

**Message from the teachers:**

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- 21- 23**

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.

<b>Teachers:</b>	Miss Hannah Miss Chick	<b>Year:</b>	Year 5	<b>Date:</b>	13.11.23
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <b>RE</b>	Month of Remembrance	<b>LO:</b> To understand the concepts of gratitude and generosity through the lens of Gospel values and incorporate them into daily life.	Saints Focus	<b>LO:</b> To create an advent calendar in preparation for the coming season.	Gospel Value Focus



November is the Month of Remembrance for those who have given their lives so that we can live ours peacefully.

At the eleventh hour on the eleventh day of the eleventh month – we will remember them. The Armistice, an agreement to end the fighting of the First World War as a prelude to peace negotiations, began at 11am on 11 November 1918.

### Activity

Start with a discussion about the meaning of gratitude and generosity. Ask students to share instances when they felt grateful or experienced generosity.

Introduce the connection between these values and the teachings of the Gospel.

Read and analyse relevant Bible verses emphasizing gratitude and generosity, such as **Luke 6:38** and **1 Thessalonians 5:18**.

Discuss the importance of being grateful for the blessings we have and the significance of giving without expecting anything in return.

Encourage students to share examples of how they can demonstrate gratitude and generosity in their everyday lives, both at school and at home.

**Brainstorm and create a list of practical ways to practice these values, such as writing thank you notes, sharing resources with those in need, or performing acts of kindness without expecting acknowledgment.**

**Divide the class into groups or pairs and assign them a task to create posters that depict scenarios demonstrating grateful and generous behaviour.**

Lead a discussion on the projects presented, highlighting how each group depicted the values of gratitude and generosity.

Encourage students to reflect on the significance of incorporating these values into their daily lives. Discuss the positive impact that being grateful and generous can have on one's well-being and relationships with others.

<https://mycatholic.life/saints/saints-of-the-liturgical-year/november-10--st-leo-the-great>

This week's saints focus brings us to the life and work of St Leo the Great. Read through the life of the Saints and pray together:

*Saint Leo the Great, you exercised your papal ministry with humility and strength, wisdom and pastoral diplomacy, guiding the Church through a difficult period. Please pray for me, that I will learn from your example and always remain firm in my faith, doing all I can to lead others to God. Saint Leo the Great, pray for me. Jesus, I trust in You.*

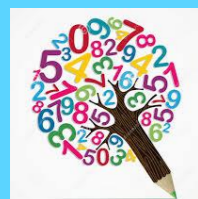
### Activity

Create a religious Advent calendar with a different interval for each day in preparation for the coming Season of Advent based on the Jesse Tree.

**Lesson to be continued next week**



## ATTENTIVE AND DISCERNING



Cube numbers  
Page 108-110



Multiply by 10, 100 and 1000  
Page 111-113

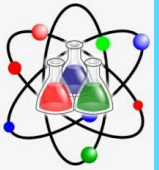
Divide by 10, 100 and 1000  
Page 114-116

Multiples of 10, 100 and 1000  
Page 117-119

End of unit check  
Page 120-121

OLC WEEKLY LEARNING PLAN

<p><b>Maths</b></p>															
 <p><b>English</b></p>	<p><b>LO: To distinguish between fact and opinion.</b></p> <p>What is the difference between a fact and an opinion? Explain that a fact can be verified with evidence whereas an opinion is based on a belief/viewpoint. Model reading pages 354-355. Choose 2 different colours: one to highlight facts and the other opinions. Model retrieving the information from the text and lacing in the in the table below.</p> <table border="1" data-bbox="273 688 638 835"> <thead> <tr> <th>Facts</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>George Méliès began his career as a magician</td> <td>He changed the face of movies forever</td> </tr> <tr> <td>He owned a theatre of magic in Paris</td> <td>He realised that film had the power to capture dreams</td> </tr> </tbody> </table> <p>Children to read p404- 407 where Papa George tells Isabelle and Hugo about his early childhood and career. They are to highlight facts and opinions in the text and add it to their fact/opinion table.</p> <p>Read to p493 before next lesson.</p>	Facts	Opinion	George Méliès began his career as a magician	He changed the face of movies forever	He owned a theatre of magic in Paris	He realised that film had the power to capture dreams	<p><b>Big read</b></p> <p>Read to p493 before next lesson.</p>	<p><b>LO: To plan a biography.</b></p> <p>The French Film Academy invites you to join us for an evening celebrating the life and work of cinema Legend George Méliès The pupils have been tasked with making a programme of this event. This will be given to all patrons attending and provide a brief biography of George Méliès' life. Show children example of a biography and what features are evident. (Share point folder). Show children the following subheadings. Are there any facts we already know about George Méliès which can be placed under them? Encourage children to use the facts collated in the previous lesson and an online encyclopedia to gather additional information about Méliès.</p> <table border="1" data-bbox="1181 1264 1537 1495"> <tbody> <tr> <td>Early life</td> <td>Path to fame</td> </tr> <tr> <td>Major achievements</td> <td>Current life</td> </tr> </tbody> </table> <p>What alternative noun phrases could we use to replace Méliès name? This will help aid cohesion.</p> <p>George Méliès, Monsieur George Méliès, The famous director, This French illusionist, The toymaker</p>	Early life	Path to fame	Major achievements	Current life	<p><b>LO: To write statements using a range of past tense verbs within a biography and edit for cohesion.</b> <i>Continued Monday</i></p> <p>Shared Writing: Model the following paragraph (or something similar).</p> <p>George Mielies was born in Paris in 1861. He parents were shoes makers and wanted him to join the family business. Although he found the machinery interesting, he was always thinking about magic and theatre. When he was finally old enough, he sold his share of the factory and opened a magic theatre he had been dreaming of.</p> <p>Children to write their biography based on Méliès' life which will be placed in the programme at the ceremony taking place and the French Film Academy.</p> <p>Insert the correct verb form into the sentence:</p> <p>People have ____ making films for over a hundred years, but the process now ____ very different from how it ____ to be.</p>	
Facts	Opinion														
George Méliès began his career as a magician	He changed the face of movies forever														
He owned a theatre of magic in Paris	He realised that film had the power to capture dreams														
Early life	Path to fame														
Major achievements	Current life														
	<p><b>Year 5 Spelling words for this week:</b> Anglo-Saxons' animals'</p>	<p><b>REVIEW LESSON:</b></p>	<p><b>Dictionary Corner:</b> Put the words in context in sentences.</p>	<p><b>MASTERY LESSON:</b></p>	<p><b>Year 5 spelling handwriting focus for this week:</b> Anglo-Saxons' animals'</p>										

<p><b>Spelling &amp; Handwriting</b></p>	<p>branches' children's clouds' endings' flames' houses' James's leaves' parents' stories' trees' Wales's witches' woman's women's</p>	<p><b>Singular possessive apostrophe</b></p>		<p><b>Plural possessive apostrophe</b></p>	<p>branches' children's clouds' endings' flames' houses' James's leaves' parents' stories' trees' Wales's witches' woman's women's</p> <p><b>Put 5 of these words into sentences in context and spelled correctly.</b></p>
 <p><b>Humanities</b></p>	<p><b>SCIENCE</b></p> <p>This week we are still looking at shadow puppet effects but, more closely at the colour and texture of the shadows.</p> <p>Take a look at the puppet images and decide what you think they would look like in a puppet show, behind a screen. Will the textures and colours be visible or not and why?</p> <p>Watch this video: <a href="#">The colour in shadows.</a></p> <p>You will need to use a range of materials (tissue paper, card, cotton wool, mesh etc.) as a screen in front of a torch and your circle puppet from last week. See which ones create faint shadows, which don't and which create textured shadows.</p> <p>Write a prediction for the different materials, instructions for creating the various effects and a scientific explanation (opaque, translucent and transparent) of what you discovered.</p> <p>Finally, can you suggest possible further investigations for</p>	<p><b>Computing:</b></p> <p>Mars Rover (1)- Lesson 2</p> <p>LO: To read and calculate numbers using binary code.</p> <p><b>Recap:</b></p> <p>What is the Mars Rover? (A robotic vehicle, that explores, investigates and returns data about the terrain on Mars.)</p> <p>What is data transmission? (The movement of information from one or more points to another.)</p> <p>What is the distance between Earth and Mars? (86.506 million km.)</p> <p>Work through presentation on binary code and complete the binary bits worksheet.</p> <p>Watch the video on the following website: <a href="https://mars.nasa.gov/msl/mission/communications/">https://mars.nasa.gov/msl/mission/communications/</a></p> <p><b>ART</b></p> <p><b>Lesson 2: Developing Drawings</b></p> <p>Extending a drawn self-portrait and exploring how a background can change the finished effect</p>	<p><b>Geography:</b></p> <p><b>Lesson 2:</b> Why are the biomes where they are?</p> <p>Why are some parts of the Earth hotter than others?</p> <p>Why are some parts of the Earth drier than others?</p> <p>Why are deserts so hot and dry?</p> <p><b>FRENCH</b></p> <p><b>A Family Tree</b></p> <p>Before the lesson: Watch teacher video – Family Tree</p> <p>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.</p> <p>Attention grabber: Watch the link: 'BBC Teach: KS2 -Meet the family', where Lili presents her family to Ben. Notice the use of the words for 'your' – <b>ton, ta, tes</b>, which follow the same pattern as <b>mon, ma, mes</b>. Display the <i>Presentation: Family tree</i>. Use slide 3 to introduce the new vocabulary.</p>	<p><b>MUSIC</b></p> <p><b>Playing a chord</b></p> <p>Watch teacher video: Playing a chord</p> <p>Using the <i>Presentation: Moanin' Lisa Blues</i>, get the class to sing the Moanin' Lisa Blues from the previous lesson. Explain to pupils that over the next two lessons, they are going to learn to play the 12-bar Blues, which is a series of chords that are played in a specific order for Blues music.</p> <p>Display the <i>Presentation: The 12-bar Blues</i>. Play the backing track on slide 2 and get the children to clap in time and call out the names of the chords as each chord is played. Using slide 4, get the children in their pairs to play the chord of C (using notes C and E) for the first line of the 12-bar Blues. The chord of C and E is played sixteen times (four bars of four chords). The key thing is to play in time.</p> <p>By the end of the lesson, they should be able to play the first line of the 12-bar Blues in time with the backing track.</p>	<p><b>PSHE</b></p> <p><b>Rumours and Name-Calling</b></p> <p>Take a look at the picture of Carol on the PowerPoint (Jigsaw Portal). Her story is: "Carol has recently moved to the school. She has few friends and recently a group of girls has made it obvious they will not accept her into their group, by isolating her and giving her nasty looks. They make her feel like they are talking about her and she has recently begun to receive anonymous text messages calling her names. Carol feels very lonely, sad and isolated and is feeling scared about coming to school."</p> <p>Can you decide whether or not Carol is being bullied and to give your reasons? With your ideas in mind, take a look at the facts about bullying on the Powerpoint. Has your decision changed?</p> <p>Your activity today is to take Carol's Story and in one colour, write six ways to help solve the situation or make it better. Then in another colour, write six ways that the situation could be made worse or might continue the situation.</p>

OLC WEEKLY LEARNING PLAN

materials and colour on shadows?

I can explain what I want my photo composition to be.  
I can decide the best position for my line drawing when copying it onto the background.

<https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-painting/lesson-2-developing-drawings/>

As you click the mouse the first line of vocabulary will appear. Say each word or play the audio files and ask the children what they think the words mean.

Main event: Hand out to each child the Activity: Blank family tree to complete. Check the answers as a class using slide 5, clicking for each word to appear in turn.

**Activity 2: Family web**

The exercise can be individually or in pairs. The children draw a line between words to make up a sentence. They should use a different colour pen for each sentence.



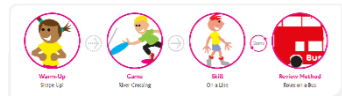
**REAL PE: UNIT 2 – Lesson**

2

**SOCIAL**

**Organise and Guide Others**

I show patience and support others, listening carefully to them about our work.  
I cooperate well with others and give helpful feedback.  
I can negotiate and collaborate appropriately.



**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 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 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

**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!

**Star Jump challenge -** How many star jumps can you and your friends do at break time in 2 minutes?  
  
Lets see who can do the most!



Daily PE Activity

OLC WEEKLY LEARNING PLAN

**Homework:**

**MATHS – Multiplication and division A (Week 6) pages 21-23**

**Communicating with school**

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

