

## 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- 104-106**

**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: Probability words**

**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

<b>Teachers:</b>	Miss Hannah Miss Chick	<b>Year:</b>	Year 5	<b>Date:</b>	10.06.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		<p><b>LO:</b> To produce a diary entry detailing Peters escape from prison.</p> <p><b>Big Question:</b> How do you think Peter felt when the angel appeared to him?</p>		<p><b>Gospel Value</b></p>	<p><b>Sacred Heart</b></p>
 <p><b>RE</b></p>	<p>It was about this time that King Herod arrested some who belonged to the church, intending to persecute them. <sup>2</sup> He had James, the brother of John, put to death with the sword. <sup>3</sup> When he saw that this met with approval among the Jews, he proceeded to seize Peter also. This happened during the Festival of Unleavened Bread. <sup>4</sup> After arresting him, he put him in prison, handing him over to be guarded by four squads of four soldiers each. Herod intended to bring him out for public trial after the Passover.</p> <p><sup>5</sup> So Peter was kept in prison, but the church was earnestly praying to God for him.</p> <p><sup>6</sup> The night before Herod was to bring him to trial, Peter was sleeping between two soldiers, bound with two chains, and</p>	<p>Read and dramatise the story of Peter escaping from Prison with the help of the angel. Acts 12:3–19</p> <p>Brainstorm thoughts of what it would have been like in this prison. Imagine Peter’s thoughts and feelings. What kept him going during this time?</p> <p>Write a diary entry from Peter of this event as the angel leading Peter to freedom. Explain the reasons why you think the angel was sent to perform this act.</p>	<p><b>We are growing to be Learned &amp; Wise</b></p>		
					

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	<p>sentries stood guard at the entrance. 7 Suddenly an angel of the Lord appeared and a light shone in the cell. He struck Peter on the side and woke him up. "Quick, get up!" he said, and the chains fell off Peter's wrists.</p>				
 <p><b>Maths</b></p>	<p><b>End of unit check</b> Pages 111-113</p>	<p><b>Understand negative numbers</b> Pages 114-116</p>	<p><b>Count through zero</b> Pages 117-119</p>	<p><b>Compare and order negative numbers</b> Pages 120-122</p>	<p><b>Find the difference</b> Pages 123-125</p>
 <p><b>English</b></p>	<p><b>LO: To use cohesive devices.</b></p> <p>Additional spelling activity: Provide children with the following list of verbs: boost, thrust, scan, sense, protect, orbit, survey, land, rove. Linking to previous learning, explore turning verbs to nouns using -er/-or ending. What do the new words mean? Adverbially speaking:</p>	<p><b>LO: To write an explanation of Curiosity's launch.</b></p> <p>Look back through the same pages as yesterday to identify phrases that link sentences together. For example: This meant... This is because... ...which means... , meaning... Repetition of pronouns - such as 'The cone' Referring to yesterday's plan, ask children to</p>	<p><b>LO: To use the passive voice to write a formal log.</b></p> <p>Read the page beginning 'After 253 days...' Focus on the words travelling and hurtling. Ask children to find other 'travelling' synonyms to complete a language continuum, ordering the words according to the speed that they suggest. Read the next double page. Share the</p>	<p><b>LO: I can write a news report.</b></p> <p>Read the next two double page spreads up to 'others breathed a huge sigh of relief'. Watch the video from the NASA Jet Propulsion Laboratory of the moment of Curiosity's landing, which can be found on YouTube. What was the mood in the room prior to the landing?</p>	<p><b>LO: To use dashes to add information.</b></p> <p>Read the next double page from 'The first thing...' to '... measuring the distance I travel.' Notice the sentence: <i>My landing had been perfect - if a little dusty.</i> What is the function of the dash? What effect does it have? Look back through the book for further examples of where the dash has been</p>

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Read from 'Now I was ready...' to '... made the long journey to Mars with me'.

Ask children to look back through the pages studied to find adverbial phrases. Can they sort them into 'time' or 'place'?

Ask children to select 6 main events from the pages read to describe Curiosity's launch into space and complete a flow diagram. This could be completed in groups to enable oral rehearsal and clarification of the sequence.

How have the illustrations in the book been used to provide additional information to the reader? Refer to:

- layout
- double page spreads
- position of text
- size of text
- diagrams

orally rehearse the sequence of events using cohesive devices to link events.

Model how to use adverbials of time and place and other cohesive devices to write a short explanation text about Curiosity's launch.

Shared writing

Once Curiosity was ready for launch, the rover was transported to Florida on the West coast of America. This was because it was safer to launch over the sea.

At the Kennedy Space Centre, the Atlas V rocket was waiting. The rocket was almost all rocket fuel, meaning its thrusters had enough power to blast it into space.

Children to write their own explanation of Curiosity's launch into space. Some children may benefit from images to support writing.

(Adapted teaching-

following on a sentence strip:

Identify the subject, object and verb within the sentence. Next, cut the sentence up and show children how to swap the subject and object over to construct the passive.

Provide the following examples for children to practice constructing the passive:

Show children how to eliminate the verb and pronoun to create a formal tone in the present tense. Can they do the same with their sentences?

Model how to use the passive to write NASA's log of the landing on Mars in note form before children create their own.

How could you tell they were feeling tense?

What was the mood after the landing?

How did people react?

Now, watch the second video to contrast the reaction from Times Square, New York (also on YouTube).

Ask children to complete the table with basic information about the events of the landing:

Look at the illustration of Times Square. Imagine you were the reporter with the job of writing the BREAKING NEWS broadcast.

Shared writing

Model writing a short news report:

**BREAKING NEWS!**

After a tense wait, NASA has confirmed its Curiosity rover has touched down safely on Mars. Landing at precisely 5:17am, Curiosity sent a message back to the control room on Earth, stating

used to add information or emphasis (there are many!). Provide curious clauses resource and ask children to pair up the best possible matches.

Curious clauses:

Model using sentences with dashes to beam back information from Curiosity's on-board camera to NASA.

Children then work independently or in pairs to put together their own pairs of clauses that Curiosity could transmit to NASA.

Can you add a clause in the form of a question to the following sentences?

For example, 'Curiosity's mission was to scan for life on Mars – what would it find?'

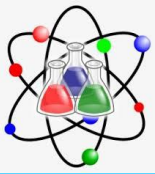
The rocky terrain was difficult to navigate -

The NASA team waited in anticipation -

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		<p>children can draw and label the events- using yesterday's 6 main events)</p> <p>Children to spend some time peer editing their writing, focusing on adverbial phrases and cohesive devices to ensure flow and sense.</p>		<p>"Touchdown confirmed, we're safe on Mars." Waiting for news, engineers at NASA were overcome by nerves, but celebrated in style upon hearing the good news. Children create their own short news reports using passive voice and adverbials of time and place and the passive voice. Teachers may wish children to instantly publish this piece as a video / TV news report in role as a news anchor.</p>	
 <p><b>Spelling &amp; Handwriting</b></p>	<p><b>Year 5 Spelling words for this week:</b>                  Africa's artists' Barbados's Basquiat's brushes' children's deer's elephants' giraffes' hunters' Jamina's Jean-Michel's Kenya's Lucas's people's Savannah's Thomas's waterhole's</p> <p><b>Dictionary Corner:</b>                  Put the words in context in sentences.</p> <p><b>Year 5 spelling handwriting focus for this week:</b>                  Put 5 of these words into sentences in context and spelled correctly.</p>				
	<p><b>Science</b>                  In this lesson we will be learning all about blood and the heart. Follow this week's PowerPoint for the</p>		<p><b>Computing</b>  <u>Inventing a product</u>                  Lesson 2: <b>Coding and debugging</b></p>	<p><b>French</b>                  Before the lesson: Watch teacher video – <b>Countries</b></p>	<p><b>Music</b>                  To prepare for the Year 6 performance, it's essential that children learn both the</p>





**Humanities**

structure of this lesson. First, begin by looking at what blood is made of and matching the key components to specific descriptions. Complete challenge 1 – Blood smoothies. Now move onto looking at the importance of blood, some fascinating facts about blood and the effect exercise can have on heart rate. Complete challenge 2 – Testing heart rates. Make sure to measure resting heart rate, heart rate after exercising and how long it takes for heart rate to return to resting. Move onto looking at the heart in more detail, specifically the different chambers and watch about how the heart works: [KS2 Science: How our circulatory system keeps us alive - BBC Teach](#). Complete challenge 3 – creating a sculpture of your heart. Finally, use the word bank on the PowerPoint to fill the gaps on the worksheet that covers all the content looked at today.

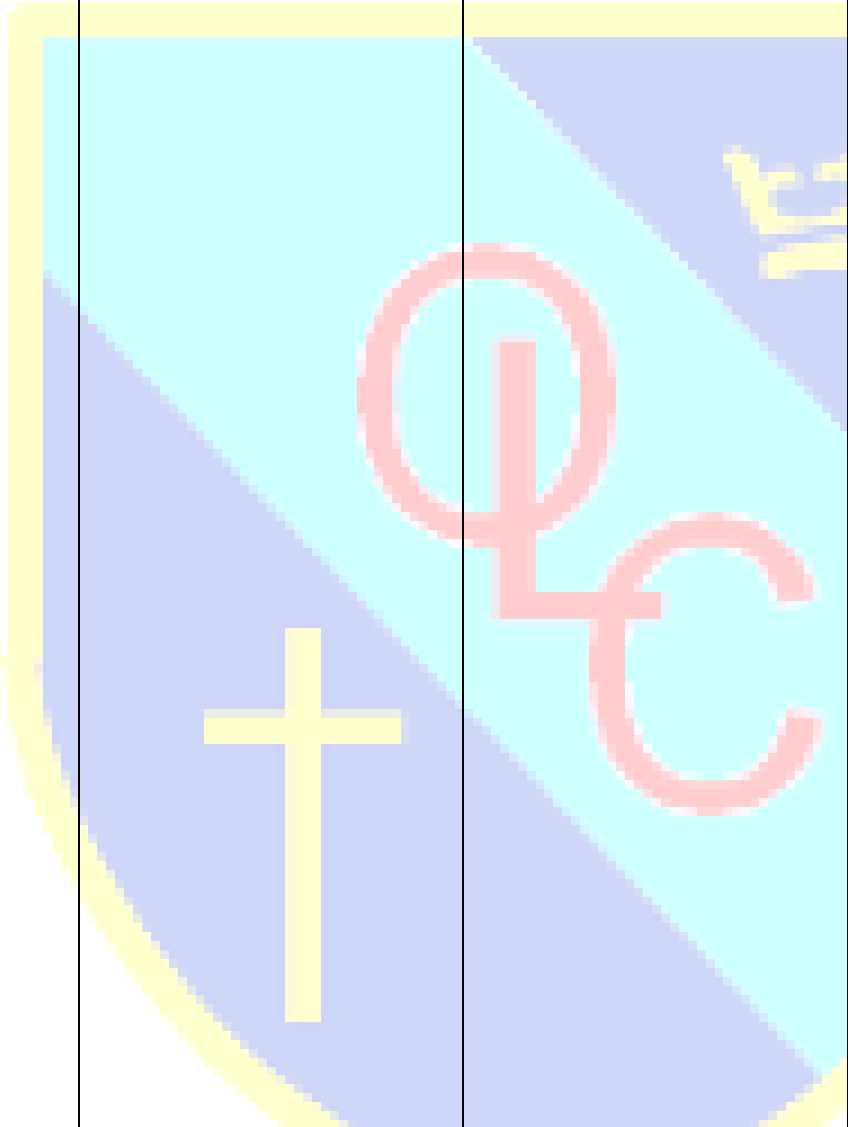


**LO: To code and debug a program.**  
Recap and recall: discuss what the children learnt from the previous lesson.  
Attention grabber: Define terms.  
Main event: allow time for children to finish editing their codes. They should swap computers to check each other's work too.  
Wrapping up: make predictions on the given programming.

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: Display the Presentation: *En vacances*. Use slides 2-7 to revise the names of countries.  
 Main event: Display slide 8 and revise the verb **aller** – to go. Get the class to sing the verb to the Pink Panther theme tune – '[Aller - to go, to the tune of the Pink Panther](#)'. Use slide 9 to see the words and how they fit to the song. Display slide 10 to revise prepositions in French. The children are going to learn to form the near future tense, using the verb **aller** – to go. Invite them to give some examples in English (for example, I will play football). We use the present tense of the verb **aller** – to go and we pair it with the infinitive of the verb that we want to use (for example, to eat, to

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 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.

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				<p>swim). Show slides 11 and 12 to see examples. Display slide 13 and explain that the children are going to do an activity, in pairs, where they will use words or phrases from each section of the framework to put together three sentences using the near future tense about where they are going on holiday, and why. Then translate their sentences into English.</p> <p>Wrapping up: Give each child two strips of paper. On one strip, they write <b>le présent</b> – present and on the other, they write <b>le futur</b> – the future. Display slide 14. Read each sentence out and ask the children to hold up the correct strip of paper, depending on whether they think the sentence is present or future. Click the mouse for the translation and answer to be revealed.</p>	
	<p><b>REAL PE: UNIT 6 – Lesson 3 Health and Fitness</b></p>	<p>Fitness Focus - COPS AND ROBBERS The aim of the game is for the robbers to collect all of the</p>	<p>Fitness Focus - STRATEGICKI</p>	<p>Fitness Focus – TIK TAC TOE</p>	<p>JUST DANCE – WAKA WAKA</p>

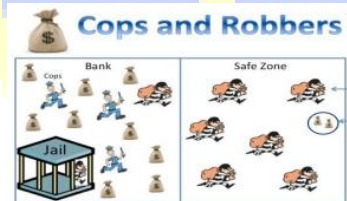


**Daily PE Activity**

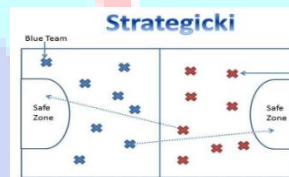
**Game:** Throlf  
**Purpose:** Develop fundamental movement skills and apply them to help develop coordination and control with a ball, including sending and receiving skills, that are required in a range of games and activities. It is important, for instance, to be able to react and move quickly to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

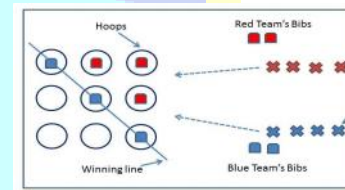
money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money 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 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.



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 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.



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



[https://www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)



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**Homework:**

**MATHS – Decimals (week 6) pages 104-106**

**Communicating with school**

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

