We expect to see it completed by Monday 22nd March. **Remember to upload your work to Google Classroom.** Please continue to practise your times tables and develop your love of reading further!

Thank you,
 Miss Holmes, Mr Berryman and Miss Forster

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Reading Homework	Maths Homework	Topic Homework / other Foundation subject (including Writing)
<p>Reading homework:</p> <ul style="list-style-type: none"> Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. <p>Remember to bring your planner every day. Every Monday, your planners will be checked and signed off by your teacher.</p> <ul style="list-style-type: none"> Reading Plus <p>Doodle English – work to reach your target</p>	<ul style="list-style-type: none"> Doodle Maths – work to reach your target  Refresh your times table knowledge and compete against the rest of year 5 on Timestable Rockstars!  	 <p>For the few weeks your homework is going to be research based, with the end product being a booklet/PowerPoint of information about a famous Viking or Anglo Saxon.</p> <p>This week, we would like you to research and make notes on your google doc:</p> <ul style="list-style-type: none"> -Interesting facts -An image of your chosen person -Why were they significant to history? -glossary of key vocabulary <p>Please upload your homework tasks to your Google classroom.</p>