

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- 82-85

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: Linking ideas & cohesion (B)

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


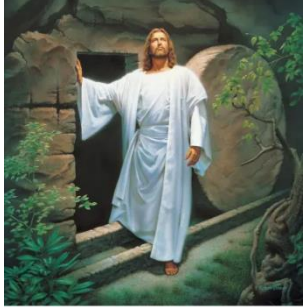
Kind regards,



Miss Hannah and Miss Chick



OLC WEEKLY LEARNING PLAN

Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	22.04.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	EASTER	<p>LO: To understand what the ascension of Christ meant to the Apostles.</p> <p>Big Question: What was more significant – the resurrection or the ascension?</p>	<p>This half term we are growing to be:</p> <p>Eloquent & Truthful</p>	<p>LO: To dramatise the Ascension of the Lord</p> <p>Big Question: How should hope of eternal life change how we live our lives?</p>	
	<p>He Is Risen</p> 	<p>Children select a character and explore the story from the point of view of one of their chosen characters during the accounts of the Ascension of Christ. The children are to write a recount of the events from their characters point of view.</p> <p>Ask the children to try and address some of the following</p>		<p>Children to read and to dramatise the story of the Ascension of Jesus from the Acts of the Apostles.</p>	<p><u>Luke 24: 7</u></p> <p>“The Son of Man must be handed over to sinners, and be crucified, and on the third day rise again”</p>

		<p>questions in their writing. What was it like when you realised that Jesus was alive? What had your feelings been like previously? What are your beliefs about Jesus now that you have seen him alive?</p>			
 <p>Maths</p>	<p>Regular and irregular polygons Pages 27-29</p>	<p>Parallel lines Pages 30-32</p>	<p>Perpendicular lines Pages 33-35</p>	<p>Investigate lines Pages 36-38</p>	<p>3D shapes Pages 39-41</p>
 <p>English</p>	<p>LO: To plan a new monument to the Windrush generation.</p> <p>Recap the plenary from the end of the last session. Explain that children will be designing their own monument or statue to honour the Windrush generation. In order to have their monument erected, they will need to make a</p>	<p>LO: To appeal to the audience within the opening of a persuasive pitch.</p> <p>Vocabulary drop: Which other words are there for 'monument' or 'statue'? E.g. memorial, shrine,</p>	<p>LO: To use the subjunctive mood within persuasive writing.</p> <p>If... were... Explain that the subjunctive mood can be used to express something that we want or hope for. We can use</p>	<p>LO: To edit for cohesion.</p> <p>Adverbially linking: Explain that, in order to sounds as assured and persuasive as possible, it is important to be cohesive i.e. for points</p>	

pitch to the local council to persuade them to choose theirs.

Modelled writing:

Using a pre-prepared design, model creating labels which explain features of the monument using explanatory conjunctions.

The monument will be erected next to the station in order to...
 It will feature a list of every occupation held by arrivals from the Caribbean so that...



Monumental design!

Children to use questions from yesterday's lesson to create a labelled design of their new monument or statue, using conjunctions and relative clauses to explain their choices.

Conjunctions to explain: as, because, since, in order to, so that, Relative pronouns: who, which, that, when, where.

Children to pair up and orally explain their new monument to a partner. Encourage them to explain reasons behind their choices using conjunctions and relative clauses.

tribute, marker, image, figure, sculpture, installation.

Can we add determiners/articles and adjectives to create noun phrases?

E.g. this imposing installation, the statuesque sculpture, an impactful memorial

Stand up, hand up, pair up: Children stand up and raise their hand in the air.

They quickly find a partner and 'high five' them. They then share everything they know about

persuasive writing focusing on the audience, purpose and language devices used e.g. emotive language, personal pronouns, factual evidence, noun phrases, exaggeration, modal verbs...

'if' and 'were' (the past tense of 'to be').

Explore how we might use the subjunctive mood to express a formal desire a part of our persuasive pitch.

Draw upon pronouns created at the start of the previous session.

If _____ (pronoun) were _____ (verb)...

If this imposing installation were built...

If the statuesque sculpture were erected...

Were a new, fitting tribute to be built...

Modelled writing:

Model how the subjunctive mood might be incorporated into a closing statement at the end of the pitch.

If this impactful memorial were erected, it would provide an enduring reminder of the sacrifices that people of the Caribbean made towards ensuring that Britain could rebuild itself to its former glory.

made to flow and link together. One way to do this easily and impactfully is to use adverbs and adverbial phrases. Collate a list that could be used within the pitch. These could be sub-divided into those which express time/manner/place and those which are linking phrases. E.g.:

Time, Manner, Place:

Following World War Two

Upon arrival

At the top of the structure

Surprisingly

Linking phrases:

Not only that

Additionally

In further support

Model how to edit for cohesion, building in

adverbs and adverbial phrases at the beginning

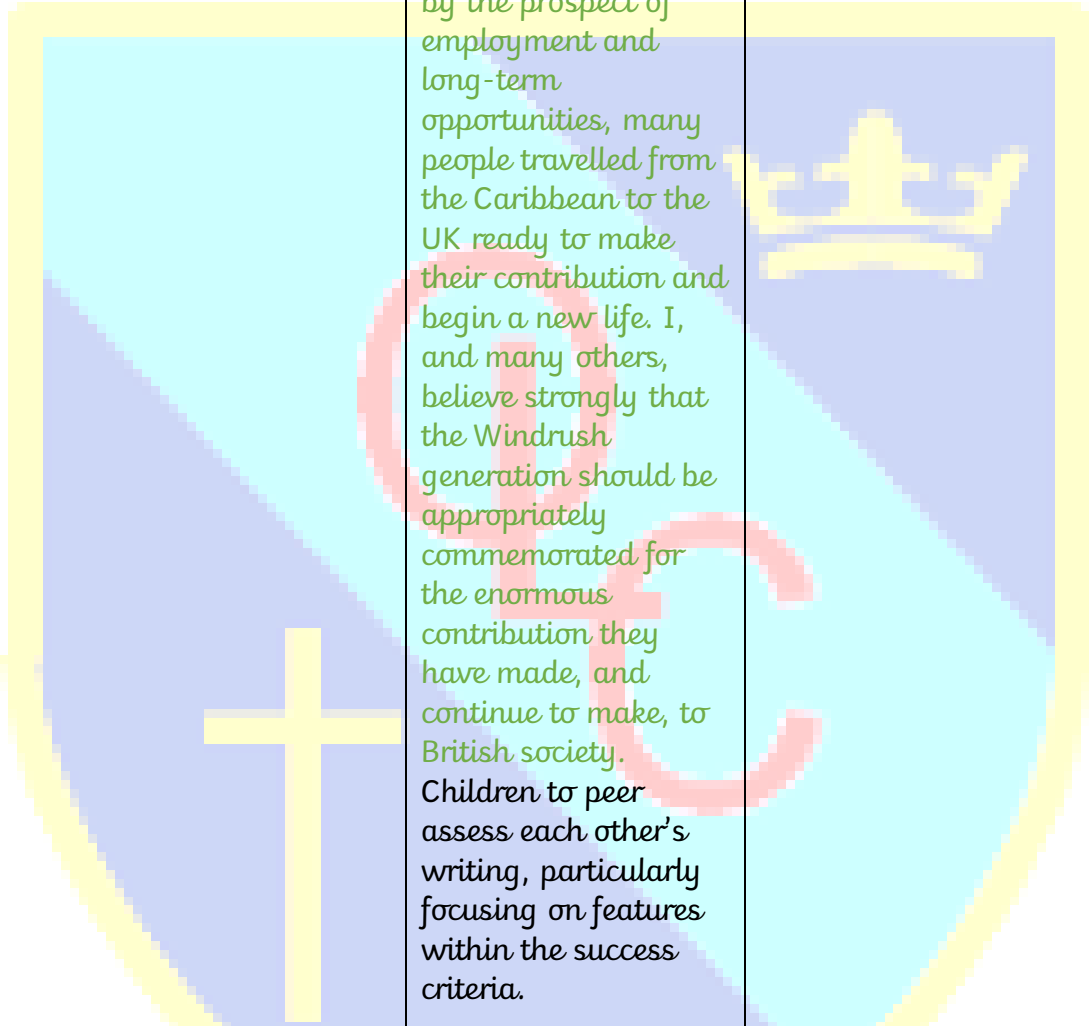

and within sentences to link ideas together.

A list of every occupation held by arrivals from the Caribbean will be displayed so that...

At the top of the monument, A a list of

		<p>Agreed structure: Agree on an appropriate structure for the persuasive pitch. For example: Introduction Features of the new monument (location, design features, inscriptions etc) Closing statement Shared writing: Teacher to model writing the opening of a persuasive pitch to persuade the local council to choose their new monument to commemorate the Windrush generation. Include modal verbs, conjunctions and relative clauses to explain and link ideas.</p> <p>Following the Second World War, Britain faced the monumental task of rebuilding and recovering from the devastation caused by the war. Drawn</p>	<p>Children continue writing their persuasive pitches using the paragraph structure agreed in the previous session.</p> <p>Children to peer assess each other's writing, particularly focusing on features within the success criteria.</p>	<p>every occupation held by arrivals from the Caribbean will be displayed so that...</p> <p>Allow children time to return to their own writing to edit for cohesion. Encourage children to use adverbs and adverbial phrases as in the teacher model. Pair children up to continue the editing process. Ask both children in each pair to read one piece of work at a time to edit for all points in today's and previous success criteria. Then swap over.</p> <p>Read to the end of the story and discuss children's thoughts about what happened to Leonard. Teachers may wish to hold additional, linked PSHE or History sessions to allow further opportunities for discussion and research.</p>
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		<p>by the prospect of employment and long-term opportunities, many people travelled from the Caribbean to the UK ready to make their contribution and begin a new life. I, and many others, believe strongly that the Windrush generation should be appropriately commemorated for the enormous contribution they have made, and continue to make, to British society.</p> <p>Children to peer assess each other's writing, particularly focusing on features within the success criteria.</p>		
	<p>Year 5 Spelling words for this week:</p> <p>adorable adorably applicable applicably</p>	<p>Dictionary Corner:</p> <p>adorable adorably</p>	<p>Year 5 spelling handwriting focus for this week:</p> <p>adorable adorably applicable applicably</p>	

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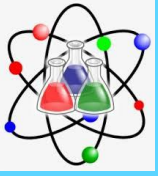
**Spelling &
Handwriting**

changeable
changeably
comfortable
comfortably
considerable
considerably
dependable
dependably
enjoyable
enjoyably
noticeable
noticeably
persuadable
persuadably
reasonable
reasonably
reliable
reliably
tolerable
tolerably
understandable
understandably

applicable
applicably
changeable
changeably
comfortable
comfortably
considerable
considerably
dependable
dependably
enjoyable
enjoyably
noticeable
noticeably
persuadable
persuadably
reasonable
reasonably
reliable
reliably
tolerable

changeable
changeably
comfortable
comfortably
considerable
considerably
dependable
dependably
enjoyable
enjoyably
noticeable
noticeably
persuadable
persuadably
reasonable
reasonably
reliable
reliably
tolerable
tolerably
understandable
understandably

Put 5 of these words into sentences in context and spelled correctly.

	<p>tolerably understandable understandably Put the words in context in sentences.</p>				
 <p>Humanities</p>	<p>SCIENCE</p> <p>Go out into the school grounds and get chn to sit and observe nature. Chn can quietly write notes about things they spot. Back in the classroom ask chn what a natural scientist, or naturalist is (follow PowerPoint). Can chn name any scientists who are naturalists or animal behaviourists? What sort of behaviour or processes of animals and plants might be studied? Choose a well-known naturalists/animal behaviourists and complete a biographical information: Name, area of specialism/type of</p>	<p>Geography</p> <p>Population</p> <p>Lesson 2: How and why has population changed?</p> <p>How has the global population risen over the last several centuries?</p> <p>Why has the population of the UK risen over the last several centuries?</p> <p>How can improved healthcare affect population?</p> <p>Art</p>	<p>Computing</p> <p>Bletchley park</p> <p>Lesson 5: Computing Heros</p> <p>Watch teacher video to help understanding.</p> <p>Recap and recall: What can the children remember from last lesson?</p> <p>Attention grabber: Work your way through the Kapow PowerPoint.</p> <p>Main event: Work through the PowerPoint and, in pairs, children are to create a powerpoint</p>	<p>FRENCH</p> <p>Exploring the French-speaking world</p> <p>Before the lesson: Watch teacher video – Heading off</p> <p>Recap and recall: Before starting this unit, check that children can recall: How to describe the weather in French, including temperature, weather and compass points, some French-speaking countries worldwide and how to compare nouns by placing plus/moins and que around the adjective of comparison. Ask each child to complete the <i>Knowledge catcher</i> and explain that at the end of the unit, they will</p>	<p>PSHE</p> <p>Relationships</p> <p>Safety with Online Communities</p> <p>Split the room into 3 different areas, one labelled ‘safe’, one ‘unsafe’ and one ‘I’m not sure’. One person reads out the different statements and then you need to make a decision and then walk to the corresponding area in the room.</p> <ul style="list-style-type: none"> • Sending a picture of yourself to your Mum/Dad/ Gran • Sending someone an unkind message • Snap chatting with someone you don’t know • Watching a children’s TV programme online

scientist, qualifications/experience and what they are known for in particular.
Yr 6 add the significance and impact of their work (e.g. raising awareness, furthering scientific understanding, educating through public programming, conservation etc). Now complete your propagated plant investigation: Take growth measurements and complete your table – use the data that you have collected to create a series line graph that includes all three sets of growth data. Take photographs of each plant. Compare your data and diagrams and decide which the most successful propagation was. Which other bit of a plant could you try and take a cutting from? Do you think it would grow?
 Discuss why it is important to understand how plants and animals

Art
Lesson 3:
 LO: To apply an understanding of architecture to design a building.
 Share slides 1 – 7 of the KAPOW Presentation: Zaha Hadid and ask the children if they can find any clues that show the same person designed these buildings. Use slide 8 to share information about Zaha Hadid’s work.
 Ask the children to imagine they are architects and have been tasked with designing a brand-new building.
Ideas for a design brief could include:
 Designing an environmentally friendly house for the future.

presentation about a historical figure relating to the world of computer science.
 (Continued from last lesson)
MUSIC
Songs of World War 2
 Attention grabber: Explain to the children that they are going to share what they know about World War II and particularly about music from that time. Invite the children to spend one minute writing down anything they know about WW2 on their whiteboards. If they think of something to do with music, they should underline it. Give the children three minutes to walk around the classroom, talking to each person they meet about their ideas. They should add any new things they discover to their own board. Ask the

revisit it, adding more information in a different colour.
 Attention grabber: Display the Presentation: Compass points. Display slide 1, showing a blank compass with markings for the four cardinal directions. Say the word for each compass point and ask the children to repeat it. In pairs, ask the children to discuss which label belongs to each compass point. Display slide 2, showing a compass with markings for the intermediate directions. Challenge the children to name each intermediate direction, using the four cardinal directions. Take feedback, click to reveal the answers and practise repeating all eight directions with the class. Play a game with the children where they use their arms as compass points. If you call out **le nord** – north, for example, the children put their arms up above their heads. For further challenge, call out the intermediate compass

that a trusted adult has found for you

- Posting your phone number online so anybody can see it
- Playing a computer game with a 16-age limit
- Joining a social network about a favourite sport or hobby
- Making your gaming username and personal details public
- Keeping an online ‘streak’ with a friend going for 200 days or more
- Posting a funny video of a cat playing the piano on Youtube
- Agreeing to have a private chat with someone online

Today you’re going to take part in a quiz! Have a go at answering each of the questions and then go through the answers adding them to your sheet in a different colour (quiz and answers can be found –

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live (we could help endangered species, we understand why particular habitats are important for survival of particular species, it increases our knowledge and understanding of living things, helps us improve conservation and look after the environment, etc). Remind children that in Y4 they found out what happens when habitats change or when one species is removed from a food chain. The survival of one species is important for the whole food web in that habitat. Studying and recording info accurately about the natural world helps us to understand and protect it. **Y6 to share ideas about the scientific implications of naturalists' and animal behaviourists' work.**

Planning and designing their dream home.

Creating a futuristic school inspired by the work of Zaha Hadid.

Planning a community building with futuristic elements to enable it to fulfil its role even more successfully.

Designing a building that links to their work in other topic areas.

The children will need to consider the following:

What is the purpose of the building, and how will it be used?

Does the building need any special features for the people who will use it?

What will the building look like? Think about its shape, size, how it would fit in its

children to sit in groups of four and in their groups to decide on their top three facts. One fact must be about music. Invite the groups to present their facts to the class. Ask key questions (Kapow).

Main event: Display the *Presentation: Songs from World War II*. Go through slides 2-10, pausing for teacher-led discussion on new learnings. Share: Pack up your troubles in your old kit bag from World War I. Then share: We'll meet again from World War II. Discuss the two songs as a class. Give each pair a copy of the *Activity: Contrasting songs*. In their pairs, the children need to match up the correct musical descriptions for each song. You may want to play the songs again while they do this activity. **Extension activity** - Using the set of cards from the *Extension activity: Song cards*, ask children to pick one at a

points and see if the children can point in the right direction.

Main event: Explain that the children will play a game giving directions on a treasure map. To do that, they will need to know how to say 'to the + [direction]' (slide 3). Display slide 4 of the *Presentation: Compass points* and hand out the *Activity: Treasure map* (one per pair) and a counter (one per pair). Use slide 4 to explain the game.

Wrapping up: Assign and label each wall of the classroom with a compass point. Ask a volunteer 'pirate' to stand at the front of the class and close their eyes. Hide some 'treasure' under one child's seat. The pirate then opens their eyes and chooses children, in turn, to direct them to the treasure. Children must give directions to the treasure in French. Instead of using **mètres**, use **pas** – steps.

printed resources). After the quiz, have a think about why most of the things in the quiz have an age-limit. Have a go at answering this question: What is the purpose of having an age-limit?

location and details like the surface finish.

From which materials will it be built?

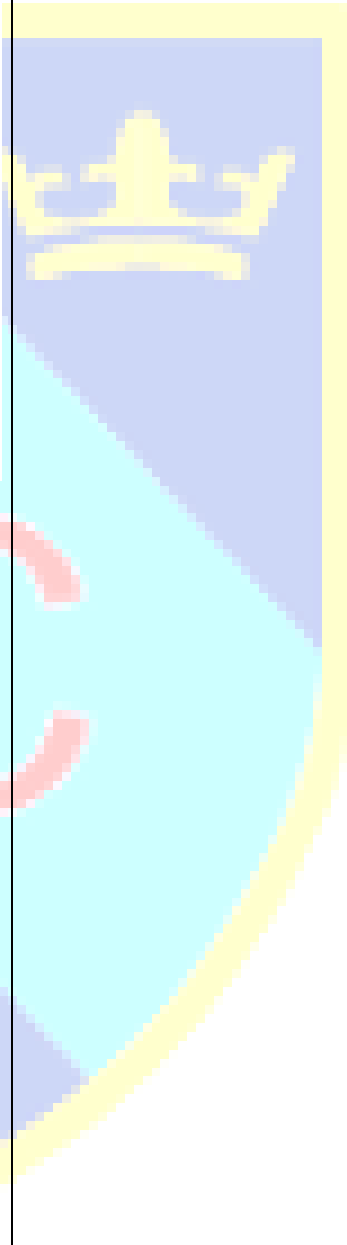
The children will draw a picture of their building as an external plan. This is called a 'front elevation' (as if they were looking at it from the street). They will need to annotate with notes to explain the key features. This can be completed in sketchbooks or on larger paper.

When the children are happy with their designs, they can add some colour using coloured pencils.

As an extension task, the children could draw what it might look like on the inside, either as a floor plan, which shows a birds-eye view, or by imagining the building

time and discuss whether this would have been a song from the era of WW1 or WW2. Ask key questions (Kapow).

Wrapping up: Share some of the group's answers to the *Activity: Contrasting songs* and whiteboard ideas and finish the lesson with a class discussion on the day's learning.





Daily PE Activity

REAL PE: UNIT 5 – Lesson 3
Physical

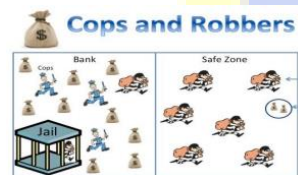
Game: Jumpball

Purpose: Develop fundamental movement skills and apply them to help develop balance, and jumping and landing skills that are required in a range of games and activities. These are important, for example, to maintain balance when kicking a ball or taking off and landing a jump effectively in games and activities including basketball, netball, football and rugby. Perform and repeat longer sequences with controlled movements. Apply a range of skills with consistency, linking actions together so that they flow. Use a combination of skills confidently in specific contexts.

had been sliced in half to see inside

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 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.

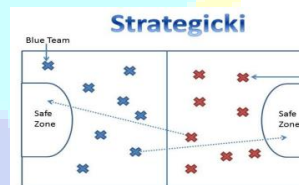


JUST DANCE – WAKA WAKA

<https://www.youtube.com/watch?v=gVfgTwWJY>

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 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.



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

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Homework:

**MATHS – MATHS – Statistics (Week 12) 82-84
Spring Term – Self-assessment – Page 85**

Communicating with school

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

