

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- 93-95

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: Terminology – 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:	13.05.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Catholic Social Teaching</p>	<p>Pentecost</p>	<p>LO: To create a prayer describing the power of the Holy Spirit.</p> <p>Big Question: Which title of the Holy Spirit is the most important to you?</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>How does the Human Dignity align with our British values?</p>	<p>Pentecost</p>  <p>“And suddenly there came a sound from heaven, as of a rushing mighty wind, and it</p>	<p>During his ministry, Jesus spoke about the presence of the Holy Spirit to the disciples in different ways.</p> <p>Read with the children extracts from John 14-16.</p> <p>What are the names that Jesus gives to the Holy Spirit?</p> <p>Find out the meaning of the word “advocate”.</p> <p>What does the word “true” mean?</p>	<p>This half term we are growing to be:</p> <p>Eloquent & Truthful</p> 	<p>Acts 2:1-42</p> <p>When the Day of Pentecost had fully come, they were all with one accord in one place. 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. And they were all filled with the Holy Spirit and began to speak with other tongues, as the Spirit gave them utterance. And there were dwelling in Jerusalem Jews, devout men, from every nation under heaven. And when this sound occurred, the multitude came</p>



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.”

What do these words tell us about the gift of the Holy Spirit?

Read with the children Acts 1:6-9. What image of the Holy Spirit do we find in these words of Jesus?

Ask the children to recall different types of power that they know about.

What can power do?
(e.g. *electricity and gas bring light and warmth. Petrol and diesel makes an engine powerful and able to work, etc.*)


If the Holy Spirit is a form of power it will enable people to do many things.

What do you think that these titles tell us about Jesus’ idea of the Holy Spirit?

Create a litany style prayer to the Holy Spirit using the different words for power you

together, and were confused, because everyone heard them speak in his own language. Then they were all amazed and marveled, saying to one another, "Look, are not all these who speak Galileans? And how is it that we hear, each in our own language in which we were born? Parthians and Medes and Elamites, those dwelling in Mesopotamia, Judea and Cappadocia, Pontus and Asia, Phrygia and Pamphylia, Egypt and the parts of Libya adjoining Cyrene, visitors from Rome, both Jews and proselytes, Cretans and Arabs—we hear them speaking in our own tongues the wonderful works of God." So they were all amazed and perplexed, saying to one another, "Whatever could this mean?" Others mocking said, "They are full of new wine." But Peter, standing up with the eleven, raised his voice and said to them, "Men of Judea and all who dwell in Jerusalem, let this be known to you, and heed my words. For these are not drunk, as you suppose, since it is only the third hour of the day.

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			have found in today's lesson.		
 <p>Maths</p>	<p>Add and subtract decimals within 1 (2) Pages 69-71</p>	<p>Complements to 1 Pages 72-74</p>	<p>Add and subtract decimals across 1 Pages 75-77</p>	<p>Add decimals with the same number of decimal places Pages 78-80</p>	<p>Subtract decimals with the same number of decimal places Pages 81-83</p>
 <p>English</p>	<p>LO: To predict what might happen next from details given at the beginning of a book.</p>	<p>LO: To identify how language, structure and presentation contribute to meaning.</p>	<p>LO: To retrieve information and identify key details from within a text.</p>	<p>LO: Summarise the main ideas from chapters 1 and 2 of a fiction text.</p>	<p>LO: To explain how persuasive writing techniques have been used effectively in a non-fiction text.</p>
	<p>Work through the PowerPoint to practice prediction skills using details given at the beginning of a book. Discuss why being able to predict what comes next is important in reading, practice with an exciting example!</p> <p>We will be looking at the first chapter of 'The Eye of the North' by Sinead O'Hart. First, we will work in groups to make</p>	<p>Working through the PowerPoint, we will be focusing on expanding our vocabulary and experimenting with new words. What do we do if we don't know the meaning of a word? Can we use a dictionary to help us? If we don't have a dictionary what may help us if the word is in a sentence? We will then be trying to teach our 'alien' partner the meaning of unfamiliar words based on the context of the</p>	<p>Working through the PowerPoint we will begin by re-capping chapters 1 and 2 of 'The Eye of the North' by Sinead O'Hart. What are our predictions so far, and what evidence do we have to support them? Is there any vocabulary we are still unsure of? Now we are more familiar with the beginning two chapters</p>	<p>Work through the PowerPoint to discuss what summarising means. We will use an example to demonstrate how to effectively summarise. From this example, can children still understand the main point of the paragraph? Discuss how the skills of summarising depend on the length of writing, and how to decide what information is essential and what is irrelevant.</p>	<p>What is a non-fiction text? Can we think of any examples? Working through the PowerPoint we will re-cap on our persuasive writing techniques using the acronym PERSUADE. Using the example based on theme parks, pick out examples of persuasive writing techniques and explain how they are effective at influencing the reader. We will</p>

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predictions based on the first two paragraphs of the book, we will then discuss the predictions as a class and explain the evidence we have for making them.

We will then move onto independent work, making predictions based on evidence found within chapter 1, considering plot, characters, and themes.

sentence we put them in, we will explore how the meaning of these words can change.

Then, we will work to identify the meaning of words within the context of the first chapter of the book 'The Eye of the North' by Sinead O'Hart, using resources in the classroom to help us such as dictionaries and thesauruses, as well as the context of the sentence.

we will explore answering comprehension questions that work on retrieval skills by selecting evidence from the text. We will work through the questions that help us practice our retrieval skills, finding relevant information from a text that answers the question directly.

We will then practice creating comprehension questions to work on with our partners, discussing how we can justify answers using evidence we have found.

We will practice summarising by selecting essential information as a class, then working in pairs, and then moving onto independent working.

Focus on how to summarise based on two chapters. Question "What is the chapter mostly about?" and "What are the key events that happen?" We can underline the information we think is essential, and then summarise that.

discuss this as a class and have a go at writing our own sentence using one persuasive writing technique. How is this sentence effective in persuasion?

Working through the criteria for the acronym PERSUADE, we will then select evidence of persuasive writing from a short non-fiction text. We will be using our retrieval skills, as well as recognising what effect different persuasive techniques will have on the reader.

Year 5 Spelling words for this week:

Artificial, crucial, facial, official, sacrificial, social, special, superficial, confidential, essential, partial, potential, residential, substantial, torrential, Exceptions, beneficial, commercial, financial, initial, provincial.

Dictionary Corner:

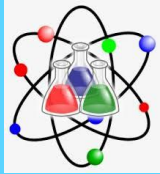
Put the words in context in sentences.

Year 5 spelling handwriting focus for this week:



Spelling & Handwriting

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



Humanities

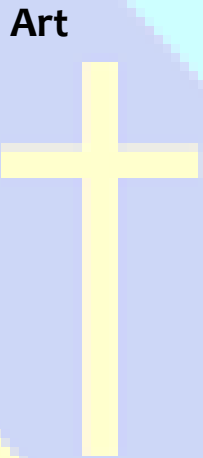
Science

Begin the lesson by creating a class mind-map of everything the children can remember about light. Explain that the Wellfordbury Hospital would like chn to explore a range of ‘medical’ light sources, identifying possible uses and drawing diagrams to show how the light source works. **Light source challenge:** chn to explore and analyse the light source images and then to match them to the ‘needs’ statements. Then support chn as they draw a ‘ray’ diagram showing how the light enables the right sort of vision. **Year 6 - See if they can come up with a way of showing that the light is very bright or low level (e.g. thicker ‘ray’ lines vs dashed ‘ray’ lines).**
Shadow storage challenge: Choose a ‘secret’ object and turn the lights out. Get the

Geography

Lesson 5: What are the best ways to feed the planet?

What is global food security?
 What are the challenges to food security?
 What possible solutions are there to food insecurity?



Art

Computing

Lesson 1: Playing with sound

Presentation: Radio plays
 What is a radio play? (Scripts and written text for broadcasting on-air.)
 How are radio plays made? (They often use a narrator to describe the scenes and add sound effects.)
 Play a couple of minutes of the radio play you have chosen from the link: BBC Sounds - Children and ask the children to listen out for sound effects and background sounds.
Main event
 Display the Presentation: Tinkering with audio recording and watch the link: Monty Python - How to make horse's hooves from a coconut (from 1:32 for the practical demonstration). Explain that sound effects can be made by using

French

Before the lesson: Watch teacher video – **Landscapes and treasures.**

Recap and recall: Display the Presentation: *Spot the mistakes.* Working in pairs, ask the children to identify and correct the mistakes in the sentence.

Attention grabber: Display slide 1 of the *Presentation: Cherchez l'intrus.* Explain to the class that they will uncover treasures of France by trying to guess which pictures belong to France and which picture is the odd one out (**l'intrus**). Read the labels together and as a class, identify any unknown vocabulary. In pairs, ask the children to decide which pictures correctly belong to France.

Main event: The Activity: *Treasures of the French-speaking world* comprises four sets of cards – one set for each of four French-speaking countries (Belgium, Vietnam,

PSHE

Relationships
My Relationship – Screen Time

Set the challenge for the chn to list as many different things that can be done on a mobile phone or tablet. Emphasise just how much we can now do on devices compared to a just a few years ago, and how the amount of time we spend using them is likely to increase as technology advances. Share Mason’s story. Draw out that the amount of time Mason was spending using a device was affecting his relationships, his school work, his health and behaviour. Explain that there is a growing concern about how much time people spend using devices with a screen. Doctors and mental health organisations have suggested that people

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children to stand a good distance back (so that they can't see your object) and using a torch, create angled shadows of your object on a wall or screen. Take photos like the sample on Hamilton. See if the children can guess your object. Which shadow is the clearest one? Why is the shadow exactly the same shape as the item? Where must the light source be for this to be so? (Directly overhead if the shadow is projected down onto a desk or behind the object if the shadow is directed onto the wall.) Ask chn what would happen to the shadow if the light source was angled or if it were much further away? Generate a final shadow, formed with the torch in-line with the object to create a true-to-form shape. Note that this last shadow is the closest shape to the object itself and shows little distortion.



several different methods. The performers create sound effects from simple items such as a wooden board for thunder and lightning or coconuts for horse hooves. Arrange the children in pairs on the computers. Show slide 2 and direct the children to the link: BBC Sound Effects Archive. Explain that they can find different sound effects but still have to create some for themselves. Allow the children some time to look through the sound effects and ask them to download a few to a folder on the school network for use later in the lesson. Open up Audacity (see Teacher knowledge). Find links to tutorial videos for Audacity in Teacher knowledge. Watch the tutorial carefully before the lesson so some of the most relevant features can be demonstrated to

Quebec and Morocco). Give each child one set of cards and ask them to look at the cards secretly and not share them with peers. They need to find the card with no picture, read it, remember it and then hide it. Partner A sets out their remaining six picture cards. Partner B then goes through the cards and finds the map card and then guesses which cards belong to that country and which card is the odd one out. For each card they think belongs to the country, they say: **En/Au** [country name], **il y a ... ?** – In [country], is/are there ... Each time Partner B chooses a correct card, Partner A says how many treasures have been found: **Oui, tu as trouvé** [number] **trésors !** – Yes, you have found [number] treasures! Once Partner B has correctly guessed all four treasures, Partner A can reveal the hidden 'odd one out' card. The children then swap so that Partner A guesses Partner B's cards.

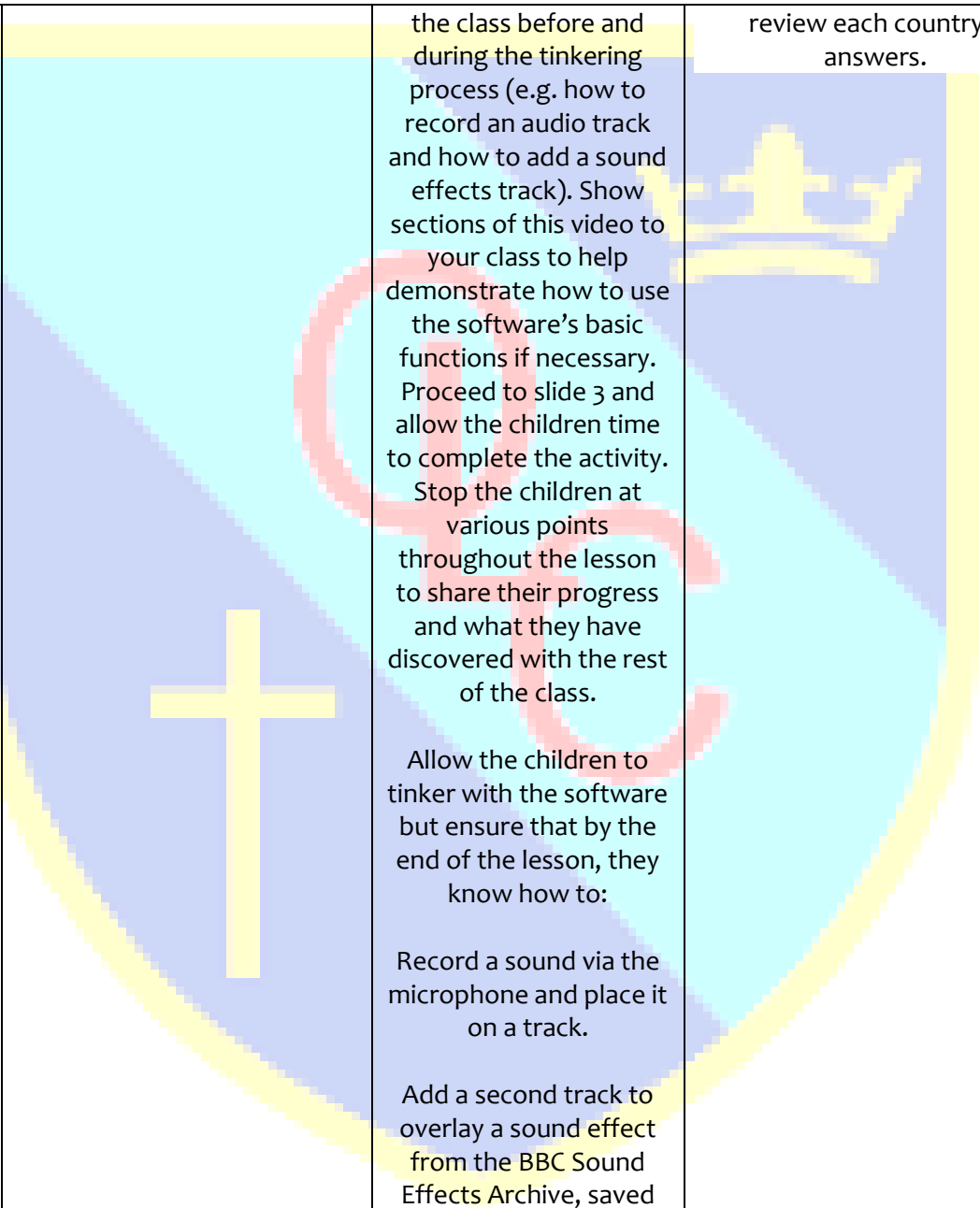
Wrapping up: Use slides 2–5 of the *Presentation: Treasures of the French-speaking world* to

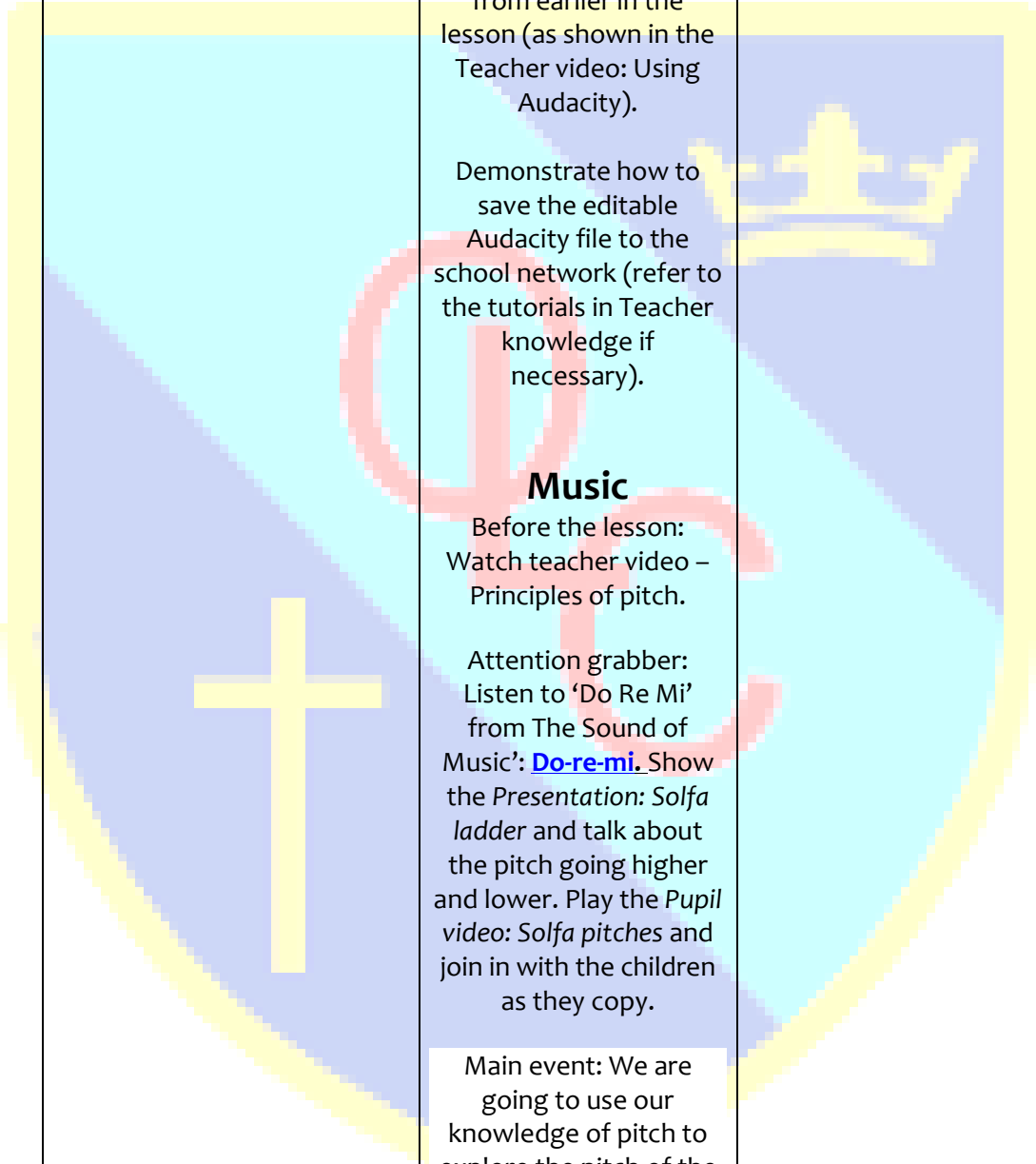
need to be aware of how much screen time they have each day, because too much screen time could be damaging.

Share the slides 'Are you having too much screen time?' with the children and explain that these are some of the signs that someone might be spending too much time using a device. Ask what the consequences of this might be, if someone chose to ignore the signs.

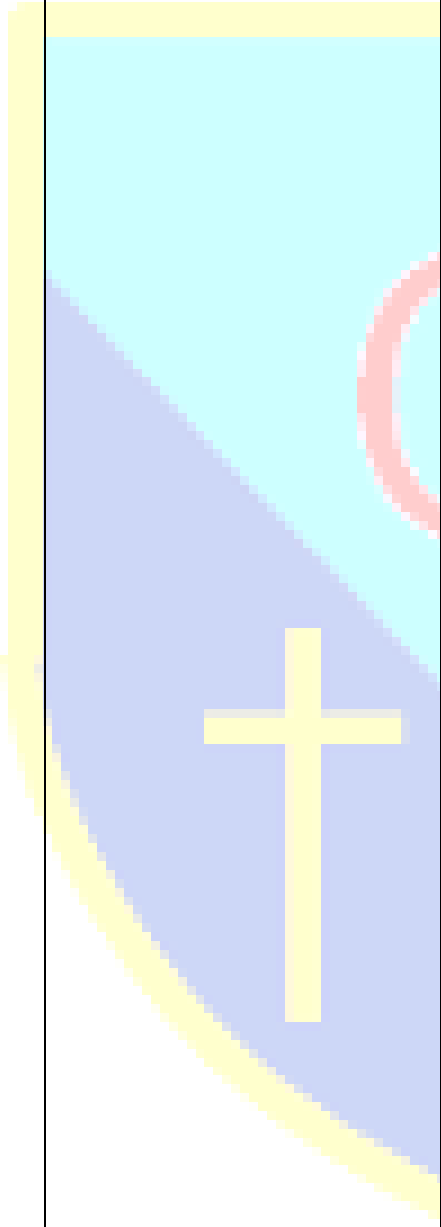
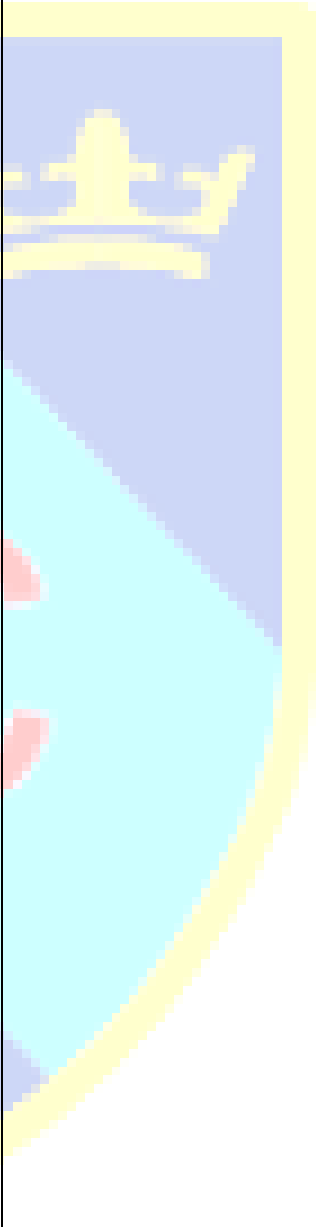
Hand out the 'Screen time solutions' resource. Challenge the children to suggest solutions for each of the warning signs in the left-hand column. Summarise that using devices is a part of everyday life but there are simple things we can do, to **BALANCE** the amount of time spent using devices and doing other activities.

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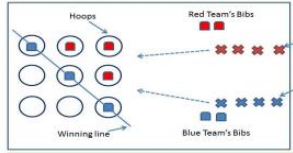
			<p>the class before and during the tinkering process (e.g. how to record an audio track and how to add a sound effects track). Show sections of this video to your class to help demonstrate how to use the software's basic functions if necessary. Proceed to slide 3 and allow the children time to complete the activity. Stop the children at various points throughout the lesson to share their progress and what they have discovered with the rest of the class.</p> <p>Allow the children to tinker with the software but ensure that by the end of the lesson, they know how to:</p> <p>Record a sound via the microphone and place it on a track.</p> <p>Add a second track to overlay a sound effect from the BBC Sound Effects Archive, saved</p>	<p>review each country's answers.</p>	
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			<p>from earlier in the lesson (as shown in the Teacher video: Using Audacity).</p> <p>Demonstrate how to save the editable Audacity file to the school network (refer to the tutorials in Teacher knowledge if necessary).</p> <p>Music</p> <p>Before the lesson: Watch teacher video – Principles of pitch.</p> <p>Attention grabber: Listen to ‘Do Re Mi’ from The Sound of Music’: Do-re-mi. Show the <i>Presentation: Solfa ladder</i> and talk about the pitch going higher and lower. Play the <i>Pupil video: Solfa pitches</i> and join in with the children as they copy.</p> <p>Main event: We are going to use our knowledge of pitch to explore the pitch of the song ‘The White Cliffs of</p>		
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			<p>Dover'. Give each pupil a copy of the <i>Activity: Graphic score</i>. Sing the song together and ask the children to trace the lines of the graphic score with their fingers. Hand out the <i>Activity: Notated score</i>. Discuss with the class the similarities and differences between each resource. Recap how the voices sounded higher when the lines/score went higher, and how the voices sounded lower when the shapes/score went lower. Display slide 2 the <i>Presentation: Solfa ladder</i> again and using the first three notes as a guide, ask the children to notate <i>Activity: Notated score</i> using the solfa names. Ask the children to write the words onto the actual noteheads. The answers for this activity can be found in the <i>Answers: The White Cliffs of Dover: score answers</i>.</p>		
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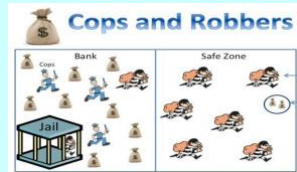
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			<p>Wrapping up: Finally, to show the pitch names in the context of the song, sing it once more and follow along the completed score with fingers. If there is time: Ask children to come up with movements that represent the pitch getting higher or lower.</p>		
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 5 – Lesson 6 Physical Game: Jumpball</p> <p>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</p>	<p>Fitness Focus - COPS AND ROBBERS</p> <p>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</p>	<p>Fitness Focus - STRATEGICKI</p> <p>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</p>	<p>Fitness Focus – TIK TAC TOE</p> <p>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.</p> 	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTw_W_JY</p>

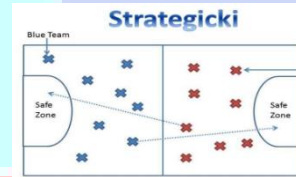
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movements. Apply a range of skills with consistency, linking actions together so that they flow. Use a combination of skills confidently in specific contexts.

caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



players in the other team's end zone at the end wins.



Homework:

MATHS – Shape (week 3) 93-95

Communicating with school

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