

UPPER KEY STAGE HOMEWORK

Maths:

In Year 5, we are using a new book for maths homework this year. The book will tie in with what we have been learning in class. Each week we will allocate certain pages for your child to complete. We will be going through the homework in class which gives us the opportunity to address any misconceptions.

Please complete the following pages this week- 110-112

SPAG.com will also be used to monitor children's spelling and grammar progress. Please complete the online test following this link:

<https://spag.com/Public/Home>

Task: Verbs in perfect form

Spellings: Weekly spellings are available on this learning plan below. During the week, children will complete activities using these spellings in class.

Reading: We will be issuing reading books over the coming weeks based on our recent reading assessments. In the meantime, the children are welcome to read reading books from the class library. Thank you so much for your support. Please do come and see us if you have questions




Kind regards,

Miss Hannah and Miss Chick



OLC WEEKLY LEARNING PLAN

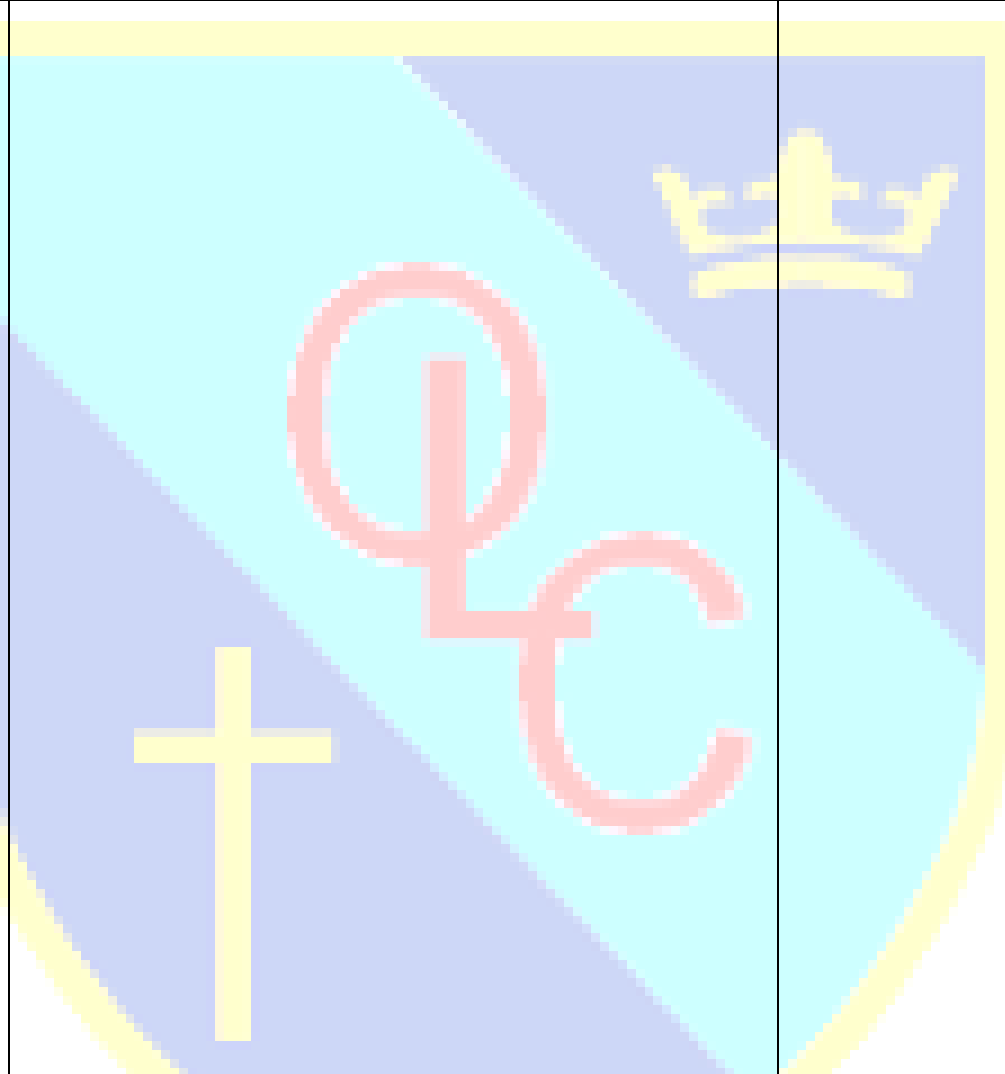
Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	24.06.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Bible Focus</p> <p>ACTS 13-14</p> <p>⁴The two of them, sent on their way by the Holy Spirit, went down to Seleucia and sailed from there to Cyprus. ⁵When they arrived at Salamis, they proclaimed the word of God in the Jewish synagogues. John was with them as their helper.</p> <p>⁶They traveled through the whole island until they came to Paphos. There they met a Jewish sorcerer and false prophet named Bar-Jesus, ⁷who was an attendant of the proconsul, Sergius Paulus. The proconsul, an intelligent man, sent for Barnabas and Saul because he wanted to hear the word of God. ⁸But Elymas the sorcerer (for that is what his name means)</p>	<p>LO: To explore Pauls journeys and the events that occurred.</p> <p>Big Question: How can we change the minds of people that do not believe in the Gospel?</p> <p>Recall previous learning in Year Four about the conversion of St. Paul and his teaching.</p> <p>Why do you think Paul had previously been a persecutor of Christians? What changed his life?</p> <p>Paul went on three important journeys to preach the Good News about the Resurrection of Christ. Look at the following quotations from the Acts of the Apostles and trace his journeys.</p> <p>Journey One in Acts 13-14 Journey Two in Acts 15:36-18:22 Journey Three in Acts 18:22-21:16.</p> <p>Children to work in groups to trace the journey and summarise some of the things that happened on each journey in the form of group posters.</p>	<p>Gospel Values</p> <p>We are growing to be Learned & Wise</p> 	<p>Sacred Heart</p> 	

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opposed them and tried to turn the proconsul from the faith. ⁹ Then Saul, who was also called Paul, filled with the Holy Spirit, looked straight at Elymas and said, ¹⁰ “You are a child of the devil and an enemy of everything that is right! You are full of all kinds of deceit and trickery. Will you never stop perverting the right ways of the Lord? ¹¹ Now the hand of the Lord is against you. You are going to be blind for a time, not even able to see the light of the sun.”

Immediately mist and darkness came over him, and he groped about, seeking someone to lead him by the hand. ¹² When the proconsul saw what had happened, he believed, for he was amazed at the teaching about the Lord



Imperial units of length
Pages 137-139

Imperial units of mass
Pages 140-142

Imperial units of capacity
Pages 143-145

Convert units of time
Pages 146-148

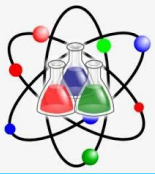
Timetables - calculating
Pages 149-151

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 <p>Maths</p>					
 <p>English</p>	<p>Cricket festival</p>	<p>LO: To edit for cohesion. (Continued from Friday)</p>	<p>PIRA reading paper</p>	<p>Sports day</p>	<p>LO: To explore Pauls journeys and the vents that occurred.</p> <p>Recall previous learning in Year Four about the conversion of St. Paul and his teaching.</p> <p>Why do you think Paul had previously been a persecutor of Christians? What changed his life?</p> <p>Paul went on three important journeys to preach the Good News about the Resurrection of Christ. Look at the following quotations from the Acts of the Apostles and trace his journeys.</p> <p>Journey One in Acts 13-14 Journey Two in Acts 15:36-18:22</p>
<p>Look back at cohesive devices studied in sessions 6 and 7. Display the following two sentences. How can we use cohesive devices to make them more cohesive?</p> <p>Curiosity studies the terrain using its high-powered cameras. Curiosity sends clear images back to NASA from Mars.</p> <p>Once children’s work has been edited, ensure they are able to publish their outcomes. It would look great if these were able to be presented on blueprint paper like in the book and with accompanying</p>					

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		<p>artwork (technical drawings). For the next 2 lessons you are going to publish your work for the NASA scientists. You need to write up your edited introductory paragraph, and include your designs of your new Mars Rover with your detailed formal features written out. This needs to be your best work to allow this to be approved! Don't forget all you have learned throughout this year!</p>			<p>Journey Three in Acts 18:22-21:16.</p> <p>Children to work in groups to trace the journey and summarise some of the things that happened on each journey in the form of group posters.</p>
 <p>Spelling & Handwriting</p>	<p><u>Year 5 Spelling words for this week:</u> Disarm, dislocate, disloyal, disorientate, displease, disqualify, miscalculate, misfeed, misinform, misinterpret, misjudge, misspell, misunderstand, decamp, deconstruct, deflate, deforest, defrost, dehydrate, reactivate, refrigerate, rehydrate, reproduce, revise, overcharge, oversimplify, overstretch, overthink, overturn.</p> <p><u>Dictionary Corner:</u> Put the words in context in sentences.</p> <p><u>Year 5 spelling handwriting focus for this week:</u> Put 5 of these words into sentences in context and spelled correctly.</p>				
	<p>Science Set chn the 'Who? What? When?' challenge and note the conversations chn have,</p>	<p>Geography</p>	<p>Computing <u>Inventing a product</u></p>	<p>French</p>	<p>PSHE</p>



Humanities

what they add in at each stage and what questions they write down. Take a look at the fact files on the Hamilton. Discuss the animal reproductive ages and offspring. For Science this week we will have three challenges for you to complete in groups. You will start with learning about gestation periods. Use the Gestation data (Hamilton) to help you create a graph that clearly shows the different Gestation periods of different animals. What different graphs could you use to display this data? During the gestation challenge, explain the terms: causal relationship & correlation. Challenge number two is find images of a poppy seed, grape, lemon, avocado, coconut, swede, lettuce, turnip, papaya and a pumpkin. Using the titles of each stage of foetal development (Hamilton), match the foetal development statements with each month of development. Discuss the foetal development myth or fact cards. Challenge

Lesson 3: How does globalisation affect trade?

How has globalisation increased trade?

What are the advantages and disadvantages of trade globalisation?

What are trade agreements?

Art

Lesson 4: Computer Aided Design (CAD)

LO: To use CAD to design a product.

1: Recap and recall- Gimme five

2: Attention grabber- exploring websites for advertisement

3: Main event- drawing and designing their own website (Classroom based)

4. Wrapping up- Constructive feedback.

Music

To prepare for the Year 6 performance, it's essential that children learn both the lyrics and actions of the production songs. Mastering these elements will help them perform confidently and ensure a polished presentation. This can be done through

Before the lesson: Watch teacher video – **Holiday clothes.**

Recap and recall: Key vocabulary and pronunciation. Play the audio files to hear the words spoken in French and then children repeat the word after the audio.

Attention grabber: Play the link: '[Chanson Enfant - Les Vacances](#)'. Ask the children if they can work out what the song is about but remind the children that they are not expected to understand all the words.

Main event: Display the *Presentation: Holiday clothes*. Display slide 2 and recap with the children the words for the different seasons. Explain that the children are going to practise the clothes vocabulary by working out what to pack for their holidays. Talk about how packing your holiday suitcase will be different if packing for a summer or a winter holiday. Run through

Life to the Full LKS2 Module 1 Unit 4 Session 1 (Life Cycles)

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number three is to have a look at developmental milestone statements for children (Hamilton). Have a go at suggesting an age bracket for each milestone and then create a table that displays the different milestones children can achieve as they grow.

repetition, engaging activities and group rehearsals. By breaking down the lyrics and actions into manageable sections, children can gradually build their confidence. With dedication and enthusiasm, the children will be well-prepared to shine on stage.

the words for the items on slides 3 and 4. Give each child a copy of the *Activity: Dans ma valise*. Explain that you want them to decide: Where they are going on holiday, when they are going on holiday (summer or winter), what they are going to do on holiday and what they need to pack. The children then construct the answers using the framework provided.

Wrapping up: Invite children up to the front of the class to share their work.



Daily PE Activity

REAL PE: UNIT 6 – Lesson 5
Health and Fitness

Game: Throlf
Purpose: Develop fundamental movement skills and apply them to help develop coordination and control with a ball, including sending and receiving skills, that are required in a range of games and activities. It is important, for instance, to be able to react and

Fitness Focus - COPS AND ROBBERS
The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get

Fitness Focus - STRATEGICKI
Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's

Fitness Focus – TIK TAC TOE
Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their

JUST DANCE – WAKA WAKA

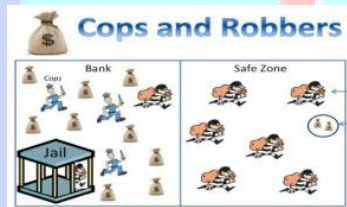
https://www.youtube.com/watch?v=gVfgTw_W_JY

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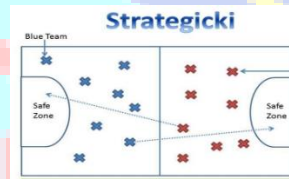
move quickly to a loose or moving ball in cricket and netball and for accurate passing and decision making in rugby and basketball.

Develop essential health and fitness understanding to be able to explain why warming up and cooling down are important and for how long and how often they need to exercise to be healthy. Begin to describe basic fitness components and record and monitor how hard they are working

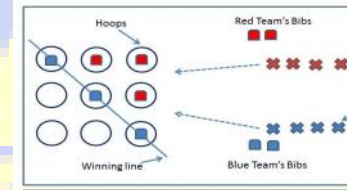
freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.



bib/pinnie. If no team wins, the game is reset.



Homework:

MATHS – Decimals (week 8) pages 110-112

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk