

Every **Monday**, 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. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on the **Monday** on Google Classroom and will be expected to be completed by the **following Monday**. If there are any questions about the homework, please contact the year group email address.

|                                  | Monday  | Tuesday   | Wednesday  | Thursday  | Friday  |
|----------------------------------|---|---|--|---|---|
| English                          | LI: <u>To infer information from a text</u>   | LI: <u>LI To identify the key events in a poem</u>  | LI: <u>To define vocabulary using context clues from a text</u>  | LI: <u>to explore the poetic devices used in The Highwayman</u>   | LI: <u>To apply understanding of figurative devices in poetry</u>   |
| Key vocabulary and key questions | <b>Key Vocabulary:</b><br>Observe, wonder, infer, questions, Highwayman, poetry, inferences<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What can you tell from this?</li> <li>• What does this image portray?</li> <li>• What could you predict from this image?</li> <li>• What might happen?</li> </ul> | <b>Key Vocabulary:</b> Highwayman, poetry, narrative, identify, features, sequence, plot, verse,<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What do we know about poems already?</li> <li>• What makes a poem a narrative poem?</li> <li>• Do you know any examples of narrative poetry?</li> <li>• Which 2 words do you think are important?</li> </ul> | <b>Key Vocabulary:</b> Highwayman, poetry, relative clause, modal verb, definition, meaning, unfamiliar<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Do you know what ___ means?</li> <li>• How can we find out the definition of words?</li> <li>• Can you match the images to the definition?</li> <li>• Can you identify a phrase that describes the setting?</li> </ul> | <b>Key Vocabulary:</b> Highwayman, poetry, similes, metaphors, alliteration, onomatopoeia,<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• What is a simile? what is a metaphor?</li> <li>• Can you identify any metaphors or similes in this verse?</li> <li>• Can you think of anymore examples of these poetic devices?</li> </ul> | <b>Key Vocabulary:</b> Highwayman, poetry, replaces, synonym, unfamiliar, adjectives, similes, metaphors, onomatopoeia, personification, alliteration, stanza<br><br><b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Identify one thing you would be able to see in this image.</li> <li>• What's a synonym for riding/ gusty?</li> <li>• Can you think of any replacements of the unfamiliar vocabulary?</li> </ul> |
| Introduction                     | Starter: Grammar mat questions, Re write the reported speech as direct speech<br><br>Add in a conjunction to the sentence   | Starter: Write these words in the correct word class categories (noun, verbs, adjectives, adverbs) moonlight countryside urgently galloped desperately cloudy thundered stormy  | Starter: Grammar mat question identify the relative clause and add into the sentence<br><br>Write your own sentence with a relative clause   | Starter: match the sentences to their correct sentence type, simple, compound or complex.   | Starter: improve the below boring sentences, using fronted adverbials, conjunctions and adjectives.<br><br>-The man went down the road<br>-I saw a horse  |
| Activities                       | Use the four front covers to help you answer infer, observe and wonder questions.<br><br>Remember to give evidence to back up your inferences.  | Create a picture story map, sequencing The Highwayman either on sugar paper (pairs) or in your books.<br><br>-Draw an image for each important part of the poem<br>-Pictures are in order<br>** write a sentence/phrase/key word to explain the image   | Identify the meaning of these words from The Highwayman<br>-Use a thesaurus to help you define or read around the sentence to help you solve its meaning.<br>-You can draw a picture to help explain the definition too.<br>Challenge - write your own complex sentence starting with 'As', use the vocabulary we have looked at today   | Look over your own copy of Highwayman and find examples of alliteration, similes and metaphors. Add them into your table in pairs. Using the image of The Highwayman create a paragraph using a mix of poetic devices. similes and metaphors  | Create a plan of different vocabulary to describe the purple moor the Highwayman would be riding through<br><br>Write your own stanza of The Highwayman using the same format but replacing with your own interesting vocabulary and poetic devices.  |

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|---|---|---|---|--|--|
| <b>Maths</b>                            | L.I: understand percentages   | L.I: Percentages as fractions and decimals  | L.I: Equivalent F.D.P   | L.I: Adding decimals within 1  | L.I: Subtracting decimals within 1   |
| <b>Key vocabulary and key questions</b> | <b>Key Vocabulary:</b><br>Whole number, tenths, hundredths, thousandths decimal, decimal point, decimal place, percentage, per cent, %<br><br><b>Key Questions:</b><br>Using 100 square how can you find a percentage of the square?<br>Can you record your own definition for percentage?<br>How many parts per hundred are shaded/not shaded?<br>Can we represent this percentage differently?<br>Look at the bar model, how many parts is it split into?<br>If the bar is worth 100%, what is each part worth? | <b>Key Vocabulary:</b><br>Whole number, tenths, hundredths, thousandths decimal, decimal point, decimal place, percentage, per cent, %<br><br><b>Key Questions:</b><br>What's the same and what's different about percentages, decimals and fractions?<br>Can you convert any percentage into a decimal and a fraction? | <b>Key Vocabulary:</b><br>Whole number, tenths, hundredths, thousandths decimal, decimal point, decimal place, percentage, per cent, %<br><br><b>Key Questions:</b><br>How many hundredths is the same as 0.1? what is 0.1 as a fraction, decimal and percentage?<br>What fractions does the bar model show? How does this help to convert them to percentages? | <b>Key Vocabulary:</b><br>Whole number, tenths, hundredths, thousandths decimal, decimal point, decimal place<br><br><b>Key Questions:</b><br>What digit changes when I add a hundredth?<br>How many hundredths can I add before the tenths place changes? Explain why.<br>Why does using column addition support adding decimals?                                   | <b>Key Vocabulary:</b><br>Whole number, tenths, hundredths, thousandths decimal, decimal point, decimal place<br><br><b>Key Questions:</b><br>What is one tenth less than one? What is one hundredth less than one? If I take away tenths, which digit will be affected? How many hundredths can I take away before the tenths place is affected?                    |
| <b>Introduction</b>                     | Children are introduced to 'per cent' for the first time and will understand that 'per cent' relates to 'number of parts per hundred'. Children will use 'number of parts per hundred' alongside the % symbol.  | Children represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths.<br><br>Children will recognise percentages, decimals and fractions are different ways of expressing proportions.  | Children recognise simple equivalent fractions and represent them as decimals and percentages. Use bar models and hundred squares to support understanding and show equivalence   | Children add decimals within one whole. They use place value charts to support adding decimals and understand what happens when we exchange between columns. Children build on their understanding that 0.45 is 45 hundredths etc.   | Subtract decimals using place value grid. Children also explore subtraction as difference by using a number line to count on from the smaller decimal to the larger decimal. Children use their knowledge of exchange within whole numbers to subtract decimals efficiently.   |
| <b>Activities</b>                       | Starter – Introduction to activity or learning, consolidating previous understanding of mathematical concepts.<br><br>Main Task – Complete questions develop fluency, reasoning and problem solving based on learning intention.<br><br>Extension activities – word problems or consolidation task, embed and deepen understanding of learning concepts from lesson.  | Starter – Introduction to activity or learning, consolidating previous understanding of mathematical concepts.<br><br>Main Task – Complete questions develop fluency, reasoning and problem solving based on learning intention.  | Starter – Introduction to activity or learning, consolidating previous understanding of mathematical concepts.<br><br>Main Task – Complete questions develop fluency, reasoning and problem solving based on learning intention.  | Starter – Introduction to activity or learning, consolidating previous understanding of mathematical concepts.<br><br>Main Task – Complete questions develop fluency, reasoning and problem solving based on learning intention.<br><br>Extension activities – word problems or consolidation task, embed and deepen understanding of learning concepts from lesson. | Starter – Introduction to activity or learning, consolidating previous understanding of mathematical concepts.<br><br>Main Task – Complete questions develop fluency, reasoning and problem solving based on learning intention.<br><br>Extension activities – word problems or consolidation task, embed and deepen understanding of learning concepts from lesson. |

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| Reading   | Science   | Topic   |   |
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| <u>Daily for 20 minutes</u><br><br>Use your reading plus login, Bug Club or Doodle English to read and answer questions on a text.<br><br>  | <u>L.I To reflect upon prior learning</u><br><u>L.I: to describe a material using key scientific vocabulary</u><br><br><b>Introduction:</b><br>Discuss what we already know about properties of materials.<br><br>Discuss properties of common materials e.g. metal, glass and plastic and how their properties affect their use.<br><br><b>Task –</b> sort materials into different sections of a Carroll diagram according to their properties, followed by a vocabulary match up game. | <u>L.I To use sources to interpret viewpoints</u><br><br><b>Introduction:</b><br>Introduce new vocabulary<br>Look at secondary sources images and compare what you notice<br><br><b>Task –</b><br>What were the main reasons the Vikings left Scandinavia? Class discussion<br>Compare the different views of the Vikings, use the source images and information to help you compare.<br><br>Can you come to a final opinion?             |   |
| Art -   | Music   | PSHE  | Spanish   |
| <u>L.I To practice sketching with a focal point</u><br><br>We will discuss what focal points are and how it compares with other sketching techniques (only linear – usually use cross-hatching for example)<br><br><b>Task –</b> children will use sketching pencil to practice drawing with perspective using some clear steps. They will use a ruler to create straight lines of a street of houses with the road ending at the sun as the focal point. | <u>L.I Learn to play the Valkyrie Tune</u><br><br><b>Task –</b><br>Structure them together with the trills idea and swoops idea to make a Wagner Soundscape<br><br>Activity 1: Learn the Valkyrie tune on chimes and glockenspiels<br><br>Activity 2: Remember the swoops and trills ideas from last week<br><br>Activity 3: Try to structure the 3 ideas in to a piece of music  | <u>L.I to understand the consequences of anti-social behaviour</u><br><br>Discuss rules of circle time and dealing with personal emotions in a class discussion.<br><br>Discuss and define what anti-social behaviour is and how it affects the community.<br><br>Share any personal experiences of anti-social behaviour.<br>Discuss the consequences of anti-social behaviour and what the children should do if they see it happening. | <u>New topic - ¿Tienes una mascota?</u><br><br><u>L.I to recall 8 nouns and matching gender articles for different pets.</u><br><br>Rehearse new vocabulary about pets in Spanish.<br><br>Rehearse a conversation using a question in partners.<br>Complete vocabulary puzzles. |

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### Homework

Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by Monday 29th 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

| Reading  | Maths  | Topic / other Foundation subject (including Writing)                                |  |  |
|--|--|---|--|--|
| <p><b>Reading homework:</b></p> <ul style="list-style-type: none"> <li>Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</li> </ul> <p>Remember to bring your planner every day. Every <b>Monday</b>, your planners will be checked and signed off by your teacher.</p> <ul style="list-style-type: none"> <li><b>Reading Plus</b></li> <li><b>Doodle English</b> – work to reach your target</li> </ul> | <ul style="list-style-type: none"> <li><b>Doodle Maths</b> – work to reach your target</li> <li>Times table Rockstars – can you beat your previous score?</li> </ul>  |  | <p><b>Write a short descriptive paragraph about the above image.</b></p> <p>Remember to include –</p> <ul style="list-style-type: none"> <li>-senses (see, hear, touch, taste, smell and feelings)</li> <li>-fronted adverbials</li> <li>-varied sentence structures – compound, main and subordinate clauses, relative clauses.</li> </ul> <p><b>Remember to upload your work to Google Classroom. Or take a photo of a hardcopy and send into use.</b></p> |  |