

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- Place value (pages 7-9).

Maths homework will be sent out on a Friday and due in the following Thursday.

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





This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	9.10.2023
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OLC WEEKLY LEARNING PLAN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Month of the Rosary</p>	<p>LO: To create a travel brochure on Catholic pilgrimage.</p>	<p>Saint Focus</p>	<p>LO: To explore Jesus' miracles and how it would have felt to experience one.</p>	<p>Rosary Activity</p>
	 <p>To begin our week in celebration of Mary. We will join as a class for a short worship of the Rosary: praying to Mary for a good week and to help us live as Jesus taught us.</p>	<ul style="list-style-type: none"> • Today, many people of faith seek healing from sickness. Some people never experience this healing. Does God no longer hear prayers and heal people? • Revise with the children the importance of praying for people who are sick. • Introduce the children to the word "pilgrimage". Find definitions for it from the dictionary. • Identify different places of pilgrimage where Christians gather to pray and sometimes seek God's healing. • Use maps to locate these different places (e.g. Lourdes, Walsingham, Knock, etc.) • Research the story of some of these places and find reasons why they are important places for Catholics to visit. • Are pilgrimages just for sick people? • How can they help the rest of us? 	<p>https://mycatholic.life/saints/saints-of-the-liturgical-year/october-11--st-john-xxiii-pope</p> <p>This week's saints focus brings us to the life and work of Pope Saint John XXiii. Read through the life of Saint John and pray together:</p> <p><i>Saint John XXIII, you were raised in humble conditions, formed well in the faith, responded to God's grace, and were used in powerful ways that have had a profound effect upon the Church and world. Please pray for me, that I will always remain faithful to God's will so that He can use me in the particular ways He chooses. Saint John XXIII, pray for me. Jesus, I trust in You.</i></p>	<ul style="list-style-type: none"> • Use a variety of dictionaries to explore definitions of a miracle. • Word-process these definitions to add to a class display. • Using Bible references, the children are to find different Miracle stories including the Cure of the Demoniack, the Healing of the Woman with a Haemorrhage, the Healing of the Man Born Blind, the Calming of the Storm and the Feeding of the Five Thousand. • Organise the information found in chart form under various headings (e.g. Where? Who? The Problem? Resolution) • Focus the children's attention on the words and the actions of Jesus. Can they identify any similarities? • Why was Jesus able to do these things? • Do you think that the Miracles helped people to understand who Jesus was? 	<p>Because it is the Holy Month of the Rosary, to end our week, we will celebrate the week with decade of the Rosary.</p> 

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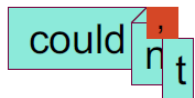
		<ul style="list-style-type: none"> • Create a travel brochure on a pilgrimage to the Vatican. Use the PowerPoint on the site to help you with your information and pictures. 		<ul style="list-style-type: none"> • Identify the difference between a healing miracle and a nature miracle. • Ask the children to think about the things onlookers might have said about Jesus after the miracles took place. • Were people only cured or helped in some way? How do you think their lives were changed by what Jesus did for them? • Brainstorm lots of ideas and create a mind-map. • Write an account of one of these miracles as one of the people who was there. Set the scene, identify the problems, the actions of Jesus and the change it brought to people's lives. 	
 <p>Maths</p>	<p>Add whole numbers with more than 4 digits (2) Page 61-63</p>	<p>Subtract whole numbers with more than 4 digits (1) Page 64-66</p>	<p>Subtract whole numbers with more than 4 digits (2) Page 67-69</p>	<p>Round to check answers Page 70-72</p>	<p>Inverse operations (addition and subtraction) Page 73-75</p>
	<p>LO: To create informal questions using question tags. Show children a heart-shaped key. Ask them to</p>	<p>LO: To make inferences based on images from the text. Read from the beginning of the book up to the end of the first sentence on p46. Display the saying, 'a picture tells a</p>	<p>LO: To write a diary entry in role. Display a picture of the fire which killed Hugo's father.</p>		<p>LO: To explore and analyse a character through description. Read p121- 127.</p>

English

create some statements about where it might come from or what it could do, e.g.: It might open a chest that contains secrets. It could be a key to a treasure box. It may let us find out a secret. Children to identify the modal within their sentence and create a negative contraction by adding the contracted form of not, e.g. couldn't, wouldn't, mightn't etc, on a luggage tag. Model placing the comma.



Children to create their own statements using a range of modals and adding a question tag.



Hugo Cabret's Invention Distinguish between apostrophe for possession and apostrophe for omission.

story of a thousand words' What does this mean? Discuss how complex ideas can be conveyed by a single image. Model 'thinking aloud' making inferences based on the image. Refer to the illustrator's use of lighting, spacing and shot type (long, medium and close-up) and what this tells us about the character. e.g. The boy stands out: he is not wearing a hat like everyone else. The lightening and space around him show that he is moving in the opposite direction.



Read 'A Brief Introduction' (from book) and stop at 'On screen, the sun will soon rise, and you will find yourself zooming toward a train station in the middle of the city...' Children to continue the narrative using the inferences based on the images up to p46 to guide their story. e.g. There you will spot a boy, lost, amongst a large crowd. His name is name is Hugo and he is the protagonist of our story. There are many ways to structure this. Each partner/table could be given a different image(s) to base a small section of the narrative on. This could then be 'jigsawed' together creating a class narrative.

Lesson 3- Narration and big read lesson.

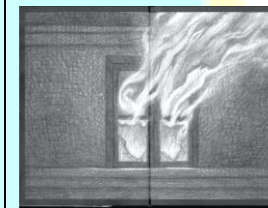
Show children the 'opening scene' of drawings from the book as a slideshow.

<https://www.theinventionofhugocabret.com/slideshow.htm>

What does it remind them of? Explain how in 1931, films were in black and white and did not have sound. Play again, this time children using their narrative as a voice over to accompany/narrate the film.

Read to p121 by the next lesson.

What emotive language does this image evoke? e.g. disbelief, hopelessness, despair, grief. Simultaneous Round Table Each pupil is given a piece of paper. They simultaneously write their response to the image. The paper is then passed one person clockwise round the table. Each pupil must develop their peer's response ensuring not to repeat any vocabulary but build upon by providing alternative vocabulary/synonyms. This then repeats and consequently creates an emotive word bank.




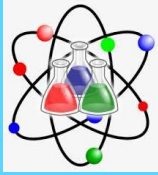
Shared Writing:

Teacher to model writing a diary entry in role as Hugo in response to his father's death. Highlight the use of emotive language, repetition and adverbs of possibility this shows Hugo's state of mind is troubled

Children to visualise and draw what Uncle Claude might look like by retrieving information from the text e.g. tiny steel spectacles, blood shot eyes. Allow for inferences e.g. unkept clothes, unshaven face. Remind children that in session 2, we looked at how different camera shots allowed us to find out more about Hugo. We are going to use the same technique to analyse Uncle Claude's character.

Camera Shots: Long shot: shows the whole length of body from feet to top of head. Shows character in relation to background. Medium shot: shows body from waist upwards. Used for facial expressions and hand gestures. Close up: focuses on a character's face and zooms in on specific features. Description: detail Model using the vocabulary generated to create a description: detail sentence. Uncle Claude looked as though he had not slept for days: his eyes were bloodshot and vacant. Uncle

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				<p>and unclear. Children write their own version. Dear diary, He's gone - gone forever. Dead. Perished in a fire and it's all my fault. I feel so alone and helpless. A feeling of guilt has consumed me like the fire took my father. If I hadn't found the automaton, If I hadn't asked him to fix it, then maybe he'd still be alive. Surely this a nightmare that I am about to wake up from.</p>	<p>Claude was clearly intoxicated: his speech was slurred, and he could not walk in a straight line. Model correct use of colon to separate the 2 independent clauses.</p>
 <p>Spelling & Handwriting</p>	<p>Year 5 Spelling words for this week: Should've, could've, would've, must've, might've, mustn't, won't, mightn't, you're (your), shan't it's (its).</p>	<p>REVIEW LESSON: Play with a partner to match the contractions to their full forms</p>	<p>Dictionary Corner: Write the words in context in full sentences</p>	<p>MASTERY LESSON: Write a sentence, rhyme or motto to help you to remember them.</p>	<p>Year 5 spelling handwriting focus for this week: Should've, could've, would've, must've, might've, mustn't, won't, mightn't, you're (your), shan't it's (its).</p>
 <p>Wider Curriculum</p>	<p>SCIENCE Ask chn if they can explain why salty water conducts electricity – it contains electrically charged ions that help conduct the electricity. Read the letter from Topps Toys and ask chn to explain what they</p>	<p>ART Lesson 4: A vision of the future Thinking about what the future might look like; planning futuristic artworks and printing a</p>	<p>Geography: Lesson 5: What next for Dharavi? Plans for redeveloping or renovating Dharavi have been in progress for over 16 years, with the government in recent years putting the</p>	<p>Computing: Session 4: In this session, pupils work to fix bugs in their programs and improve their games. This session also gives children the chance to catch up on the previous lesson.</p>	<p>PSHE Our Learning Charter Group work can be difficult even for adults, especially when there are time limits to get things done and if there are too many ideas to choose from. Sometimes there is</p>

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think they need to do to be able to respond to Topps Toys (investigate electrical conductivity). Ask chn if ‘thermal conductivity’ is this the same as electrical conductivity? Also explain that health and safety is paramount when it comes to toys as well as practicality. Is thin, fragile glass a safe option, and would salt water be practical?

Remind chn that they need an enquiry question and a plan for their investigation. Get chn to set up an electrical circuit for testing out their materials for electrical conductivity. Ask chn to suggest a way to measure ‘good’ vs ‘poor’ conductors. Chn to record their findings in the table and then write a conclusion to present this information effectively and to help make recommendations.

background using collagraph plates made in the previous lesson.

[Lesson 4: A vision of the future - Kapow Primary](#)

French
Simple descriptions in French

Before the lesson: Watch teacher video – Simple descriptions 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: What am I talking about? Slide 2 shows four images of children with different coloured hair – either chestnut brown or blonde. Describe the children in order by saying (in French only):

Henri a les cheveux châtain
– Henri has chestnut brown hair

Zach a les cheveux blonds – Zach has blond hair

redevelopment out to tender.

In a recent project, developers had to provide free accommodation, in new tower blocks in Dharavi, to anyone who could prove that they had been a resident of Dharavi since 2000. Because the tower blocks could provide housing for many families on a small plot of land, this would free up space in the rest of Dharavi for redevelopment.

However, slum residents have resisted the plans. Many have not been in residence since 2000, the tower blocks have no workshop spaces, and there is a concern that Dharavi’s vibrant street life and community would be badly impacted.

Which challenges in Dharavi will you focus on?

Which options for improving Dharavi will you focus on?

Music

Play like an Egyptian

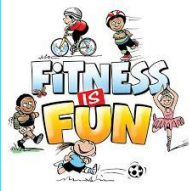
Warm-up your voices using the *Activity: Egyptian vocal warm-ups*. Display the *Presentation: Egyptian instrumental calls track*. Play the audio file: Egyptian instrumental calls track on slide 2. The children copy back in the gaps, using their voices. Sing the song, ‘Gift of the Nile’, with half the class singing the top part, and half the lower part.

more than one person in a group who want their ideas to be chosen and this can cause conflict. Do you have any ideas to problem-solve these issues:

- Too many ideas
- Conflicts

Activity: decide on 6 ‘rules’ that would be helpful for working in groups. Write the rules as a list that can be displayed in the classroom. Reflect on why these rules are more likely to be followed compared to rules that are given with no consultation/discussion.

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		<p>Amara a les cheveux châains – Amara has chestnut brown hair</p> <p>Grace a les cheveux blonds – Grace has blond hair</p> <p>Ask the children to raise a hand when they have worked out what you are referring to. What do they think the word cheveux means?</p> <p>Main event: Display the presentation. <i>Les cheveux et les yeux</i> shows images of people with different colour hair and different colour eyes. Go through slides reading out the descriptive statement below each picture, or playing the audio file. Children to use the clues from the pictures and previous knowledge to translate each descriptive statement.</p>	<p>What are the costs and benefits of your chosen options?</p>		
	<p>REAL PE: UNIT 1 – Lesson 4</p> <p>Consistently Try to Improve</p>	<p>Fitness Focus -</p> <p>Cat and Mouse</p> <p>This game is like Flag Tag, except the flags are pieces of cloth or string</p>	<p>Step Challenge -</p> <p>We all hear how important it is to do 10000 steps a day. But at school we always find it</p>	<p>Balance challenge -</p> <p>How long can you balance on one leg for at break time?</p>	<p>Captain Marvel Breaktime Challenge-</p>

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Daily PE Activity

I know where I am with my learning, and I have begun to challenge myself.

I cope well and react positively when things become difficult.

I can accept critical feedback and make changes.

In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.



tucked into students' waistbands to represent tails. One or two students can be the cats that chase the mice; mice are "out" when the cats pull out their tails.

challenge because we are sat down a lot.

Your challenge is to do 10 walking laps of the playground at breaktime.

Each lap is around 174 steps, and a mile is around 2000 steps.

Captain Marvel's energy blast tag



Captain Marvel is the most powerful Avenger of all. She must use her superpowers to capture the evil Kree troopers and deliver them to Skrull justice. Can you use your speed and energy to tag and dodge? Get ready to run and dodge!

Instructions

- 1 Choose one person to act as Captain Marvel. Everyone else is a Kree trooper and runs away.
- 2 Captain Marvel counts to 10, then chases after the Kree.
- 3 If Captain Marvel tags you, you've been blasted and must freeze with your legs apart. If someone who has not been tagged crawls through your legs, you are unfrozen and back in the game!
- 4 The last Kree to be frozen becomes the new Captain Marvel, and the game starts again. Play for at least 10 minutes!

Homework:

MATHS - Place value (Week 2) pages 7-9

Communicating with school

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