

## 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- 79-81**

**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 (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


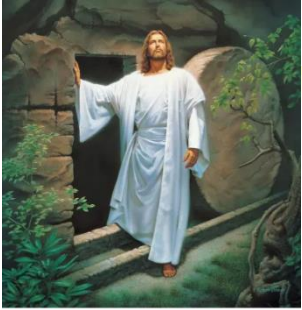
Kind regards,

Miss Hannah and Miss Chick



OLC WEEKLY LEARNING PLAN

<b>Teachers:</b>	Miss Hannah Miss Chick	<b>Year:</b>	Year 5	<b>Date:</b>	15.4.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>EASTER</p>	<p><b>Big Question:</b> What are the reasons we believe in Eternal life?</p> <p><b>LO:</b> To learn the words from the Memorial Acclamation.</p>	<p>Gospel Values</p>	<p><b>Big Question:</b> How were the lives of the disciples changed by the Resurrection of Jesus?</p> <p><b>LO:</b> To look at the differences in the four Gospels accounts of the Resurrection.</p>	
	<p><b>He Is Risen</b></p> 	<p><b>Liturgy of the Eucharist:</b> Children to recall and if necessary research the meaning of the word “Eucharist”.</p> <p>What do you think the Church thanks God Our Father for at the Easter Vigil? Remind the children that in this part of the Vigil we do what Jesus did at the Last Supper.</p> <p>Recall the words and the actions of the priest with the bread and wine. What do these gifts become? Remind pupils that the Risen Christ is now present in the form of bread and wine.</p> <p>Highlight verbally parts of the Eucharistic prayer which proclaim the Resurrection of Jesus from the dead.</p> <p><a href="https://stthomaswestspringfield.org/eucharistic-prayer-i">https://stthomaswestspringfield.org/eucharistic-prayer-i</a> - Eucharistic prayer</p>	<p>This half term we are <b>growing to be:</b></p> <p><b>Eloquent &amp; Truthful</b></p>	<p>Find accounts of the Resurrection of Christ in the four Gospels.</p> <p>Identify similarities and differences in the various accounts.</p> <p>Record these in a form of a chart or a fact file.</p> <p>Why do you think there are differences in the accounts of the Resurrection?</p>	<p><b>Luke 24: 7</b></p> <p>“The Son of Man must be handed over to sinners, and be crucified</p>

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		<p><a href="https://files.ecatholic.com/5647/documents/2014/9/Eucharistic_Prayer.pdf?t=1409754551000">https://files.ecatholic.com/5647/documents/2014/9/Eucharistic_Prayer.pdf?t=1409754551000</a> – information</p> <p>Learn the words of the Memorial Acclamations as a reminder that we celebrate the Resurrection of Jesus from the dead:</p> <p><b>We proclaim your death, O Lord, and profess your resurrection until you come again.</b></p> <p><b>When we eat this bread and drink this cup, we proclaim your death, O Lord, until you come again.</b></p> <p><b>Save us, Saviour of the world, for by your cross and resurrection you have set us free.</b></p>		<p>Why did some people doubt the fact that Jesus was alive?</p> <p>In what ways do you think the resurrection of Jesus changed the lives of the disciples?</p> <p>Make lists of words to express your ideas.</p>	<p>and on the third day rise again”</p>
 <p><b>Maths</b></p>	<p>Measure angles up to 180° Pages 12-14</p>	<p>Draw lines and angles accurately Pages 15-17</p>	<p>Calculate angles around a point Pages 18-20</p>	<p>Calculate angles on a straight line Pages 21-23</p>	<p>Lengths and angles in shapes Pages 24-26</p>
 <p><b>English</b></p>	<p>LO: To write a diary entry in role.</p> <p>Provide children with the following adjectives on cards: uncertain, confused, apprehensive, anxious,</p>	<p>LO: To use conjunctions and modal verbs to give advice.</p> <p>Read chapters 11, 12, 13 and 14. What sorts of things does Leonard encounter that he had not expected? What does he find hard to understand? <b>Teachers should be sensitive to children who may have also experienced any of the things Leonard goes through</b></p>	<p>LO: To use relative clauses to extend ideas.</p> <p>Read chapters 15, 16 and 17. At the end of chapter 17 Leonard’s dad points out the things he is grateful for</p>	<p>LO: To write a speech in role.</p> <p>Continuum line: Introduce the statement: Those that arrived on the Windrush were fully welcomed in Britain. Set up</p>	<p>LO: To collect information and record notes in bullet point form.</p> <p><b>DB and DC to complete in the afternoon!</b> Talk to children about</p>

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undecided, divided, tense, hesitant, satisfied, appreciative. Ask them to investigate changing the words into abstract nouns by adding either -ty, -sion or -tion. What is the new word? Which other words need to be changed? Read chapters 8, 9 and 10. Discuss Leonard's first impressions of England. For each of the main events of Leonard's journey, assign one of the abstract nouns to label how he is feeling.

Shared writing:  
Children to write a diary entry in role as Leonard, expressing his emotions at each stage of his journey to his new home in England.

*Dear Diary,  
After two long weeks at sea, I cannot tell you the satisfaction I felt when I first set eyes on the distant*

**in these chapters.** Notice examples of the conjunction 'but'. There are many examples used, particularly in chapter 11, to show the contrast in expectation vs. reality. E.g.: *Most people seemed to be getting on with each other on the street, but they weren't getting on with us.*

Which other contrasting conjunctions could we use in place of 'but' in this sentence? Investigate changing the conjunction. Consider using a sentence strip to model.

*Most people seemed to be getting on with each other on the street, yet they weren't getting on with us.*

Show children how it may be necessary to rearrange the clauses and word order to use certain conjunctions.

*Despite most people getting on with each other on the street, they weren't getting on with us.*

I wish I had known...

Think about what Leonard might say to another child travelling to Britain from Jamaica. What advice would he give them? Children may wish to draw upon the things Leonard's grandma and parents have told him.

*Even though you may wish to shop in particular stores, in some places you might encounter a 'colour bar'.*

*People may say unkind things to you. In spite of this, you must always remember your principles and respond politely.*

Contrasting conjunctions to consider using: but, however, although, even though, despite, whereas, yet, in contrast

Write 3 sentences using conjunctions to give advice to another child travelling to Britain from Jamaica.

about his life in England. Leonard realises that he is lucky to have many of things he does. What is Leonard grateful for? Why is he so grateful? Hold a discussion with the class about the things they are grateful for. Encourage them to think about school, home, family, friends, clubs, food etc. Display a sentence such as the following on a sentence strip (or one taken from children's ideas):

*I am grateful for being able to go to school.*

Model how to add a relative clause, including a comma to separate clauses:

*I am grateful for being able to go to school, which will allow me to gain an education and help me have a bright future.*

Model a range of relative pronouns and discuss how the relative clause will change accordingly.

a continuum line in the classroom with 'agree' at one end and 'disagree' at the other. Based on their reading and other research, ask children to what extent they agree or disagree with this statement, then stand at a point along the line to express their opinion. Ask volunteers to explain their position and encourage them to support their view with facts. Read chapter 18 aloud to the class. What is Leonard's response to the situation? How does he feel? What does he think should happen? Look at Leonard's speech on page 113 beginning 'Grandma said...' Identify the modal verbs used to express his views. Which other modals are there?

Talk to the hand:  
Ask children to imagine what Leonard might say to his mum about what has happened to his dad. Use talk to the hand to come up with questions he might ask, including modal verbs.

monuments. What are they? Which famous ones do you know? Are there any local monuments you know of? Why do we have them? As a class, look at a famous monument or statue of the world, for example The Statue of Liberty. Introduce the list of questions (opposite) and model the process of researching and recording notes in bullet point form, remembering:

- introductory sentence ending with a colon
- either all whole sentence or all fragments of sentences



coastline of England. Mum woke me up and we scrambled up to the deck in our pyjamas. I hadn't seen her so excited in such a long time. All of a sudden, there was our long-awaited destination right in front of my eyes. For a moment, all of my anxiety faded away. Children to peer assess each other's writing, paying particular attention to tense choice.




Relative pronouns: who, whom, which, what, that (also where and when)  
 Provide children with sentence strips and ask them to experiment with adding a relative clause to a main clause. Challenge children to change the relative pronoun used and explore how this may affect other parts of the sentence, including the words chosen.  
 I am grateful for being able to go to a good school, **that** will help me have a bright future.  
 Can the relative pronoun be omitted altogether?  
 I am grateful for being able to go to school, ~~which will allow~~ **allowing** me to gain an education and help me have a bright future.  
 Discuss with children whether any of the things they are grateful for are the result of people moving to

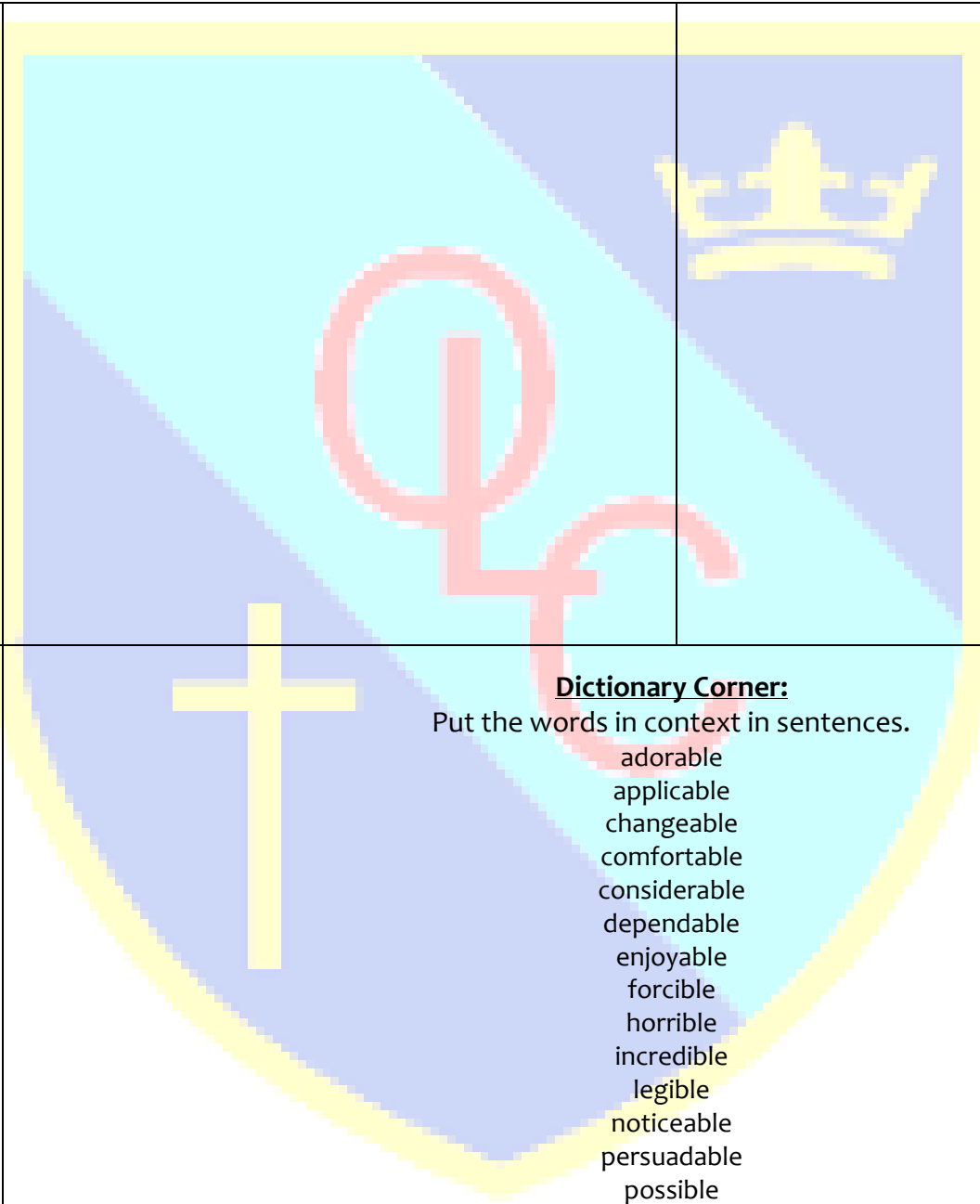

How can...?  
 Why should...?  
 Who will...?  
 What would...?  
 Won't you...?

Children to write a short informal speech from Leonard to his mum, similar to his words on page 113.  
 You yourself once told me "We shall not be moved!" so why would things have changed now? Surely if terrible things like this are happening to our own family, we should be even more resolute in our beliefs. How can we let ourselves be treated in this way?  
 Explain that, even though Windrush Child is a story, Benjamin Zephaniah based the events on many people's real experiences. Repeat the continuum line activity from the beginning of the lesson, asking children if their view has changed as a result of this chapter?  
*From this point on, the Writing Root will move away from following the novel directly and focus instead on building*

- full stops and capital letters for full sentences
- consistent capitalisation, or not, for fragments
- In pairs or groups, ask children to choose a famous monument and research answers to the same set of questions (teachers may wish to add to these).
- Some examples include:
  - Christ the Redeemer - Rio de Janeiro
  - Great Sphinx of Giza - Egypt
  - Titanic memorial - Belfast

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			<p>Britain from other countries. Begin a discussion around Britain being a melting pot of cultures and traditions from around the world. This discussion will be continued in future sessions.</p>	<p><i>towards a final extended written outcome. Teachers should continue to read the story alongside, as a class reader, to follow what happens to the characters and enhance children's understanding of the experiences of people who came to Britain during the 1940s and 50s. <b>Only up to chapter 18.</b></i></p>	<ul style="list-style-type: none"> <li>• Millicent Fawcett - London</li> <li>• Angel of the North - Gateshead</li> <li>• Arcelor Mittal Orbis - London</li> <li>• Alan Turing Memorial - Manchester</li> <li>• Edith Cavell - London</li> <li>• The 4th Plinth - London</li> </ul> <p>Where is the monument located? When was it erected? Who constructed it? What is it made of? Are there any words inscribed on it? Why was it created?</p>
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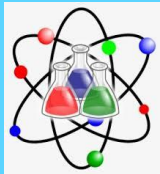
				<p>Discuss what children have found and together collate a list of important points about monuments, i.e. their common purposes and features. Children will draw upon this list when planning their own monuments in the next session.</p>
 <p><b>Spelling &amp; Handwriting</b></p>	<p><b>Year 5 Spelling words for this week:</b></p> <ul style="list-style-type: none"> <li>adorable</li> <li>applicable</li> <li>changeable</li> <li>comfortable</li> <li>considerable</li> <li>dependable</li> <li>enjoyable</li> <li>forcible</li> <li>horrible</li> <li>incredible</li> <li>legible</li> <li>noticeable</li> <li>persuadable</li> <li>possible</li> </ul>	<p><b>Dictionary Corner:</b></p> <p>Put the words in context in sentences.</p> <ul style="list-style-type: none"> <li>adorable</li> <li>applicable</li> <li>changeable</li> <li>comfortable</li> <li>considerable</li> <li>dependable</li> <li>enjoyable</li> <li>forcible</li> <li>horrible</li> <li>incredible</li> <li>legible</li> <li>noticeable</li> <li>persuadable</li> <li>possible</li> </ul>		<p><b>Year 5 spelling handwriting focus for this week:</b></p> <ul style="list-style-type: none"> <li>adorable</li> <li>applicable</li> <li>changeable</li> <li>comfortable</li> <li>considerable</li> <li>dependable</li> <li>enjoyable</li> <li>forcible</li> <li>horrible</li> <li>incredible</li> <li>legible</li> <li>noticeable</li> </ul>

reasonable  
reliable  
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persuadable  
possible  
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sensible  
terrible  
tolerable  
understandable  
visible

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



**Humanities**

**SCIENCE**

Explain to chn that it is time to do some travelling! Explain that you are going to challenge them to discuss some interesting and quirky animals and plants from around the world with their partner. Remind chn of the mammals they explored last lesson and ask them if mammals lay eggs. Not in general, except for two unusual species: the duck-billed platypus

**Computing**

**Bletchley park**

**Lesson 4: Computing Heros**

Watch teacher video to help understanding.

**Recap and recall:** What can the children remember from last lesson?

**Attention grabber:** Work your way through the Kapow PowerPoint.

**Main event:** Work through the PowerPoint and, in pairs, children are to create a powerpoint

**Geography:**

**Population**

**Lesson 1: Where do people live around the world?**

How many people live on the planet?

What is the population density around the world?

**FRENCH**

Recap and recall: Display the Presentation: Using the Knowledge organiser and hand out the Resource: Knowledge organiser: French-speaking world (one between two). Working in pairs, explain that the children should use the Knowledge organiser to create questions for their partner to answer.

Attention grabber: Ask the children to stand up, listen carefully for each compass

**PSHE**

**Relationships  
Recognising M**

In pairs ask the children to discuss a famous person or a celebrity they admire because of their personal qualities. What do the words 'personality' and 'self-esteem' mean? Why is self-esteem



and the spiny anteater. They are called monotremes and are found in Australia and New Guinea. Another type of mammal, called a marsupial (e.g. kangaroo, wallaby and koala bear), is found mostly in Australasia and the Americas and has a slightly different life cycle as well. Show chn the kangaroo life cycle diagram and key facts sheet (PowerPoint). Confirm that these are examples of different life cycles to the 'classic' mammalian life cycle and make for an interesting contrast to the native mammal. Get chn to choose one of these unusual mammals and to think about the way they want to create their illustrations (Linnaean or ecological, or a mix). **Why do they think life cycles differ around the world and in contrasting environments and habitats? Get Y6 chn to**

presentation about a historical figure relating to the world of computer science.

(Continued next lesson)

**ART**

Lesson 2

LO: To apply composition skills to develop a drawing into a print design.

Explain that the children will make a 'print' based on a small section of their drawing that could be used by someone to create an ink print. This will create an abstract print, meaning it will not necessarily look like a part of a house anymore.

Demonstrate how the children can use two L-shaped pieces of card to select an interesting area of their drawing.

The children should try framing different parts of their picture with their L-shapes, rotating the frames at angles and making them closer or further apart to frame a larger or smaller part of their drawing. When the children have found a suitable area for their 'print', they fix the L-shapes into place.

Then the children will create a more detailed version of the abstract clear line drawing of the framed section onto a sheet of paper, filling the page and colour using

Which are the most populous regions?

What is the population density and distribution around the UK?

**MUSIC**

Attention grabber: Show slide 2 of the *Presentation: Rhythm theme*. This slide shows the theme. Ask the children to think of a different way of drawing this theme, draw it on their whiteboards and show you. Suggest to the children that it could be backwards, upside down, getting smaller, getting bigger, in a circle, using dotted lines etc. The following slide shows some variations ideas.

Main event: Today's task will be to create some artwork using a

direction to be called out and face the correct direction. Add inter-cardinal points, e.g. **nord-est** – north-east, as the children become more confident. Recap the numbers from the last lesson, counting up in multiples of ten. For added challenge, ask the children to work in pairs and count in different multiples.

Main event: In this activity, the children combine their knowledge of compass points, weather phrases and temperatures to make full sentences to produce a weather report. Slide 1: Rehearse the names of each city. Slide 2: Go through some cities, asking the children to state the temperature. Slide 3: Model the sentence. Hand out copies of the *Activity: Maps and weather*. Allocate a different city to each pair. They use their map to find their city and add the appropriate compass point to their sentence. Slide 4: Model the sentence. Slide 5: Ask the children to recall as many weather phrases as

important? People who have positive self-esteem are more likely to value themselves and their achievements, they take better care of themselves, and they make healthier and safer choices. Explain that there are things we can do to boost our own self-esteem and ask the children if they can suggest some ideas. Find a template of an outline of a person. On the inside, write words that you consider to be your own positive personal qualities. Find somebody who you get along

share their ideas on why certain features and/or processes may have evolved.

one colour. The process can be repeated several times to create multiple prints, perhaps in different colours.



variation on a theme. Show slide 4, which shows choices of rhythmic elements. Using pencils and paper, ask the children to choose at least 3 of the rhythmic elements to draw as their 'theme.' Then the children need to select six different ways of presenting their theme as 'variations.' They could use the ideas from the Attention grabber, or share ideas with other children. The theme should be presented as black and white on one side of paper, and the variations should be presented on the other side of paper in different colour sections. Slide 5 shows ideas of how this can be presented.

**Assessment – Theme and variations**

Display the quiz presentation on the board. Children are to each have a pupil



possible. Slide 7: Model the sentence. Organise the children so they can present their sentences to another pair. Challenge some children to give contrasting information on a couple of cities, using the connective **mais**.

**Assessment – French weather**

Display the quiz presentation on the board. Children are to each have a pupil answer sheet. For each multiple choice question displayed on the board, the children are to shade in the correct answer on their quiz sheet. This must be done independently. Question 10 is the only open ended question where children will have the opportunity to explain their answers. Once the assessment is complete, work through the correct answers addressing any misconceptions as you go. Allow the children the opportunity to self-mark their answers.

with, and ask them to write around the outside what they regard as your positive qualities. Take some time to compare what you wrote about yourselves to what your partner thought. Has your self-esteem been boosted because someone has recognised a personal quality that you didn't see in yourself.

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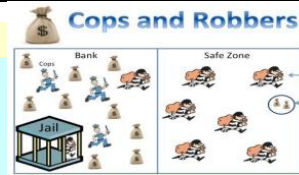
			<p>answer sheet. For each multiple choice question displayed on the board, the children are to shade in the correct answer on their quiz sheet. This must be done independently. Once the assessment is complete, work through the correct answers addressing any misconceptions as you go. Allow the children the opportunity to self-mark their answers.</p>		
 <p><b>Daily PE Activity</b></p>	<p><b>REAL PE: UNIT 5 – Lesson 2</b>  <b>Physical</b>  <b>Game:</b> Jumpball</p> <p><b>Purpose:</b> 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</p>	<p><b>Fitness Focus - COPS AND ROBBERS</b></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 caught. The game is over once all of the money has been stolen or all of the robbers are in jail.</p>	<p><b>Fitness Focus - STRATEGICKI</b></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.</p>	<p><b>Fitness Focus – TIK TAC TOE</b></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</p>	<p><b>JUST DANCE – WAKA WAKA</b></p> <p><a href="https://www.youtube.com/watch?v=gVfgTwWJ">https://www.youtube.com/watch?v=gVfgTwWJ</a></p>

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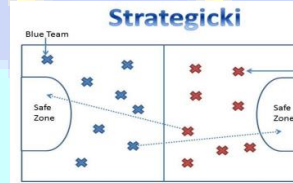
games and activities including basketball, netball, football and rugby.

Perform and repeat longer sequences with controlled movements.

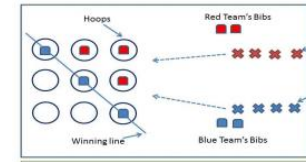
Apply a range of skills with consistency, linking actions together so that they flow. Use a combination of skills confidently in specific contexts.



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.



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



**Homework:**

**MATHS – Statistics (Week 11) pages 79-81**

### Communicating with school

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