

## 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- 107-109**

**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 (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

<b>Teachers:</b>	Miss Hannah Miss Chick	<b>Year:</b>	Year 5	<b>Date:</b>	17.06.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p><b>RE</b></p>	<p><b>Bible Focus</b></p> <p>Acts 5: 17-42</p> <p><sup>27</sup> The apostles were brought in and made to appear before the Sanhedrin to be questioned by the high priest. <sup>28</sup> “We gave you strict orders not to teach in this name,” he said. “Yet you have filled Jerusalem with your teaching and are determined to make us guilty of this man’s blood.”</p>	<p><b>LO:</b></p> <p><b>Big Question:</b></p> <p>Read the story of the Apostles being thrown into prison. In Acts 5: 17-42.</p> <p>What were the main reason for this happening?</p> <p>Write speech in favour of the Apostles being allowed to preach as if they were having to present it to a court.</p> <p>What qualities would the Apostles have needed to have to face all of this? Make sure that in your speech you really drive home the qualities of the Apostles and why they should be allowed to continue preaching the word of God.</p>		<p><b>Gospel Values</b></p> <p><b>We are growing to be Learned &amp; Wise</b></p> 	<p><b>Sacred Heart</b></p> 
	<p><b>End of unit check</b> Pages 126-127</p>	<p><b>Kilograms and kilometres</b> Pages 128-130</p>	<p><b>Millimetres and millilitres</b></p>	<p><b>Convert units of length</b> Pages 134-136</p>	<p><b>Imperial units of length</b> Pages 137-139</p>

 <p><b>Maths</b></p>			<p>Pages 131-133</p>		
 <p><b>English</b></p>	<p><b>LO: To use dashes to add information.</b></p> <p>Read the next double page from 'The first thing...' to '... measuring the distance I travel.'</p> <p>Notice the sentence: <i>My landing had been perfect - if a little dusty.</i></p> <p>What is the function of the dash? What effect does it have? Look back through the book for further examples of where the dash has been used to add information or emphasis (there are many!). Provide curious clauses resource and ask children to pair up the best possible matches.</p> <p>Curious clauses: Model using sentences with dashes to beam back information from</p>	<p><b>LO: To use expanded noun phrases to create labels.</b></p> <p>Read to the end of the book. What is Curiosity's main job? What are its most important features? How do these allow it to do its job effectively? Explain that NASA are continually designing new technologies to ensure space exploration can continue - they need your help to design the next generation rover. Refer back to session 5 when children came up with the name of their rover - today they will design it.</p> <p>Brainstorm all the nouns a new rover will need, e.g.: wheels, laboratory, camera, battery, laser, drill, weather station.</p>	<p><b>LO: To write an explanation text.</b></p> <p>Explain that children are going to create a detailed explanation for their new rover so that NASA will be able to consider it as an option. These will take the form of a labelled diagram as in the book. The tone for the explanations will need to be formal. Play <b>A Change of Tone</b> to generate vocabulary by matching informal and formal verbs.</p> <p>Shared writing Model writing an expanded label for one of Pilgrim's features, drawing upon all points from previous</p>	<p><b>LO: To write an introductory paragraph using powerful verbs.</b></p> <p>Look at the word 'find'. Ask children to think and discuss for a minute if they can think of any synonyms for the word. Children may come up with: discover, unearth, locate, uncover, reveal, expose.</p> <p>Repeat with the words 'send' and 'move'. Explain that these verbs will be useful when writing an introductory paragraph about their rover.</p> <p>Shared writing Model write an introductory paragraph, drawing on the verbs identified to explain the rover's main functions.</p>	<p><b>LO: To edit for cohesion. (Continues Monday)</b></p> <p>Look back at cohesive devices studied in sessions 6 and 7. Display the following two sentences. How can we use cohesive devices to make them more cohesive?</p> <p><i>Curiosity studies the terrain using its high-powered cameras. Curiosity sends clear images back to NASA from Mars.</i></p> <p>Once children's work has been edited, ensure they are able to publish their outcomes. It would look great if these were able to be presented on blueprint paper like in the book and with</p>

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Curiosity's on-board camera to NASA.

Children then work independently or in pairs to put together their own pairs of clauses that Curiosity could transmit to NASA.

Can you add a clause in the form of a question to the following sentences? For example, 'Curiosity's mission was to scan for life on Mars – what would it find?'

The rocky terrain was difficult to navigate -  
The NASA team waited in anticipation -

Model creating a noun phrase using the structure: **adj + noun + preposition**

Allow children time to build noun phrases. They may need a bank of adjectives to support them with this.

Have a rover ready that you have designed, named Pilgrim. Model writing labels for its features, using expanded noun phrases and technical vocabulary.

Shared writing  
- high-powered camera with night vision capabilities  
- on-board laboratory for testing Mars' atmosphere

Allow children time to design their new Mars rover, creating labels using the following headings:

- Size
- On-board technology
- Avoiding danger

learning to support. For example:

Pilgrim is equipped with an on-board laboratory, located inside its body, allowing tests to be carried out while still on the surface of Mars. Completing these tests in space means results can be discovered by NASA scientists as quickly as possible. Children write up their explanations using their plans from session 11.


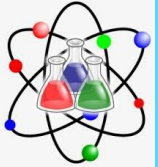
Pilgrim - the most technologically advanced of NASA's exploratory Mars rovers to date. As its name would suggest, Pilgrim has been designed to travel the red planet's uninhabited environments, exploring its darkest corners and unearthing its secrets. Containing 23 on-board cameras, a built-in weather station and state-of-the-art lasers, this rover has the capability to analyse, record and communicate its findings back to Earth.

Ensure children understand that this is an introduction to the rover, as if they are showing it to the NASA scientists for the first time, not a persuasive piece.

In pairs, ask children to read each other's introductions to identify the verbs. Together, discuss the effectiveness

accompanying artwork (technical drawings). For the next 2 lessons you are going to publish your work for the NASA scientists. You need to write up your edited introductory paragraph, and include your designs of your new Mars Rover with your detailed formal features written out. This needs to be your best work to allow this to be approved! Don't forget all you have learned throughout this year!

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		<ul style="list-style-type: none"> <li>• Moving around</li> <li>• Communication</li> </ul>		<p>of the choices and edit to improve if necessary.</p>	
 <p><b>Spelling &amp; Handwriting</b></p>	<p align="center"><b>Year 5 Spelling words for this week:</b> Ceiling, conceit, conceive, deceit, deceive, perceive, receipt, receive</p> <p align="center"><b>Dictionary Corner:</b> Put the words in context in sentences.</p> <p align="center"><b>Year 5 spelling handwriting focus for this week:</b> Put 5 of these words into sentences in context and spelled correctly.</p>				
 <p><b>Humanities</b></p>	<p align="center"><b>Science</b></p> <p>Follow this week's PowerPoint. How do you think nutrients from the food and water we eat and drink are transported within our bodies? Nutrients use a process called diffusion and water goes through a process called osmosis. Use the following link to find out more about the two processes: <a href="http://www.majordifferences.com">Difference between Diffusion and Osmosis (majordifferences.com)</a>. Continue following the PowerPoint to learn about the circulatory system. Use this link: <a href="https://www.bbc.co.uk/bitesize/articles/z9wg9r2p#z4sjjsg">https://www.bbc.co.uk/bitesize/articles/z9wg9r2p#z4sjjsg</a> to take the chn through the process of transporting nutrients and water within our</p>	<p align="center"><b>Geography</b></p> <p>Lesson 2: How has technology changed the way we communicate?</p> <p align="center">How has communication changed?</p> <p>How has the internet contributed to globalisation?</p> <p align="center">What are the advantages and disadvantages of the internet?</p>	<p align="center"><b>Computing</b></p> <p align="center"><u>Inventing a product</u></p> <p align="center"><u>Lesson 3: Computer Aided Design (CAD)</u></p> <p align="center"><u>LO: To use CAD to design a product.</u></p> <p><b>1: Recap and recall-</b> key words BINGO</p> <p><b>2: Attention grabber-</b> Explore TinkerCAD</p> <p><b>3: Main event-</b> design the housing for their micro:bit product</p> <p><b>4. Wrapping up-</b> screenshotting their design and printing.</p>	<p align="center"><b>French</b></p> <p>Before the lesson: Watch teacher video – <b>Tenses</b></p> <p>Recap and recall: 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: Display the <i>Presentation: What will you do on holiday?</i> Display slide 2 and quickly recap the country names and which preposition is used to say you are going to a country. Display slide 3 and recap the verb <b>aller</b> – to go, and sing the verb to the Pink Panther theme tune: '<i>Aller - to go - to</i></p>	<p align="center"><b>PSHE</b></p> <p align="center"><b>Life to the Full Module 1 Unit 2 Session 2 (Girls' Bodies)</b></p> <p align="center"><b>Life to the Full Module 1 Unit 2 Session 3 (Boys' Bodies)</b></p>

blood around the body. We will be conducting two investigations to explore these processes. Take a look at the resources on Hamilton and follow the instructions to investigate the process of osmosis using jelly snakes and the process of diffusion using skittles. Make sure you predict what you think will happen in each of these experiments! After you have collated your observations; explained why this happened, you will need to write a short paragraph for each investigation explaining how this relates to the way the human body transports nutrients and water.

### Art


### Music

[the tune of the Pink Panther'](#). Display slide 4 and recap how the near future tense is created and test the children's understanding of the difference between the present tense and the near future.

To prepare for the Year 6 performance, it's essential that children learn both the lyrics and actions of the production songs. Mastering these elements will help them perform confidently and ensure a polished presentation. This can be done through repetition, engaging activities and group rehearsals. By breaking down the lyrics and actions into manageable sections, children can gradually build their confidence. With dedication and enthusiasm, the children will be well-prepared to shine on stage.

Main event: Show slide 5 and as a class, go through the holiday activities in the present tense. Show slide 6, which shows those same activities but in the future tense. Discuss the differences. Show slide 7 and play, 'Swat the sentence'. Invite two children to stand on either side of the board. Read out a sentence and the children 'swat' the correct sentence on the board. Show slide 8 and play **vrai ou faux** – true or false. Play each audio file. In the second column is another statement: whether the sentence is present or future. The children need to tell you whether this statement is **vrai** – true or **faux** – false. Give each child a copy of the *Activity: En vacances tenses*. In the first part of the exercise, invite

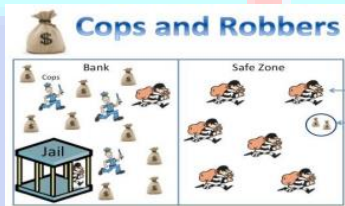
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				<p>the children to write down for each statement whether it is present tense or future tense. In the second part of the exercise, invite the children to create four sentences using the text from the first exercise, using <b>maintenant</b> – now and <b>demain</b> – tomorrow. Encourage the children to use the connectives <b>et</b> – and, and <b>mais</b> – but.</p> <p>Wrapping up: Play ‘Tense race’ using slide 9.</p>	
 <p><b>Daily PE Activity</b></p>	<p><b>REAL PE: UNIT 6 – Lesson 4</b>  <b>Health and Fitness</b>  <b>Game:</b> Throlf  <b>Purpose:</b> 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 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</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</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 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</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 swap positions of their</p>	<p>JUST DANCE – WAKA WAKA</p> <p><a href="https://www.youtube.com/watch?v=gVfgTw_WJY">https://www.youtube.com/watch?v=gVfgTw_WJY</a></p>

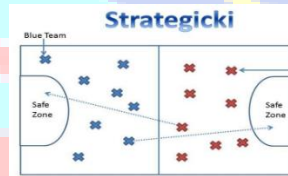
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and for accurate passing and decision making in rugby and basketball. Develop essential health and fitness understanding to be able to explain why warming up and cooling down are important and for how long and how often they need to exercise to be healthy. Begin to describe basic fitness components and record and monitor how hard they are working

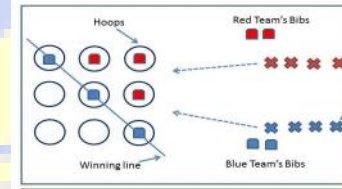
freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



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.



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



Homework:

MATHS – Decimals (week 7) pages 107-109

Communicating with school

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