

Hello Everyone,

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- 48-50

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: Parenthesis and commas (A)

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:	22.01.2024
------------------	---------------------------	--------------	--------	--------------	------------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>UNIT 5 - BAPTISM</p> 	<p>What do some of the promises that are made at Baptism mean? Which is the most important in your opinion?</p> <p>Explore the Order of the Sacrament of Baptism. Recall that the Holy Spirit descended upon Jesus at his Baptism.</p> <p>Explain that this is also given to those being Baptised.</p> <p>Focus on the words and actions of this Sacrament and build further on the work of previous years.</p> <p>Explore some of the promises that are made at Baptism. What do they mean?</p> <p>Create a piece of writing where the children identify moments of blessing, prayers, signs and symbols and write about them in-depth.</p>	<p>SAINTS FOCUS</p> <p>This week's saints focus brings us to Saint Paul the Apostle. Read through the life of the Saints and pray together:</p> <p><i>Saint Paul, after you encountered Jesus, you changed your life and became one of the most zealous evangelists in the history of the world. Please pray for me, that I may embrace the same zeal you had and allow Jesus to convert my soul as fully as you allowed Him to convert you. Saint Paul, pray for me. Jesus, I trust in You.</i></p>	<p>Imagine you had gone to John for Baptism. If you had they been there, how might you have viewed John?</p> <p>Find the Gospel reference for the Baptism of Jesus. Is it in more than one Gospel?</p> <p>Compare and contrast the different accounts. Children to imagine they had gone to John for Baptism. If they had they been there how might they have viewed John? What would you have told the neighbours when you got home?</p> <p>How might John have felt about his special role and responsibility?</p> <p>Did he fit in with the crowd or was he different from them? Think of his clothes and the things he ate. How do we react when we are in</p>	<p>GOSPEL VALUE CATHOLIC SOCIAL TEACHING</p> <p>COMPASSIONATE AND LOVING</p> 

OLC WEEKLY LEARNING PLAN

				close contact with people who are different? Write an account of John's arrival at the River Jordan from John's point of view and the reaction of the people at that time.	
 Maths	<p>End of unit check Pages 36-38</p>	<p>Multiply unit fractions by an integer Pages 39-41</p>	<p>Multiply non-unit fractions by an integer Pages 42-44</p>	<p>Multiply mixed numbers by integers (1) Pages 45-47</p>	<p>Multiply mixed numbers by integers (2) Pages 48-50</p>
 English	<p>LO: To use question tags to show uncertainty.</p> <p>Create a class brainstorm listing as many contractions as you possibly can. Explain to children that a powerful way to show uncertainty is to use question tags. My father must be able to help. Model adding the question tag: My father must be able to help, mustn't he?</p>	<p>LO: To use the subjunctive to give advice.</p> <p>Children add the suffix -ious to the following words to create adjectives: poison, infection, caution, malice, ambition, vice Read Part 3, Read to page 118 "I don't look back. I can't help." Why does the wolf-cub leave The Wild? What happened to his father and why does he not avenge him?</p>	<p>LO: To use 'show not tell' to describe what someone is feeling.</p> <p>Shared reading: Read chapter 16 from page 119 – children can start adding notes to their map for Wind's Edge. Continue reading to page 138. What do you think about Polly? How would you describe her? What do you think happened to her parents? I'm not Well! What are the range of things Kester will be feeling? How</p>	<p>LO: I can use relative clauses in dialogue.</p> <p>Children write this segment of part 3 from Polly's perspective. Encourage children to use 'show not tell' to describe how Kester is feeling. Go over the conventions of dialogue. How would Kester communicate his illness? What dialogue would Polly say and what would she be thinking? Ask children to role play scene again</p>	<p>Create a class brainstorm listing as many contractions as you possibly can. Explain to children that a powerful way to show uncertainty is to use question tags. My father must be able to help. Model adding the question tag: My father must be able to help, mustn't he?</p>

OLC WEEKLY LEARNING PLAN

Children write a short diary entry in the role as Kester. Encourage children to use the present perfect tense. Children also use tag questions to show Kester's growing uncertainty about their mission. Read to the cliff hanger at the end of Part 2.


What do you think is wrong with Kester?
 Could he have the "berry-eye"?
 What are his symptoms?
 Kester is in a world of confusion and doesn't know what is wrong with him. Explain to children that we are going to write a medical letter that will be posted out to all the inhabitants of The Island helping them diagnose themselves. The Facto Medical Association: List with children the symptoms of red eye. We need to write a formal letter in role as the Facto Medical Association and we will use a colon to introduce this list. The subjunctive tone is a very formal way to give advice and it can be achieved in many ways. It however often helps to give out sentence stems to support children and to explain that we are using the imperative form of the verb. The subjunctive is often used to emphasise urgency or importance, e.g. If your symptoms include: The Association suggest that

will he show these? In pairs, role play these emotions in preparation for tomorrow.

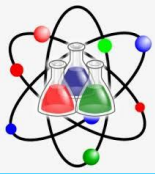
without cards and do thought tapping. I steady my rifle and ask the boy assertively, "Why are you here? Are you a kidnapper?" He just looks at me whilst holding his stomach and breathing deeply. As we look over our dialogue, could we omit the 'whilst' conjunction? What affect does this have on the sentence? Children experiment with omitting the conjunction and using present progressive tense.

Children write a short diary entry in the role as Kester. Encourage children to use the present perfect tense. Children also use tag questions to show Kester's growing uncertainty about their mission. Read to the cliff hanger at the end of Part 2.

OLC WEEKLY LEARNING PLAN

		<p>you leave straight away. It is essential that one take precaution. The Association recommend that you contact us. Model also taking out the word 'that' to add a heightened sense of urgency. Can children use any of the spelling words from the warm-up in their report?</p>			
 <p>Spelling & Handwriting</p>	<p>Year 5 Spelling words for this week: ceiling conceit conceive deceit deceive perceive receipt receive agencies legacies pharmacies policies</p>	<p>Dictionary Corner: Put the words in context in sentences.</p> <p>ceiling conceit conceive deceit deceive perceive receipt receive agencies legacies pharmacies policies</p>			<p>Year 5 spelling handwriting focus for this week: ceiling conceit conceive deceit deceive perceive receipt receive agencies legacies pharmacies policies</p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>
	<p>SCIENCE You have been set a circuits challenge by the NSAA to complete but you only have</p>	<p>Computing Mars Rover (2)- Lesson 3</p>	<p>Geography: Lesson 4: What can we learn from Curitiba?</p>	<p>FRENCH</p>	<p>PSHE <u>Dreams and Goals of Other People in Other Cultures</u></p>

OLC WEEKLY LEARNING PLAN



Humanities

10 minutes to complete the challenge – in that time you also need to ‘repair’ the non-working circuits!

(Hamilton). **Challenge able Yr6 chn to also draw a broken parallel circuit for other Yr6 chn to ‘fix’.**

Explain that the NSAA was impressed by the ideas boards and annotated diagrams, but want to know that the chn really understand the workings of circuits and can represent their design through technical circuit diagrams.

Chn will need to ensure that the circuit diagram of their design is accurate so that curators and installers can interpret them when they exhibit the installations.

Explain that the NSAA not only wants them to create an accurate diagram of their circuit but also want an explanation of how each component works and **how resistance plays a key role in the design (Yr6).**

The NSAA have therefore asked you to annotate your

LO: To identify and explain the fetch, decode, execute cycle.

Recap and recall
BINGO!

Watch the video:
<https://www.jpl.nasa.gov/edu/learn/video/mars-in-a-minute-how-do-rovers-drive-on-mars>

Work through the powerpoint: **attention grabber.**

Watch video:
<https://www.jpl.nasa.gov/edu/learn/video/mars-in-a-minute-what-happens-when-the-sun-blocks-our-signal/>

Read through PowerPoint on computers.

Why was it sustainable to make the centre of the city pedestrian?

How are the parks in Curitiba sustainable?

How is Curitiba’s public transport system sustainable?

MUSIC

Before the lesson: Watch teacher video – Create your own musical

Attention grabber: Explain to the children that the class is going to create a musical called, ‘The Journey’. The children will work in groups of six, and each group will create a scene, which should include spoken dialogue, dancing and a song. Give the groups time to discuss initial ideas for the group’s scene, making sure the scene will tell a story. Ask the key questions to help pupils with their ideas (on Kapow).
Main event: Challenge the groups to create a book

Before the lesson: Watch teacher video – **Where do adjectives go in French?**

Presentation: 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: Which adjective is right?* Go through slide 2 and introduce the children to the new clothes words. Say or play the audio file and get the children to repeat the word.

Main event: Go through slides 3 – 7 and remind the children of the vocabulary and the position of the adjectives. Show slides 8-11 and explain the different grammar rules for adding adjectives in French (rules are explained on Kapow). Using slides 13 -15, read out the noun, emphasising the article **un, une** or **des** and ask the children which is the correct adjective. Click the mouse for the incorrect adjectives to disappear.

Use the ‘Mary Fact Sheet’ from the Jigsaw Portal and think about what Mary’s life is like. Can you draw comparisons with the different Marys and their lifestyles/ dreams and goals?

Scribe your ideas in response to the following questions:

1. How are the lives of these children the same as yours?
2. How are the lives of these children different from yours?
3. What aspirations/dreams might these children have?
4. How are their dreams the same/different to yours?

Choose one of the children from the Mary Fact Sheet and to hold in mind what you think that child’s dream/goal might be. Then using a spiral template (Jigsaw Portal) write what you think your chosen child’s dream might be around the spiral. When you have completed it, carefully cut around the spiral so that it opens out.

OLC WEEKLY LEARNING PLAN

circuit diagram, explaining how each component works. For example, do you know how a bulb works? Watch this clip to find out - <https://www.youtube.com/watch?v=MYB8butQwQ&t=24s>

Now it is time to create your circuit diagram (with 'resistance' annotations from Yr6). You also need to explain whether your bulbs, buzzers and motors will be highly powered, or of a more subtle power (for effect), and how this can be interpreted from the diagrams (voltage of batteries and components). Show chn the circuit diagram symbols on whiteboard and challenge them to create a circuit diagram as a 'blue print' for their design. Remind chn to refer back to their success criteria. Get each gp to include their summary explanation of the impact of their power levels on the various components in the circuit.

Group challenge:

Working in groups of three, one pupil will be told the task their group needs to achieve, which they will then need to break down into smaller steps.

Each group's challenge is to draw a house with a red roof and a blue door and then place it on the teacher's desk.

However, only Pupil 1 knows the full task. They can only speak to Pupil 2 in their group, who then relays the message to Pupil 3 to execute the instructions. In terms of the cycle, the children's roles are:

Child 1: Fetch

Child 2: Decode

musical theatre scene, thinking about what the story behind it will be and how to create the right feeling. Another option is that the groups create a jukebox musical theatre scene, using existing songs (choose from the examples on Kapow). The groups start by deciding who each of the characters are and what happens in their scene (see Kapow for some examples). Check each group's plan at this stage to make sure that they aren't attempting too much (or too little) in their scene. Once the groups have worked out the storyline and the characters, they need to work on the dialogue and lyrics. As soon as the dialogue is written, they must work on choreographing a simple dance routine and practising their performance. It is recommended that some performers focus on acting, some on singing and some on dancing, according to how confident each performer feels.

Then explain to the children that **il porte ...** and **elle porte ...** mean he wears... and she wears.... Display slides 16 – 21 and complete the matching phrase exercise as a class. Each slide shows three pictures, only one of which is the correct one to match the sentence.


ART

<https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/lesson-3-everyday-amazing/>

LO: To problem-solve when constructing 3D artworks.

Exploring everyday objects to create an installation, considering how ordinary spaces can be transformed and trying alternative solutions as they construct their artwork.

OLC WEEKLY LEARNING PLAN

		<p>Child 3: Execute</p> <p>Remind pupils to only do exactly what they have been instructed to.</p> <p>Computer room not needed for session.</p>			
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 3 – Lesson 3 Cognitive Make Good Decisions I can explain what I am doing well and I have begun to identify areas for improvement. I can use awareness of space/others to make good decisions. I can develop methods to outwit opponents</p>	<p>Fitness Focus - Fitness Bingo Here’s a Fitness Bingo game. The kids really enjoy it and, once you’ve done the initial set-up of creating the Bingo Cards, it’s quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is</p>	<p>Step Challenge - Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day. But we do a lot of sitting in class which really doesn’t help our daily progress. So your challenge is to get in at least 4000 steps (2 miles) at playtime and lunch time each day to make sure we’re giving ourselves a good chance to keep fit!</p>	<p>https://youtu.be/xRdIVV-B1ow</p> <p>The challenge is to complete as many press ups as you can in 30 seconds.</p> <p>If you have to do them with your knees on the floor then you need to half your total score when you send me your results.</p> <p>See if you can beat Mr Sturgess’ score of 30 press ups in 30 seconds.</p>	<p>https://youtu.be/7cLHW-JrJNg</p> <p>The challenge is to complete as many sit ups as you can in 30 seconds.</p> <p>You can do them with your feet underneath something (such as a chair or the sofa) or with someone standing on your feet.</p> <p>If you do them without any support (like Mr Sturgess), they are much harder and you need to double your total score when you send me your results.</p> <p>See if you can beat Mr Sturgess’ score of 19 sit ups in 30 seconds</p>

OLC WEEKLY LEARNING PLAN

complete, and then picks another activity card. The game is finished when a group yells out “Active”. Background music is great at building on the students’ energy.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping Jacks	“I Don’t Know” Stretch	Squats	Jog on the Spot
Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe-Touches

Homework:

MATHS – Multiplication and Division B (Week 2) pages 48-50

Communicating with school

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