

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- 97-99

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: Grammar – Y5 (C)

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:	20.05.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Catholic Social Teaching</p>	<p>Pentecost</p>	<p>BIG QUESTION: How do The Father, The Son and The Holy Spirit work together?</p> <p>LO: To create a symbol that represents the Holy Trinity and their importance.</p>	<p>Gospel Values and Virtues</p>	<p>Bible Focus</p>
<p>Catholic Social Teaching:</p> <p>This half terms focus is Human Dignity!</p> 	<p>Pentecost</p> 	<p>Revisit the words of Jesus in <i>John 14-16</i>. Reflect with the children that in this passage of Scripture we hear about the special relationship that Jesus enjoys with God his Father and about the Holy Spirit who the Father will send in the name of Jesus. Explain to the children the</p>	<p>This half term we are growing to be:</p> <p>Eloquent & Truthful</p>		

How does the Human Dignity align with our British values?

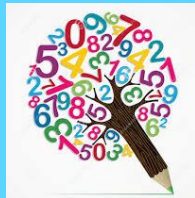


“And suddenly there came a sound from heaven, as of a rushing mighty wind, and it filled the whole house where they were sitting. Then there appeared to them divided tongues, as of fire, and one sat upon each of them.”

Christian belief in the Holy Trinity: One God revealed in three persons. Father, Son and Holy Spirit.

Reflect with the children different models that have been used to explain the unity in the Godhead (e.g. concentric circles, the Shamrock, etc.) Think of a model or diagram that could be used to describe the Holy Trinity.

In their books, children to create their own symbol (with annotations) to represent the Holy Trinity.



Maths

Add decimals with a different number of decimal places
Pages 84-86


Subtract decimals with a different number of decimal places
Pages 87-89

Problem solving with decimals (1)
Pages 90-92

Problem solving with decimals (2)
Pages 93-95

Decimal sequences
Pages 96-98

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 <p>English</p>	<p>LO: To explore and understand some features of poetry.</p> <p>Work through the PowerPoint based on features of poetry. Create a poetry mind map with all the poetry terms we have discussed today and examples. This will help you with your work tomorrow!</p>	<p>LO: To write and perform a poem using poetic features.</p> <p>CHAIRS HAVE QUIT!!!</p> <p>You need to write a poem to get them back!!</p> <p>Remember all the stuff you have learnt this week about poetry features.</p> <p>Finally, the chairs have returned!!</p> <p>Now you need to perform your poems with effect!</p> <p>Remember everything you have learnt about speaking clearly, confidence and body language while you perform your poetry.</p>		<p>Geography write ups</p>	
 <p>Spelling & Handwriting</p>	<p>Year 5 Spelling words for this week:</p> <p>Year 5 words</p> <p>Artificial, crucial, facial, official, sacrificial, social, special, superficial, confidential, essential partial, potential, residential, substantial, torrential, beneficial, commercial, financial, initial, provincial</p> <p>Dictionary Corner:</p> <p>Put the words in context in sentences.</p> <p>Year 5 spelling handwriting focus for this week:</p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>				
 <p>Humanities</p>	<p>Science</p> <p>Take a look at the complex circuit diagrams and the electrical medical equipment used in the medical profession (Hamilton). These are very complicated but,</p>	<p>Geography</p> <p>Lesson 6: Unit check out</p> <p>‘Population increase is one of the greatest risks to the planet.’ Do you agree?</p>	<p>Computing</p> <p>Lesson 2: Radio plays (Across 2 lessons)</p> <p>History of computers- Display</p>	<p>French</p> <p>Before the lesson: Watch teacher video – A change of climate.</p> <p>Recap and recall: Display the Presentation: Feature sorter.</p>	<p>PSHE</p> <p>Relationships</p> <p>My Relationship – Staying Safe</p>

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the circuit diagrams work on the same principle as the ones we have previously encountered, they are just more complicated! Look back through the symbols from the electricity block. If you wanted something to move (like a bed up or down) – what could you add into the circuit? What about a piece of medical equipment that monitored something like a heartrate, but that needed to alert medical professionals if it gets too low or high? Your task today is to see if you can come up with some circuit diagrams to work certain pieces of medical equipment (see challenge suggestions on Hamilton). Ask chn to remind you what happens to the bulb brightness, motor speed or buzzer volume if multiples ones are added into a circuit (all are reduced for each component) – **ask Yr6 chn to explain how we can get round this (either up the voltage on a series circuit, or use parallel circuits.** First, choose one piece of medical equipment and draw your

Art
ART:
Lesson 5:

<https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-craft-and-design/lesson-5-monument/>

LO: To explore and evaluate the intention of a design.

Display slide 1 of the *Presentation: Design intention*, which shows monuments around the world and ask the children what they have in common. Use this discussion to introduce the concept of monuments: something made or built to help people remember a particular person or event. Draw out that a monument design does not have to be literal. Designs can be abstract and the symbols, shapes and meaning may not be obvious to everyone. *Display slide 2, which explains why the monuments were built and discuss.*

Task

Explain that the children are going to design a monument. Depending on the

the *Presentation*: Speak like an expert and arrange the children in pairs. Allow time for discussion. Explain to the children that they will create their own radio play about Bletchley Park. Remind the children about the significance of the events at Bletchley Park: Show them the Teacher video: Bletchley Park (from 1:05 to 3:38). Remind the children that it is a radio play so they need to think about telling a story using just spoken words and sound effects. Show slide 2- the children should now take time this lesson to look through the Bletchley park script. They can make edits to the sound effects

Working in pairs, ask the children to sort the features to the correct country.

Attention grabber: Explain to the children they will watch the live weather forecast for France today (link on Kapow). Emphasise that the children are not expected to understand every word. Instead, the children should look and listen for clues to understand the gist of what is being said. Discuss questions on Kapow.

Main event: Explain to the children that they are going to look at the climate in: **Anvers** (Antwerp) – a port city in the north of Belgium and **Antananarivo** – the capital of Madagascar, located in the island’s centre. Display slide 1 of the *Presentation: Climate data* which shows a world map and hand out the *Activity: Climate data*. Ask the children where Belgium and Madagascar are located. Ask the children if they expect the weather in Belgium and Madagascar to be hot or cold, wet or dry. Display slides 2 and 3 and discuss the available

and Happy Online

Label two sides of the room, one side with ‘That’s private!’ and the other side ‘I’m OK with that!’ Read out the statements on the Jigsaw portal and then ask the children to place themselves at either end depending on what they think. The aim of the game is to reinforce the sharing of personal information carries risk, and that anything shared online is there FOREVER.

Take a look at the series of messages started after a

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diagram, then create the circuit using electrical equipment. Finally, test out and tweak your circuit/diagram as needed.

interests of the class and the topics currently being studied, their monument designs could be based on one of the following:

A monument to themselves or a family member – What would they like to be remembered for in a thousand years?

Discuss the idea of leaving a legacy for the future and how they may want people to remember them. How would this monument tell people in the future about who they were and what they were like?

This should not include a statue of themselves or any text but simply represent aspects of their personality, ideals or favourite things, e.g. a pizza-shaped monument, with images based on football, dancing or music, family, love, peace or happiness.

A monument to a famous person or historical event – What do they know about this person or event? Why should they/it be commemorated? What could future generations learn from them/it?

Children could use their history learning to help them write a plaque to accompany it.

or the writing within. They need to delegate roles to each other and decide who is going to be recorded saying what parts.

Children should spend the rest of the lesson exploring BBC Radio Script Archives and recording any sounds they need for next lesson.

Music

Before the lesson:
Watch *Pupil video: The White Cliffs of Dover harmony*.

Attention grabber:
Follow the *Activity: Vocal warm-up guide sheet*.

Main event: We are going to learn a counter-melody for 'The White Cliffs of

data. Hand out the *Activity: Climate data quiz sheet*. The children must decode the statements and determine if they are true or false. Before the children start, highlight the language used to make comparisons: **plus [...]** **que** – more [...]
more [...] **than/moins [...]** **que** – less [...]
than

Wrapping up: As a class, check the answers to the questions to the quiz.

10-year-old girl called Abby posted a picture of herself on social media (on Jigsaw Portal). She did not have any private filters on her app so the picture was public. What do you think Abby should send as her next message?

Abby did agree to private message with Clare and they struck up an online friendship. After a few weeks, they swapped personal details like email addresses. Clare's school was near to Abby's so they agreed to meet

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A monument to a character or event from a story – Ask the children to think about a

key event or character that could be commemorated. They should consider how to tell the story of an event or symbolise aspects of a character's personality in their design. The children could include cryptic, mysterious things that people have to guess or obvious, literal things.

The children decide on the subject of their monument.

Draw their designs in sketchbooks, adding colour if they choose.

Encourage them to annotate their designs with detail about the meaning of individual elements within the designs and ideas for where they could be displayed.

Dover'. A counter-melody is another melody that can be sung to complement the existing melody. It uses harmony to make it sound good, but it is different to harmony

because it uses a different rhythm to the melody. Teach the counter-melody by playing the *Pupil video*.

Once the counter-melody is learnt, sing along with the *Audio file: Backing track with counter-melody*.

Then try singing the counter-melody along with the *Audio file: Backing track with counter-melody*.



This has melody and counter-melody on it, so children should try to follow the counter-melody only.

Wrapping up: Listen to the *Audio: Backing track with melody and counter-melody*. Ask children to rub their hands together when they hear the counter-

up. Clare invited Abby round to the local park one day after school. Take a look at the picture of Clare on the PowerPoint slide. Clare wasn't really Clare but a man called Simon who was pretending. Fortunately, Abby was able to run away and get some help, but she was very frightened.

Simon used words to make Abby feel good but why was this dangerous? This type of deception is called 'grooming' and the people that do it are clever

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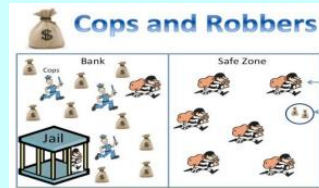
			<p>melody happening. This is to help them internalise the counts of the counter-melody and be more confident in hearing two phrases at once.</p>		<p>at winning a person's trust. Look through the SMARRT rules on the PowerPoint. Your task today is to design a poster of the SMARRT rules. Would you like to add anything extra, perhaps from other recent Jigsaw lessons to their posters?</p>
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 6 – Lesson 6 Health and Fitness 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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_W_J <u>Y</u></p>

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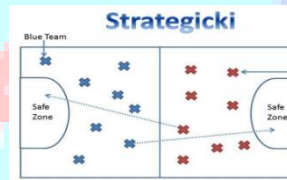
games and activities. It is important, for instance, to be able to react and move quickly to a loose or moving ball in cricket and netball and for accurate passing and decision making in rugby and basketball.

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

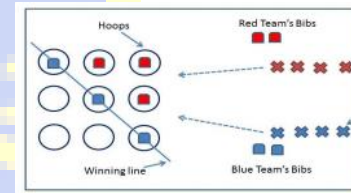
are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



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.



swap positions of their bib/pinnie. If no team wins, the game is reset.



Homework:

MATHS – Position and direction (week 4) 97-99

Communicating with school

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