

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- 65-67**

**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: Expanded noun phrases**

**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,

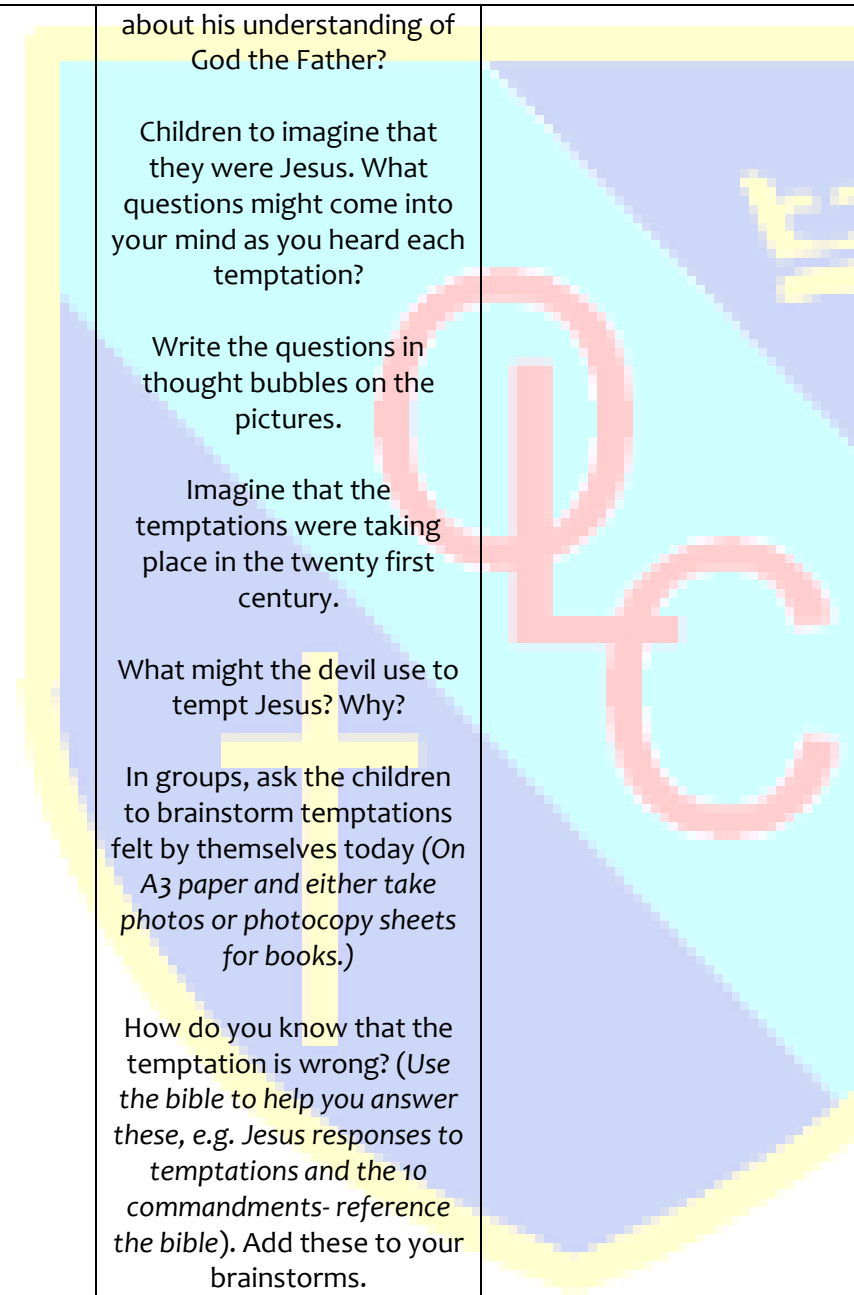
Miss Hannah and Miss Chick






<b>Teachers:</b>	Miss Hannah Miss Chick	<b>Year:</b>	Year 5	<b>Date:</b>	4.3.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p> <p><b>We are in the season of Lent!</b></p> 	<p>LO: To explore Jesus' feelings during the Temptation and consider what the temptations would be if it was today.</p> <p><b>Big Question:</b> What does the Temptation of Jesus mean to you? How can you use these teachings in your life today?</p> <p>Children to read the story of the Temptation of Jesus. <b>Matthew 4</b></p> <p>Highlight the responses that Jesus made to each temptation.</p> <p>How might he have felt during all of this?</p> <p>What does Jesus' response to the devil teach us?</p> <p>What does the response of Jesus to the devil tell us</p>	<p><u>Third Week of Lent — My Catholic Life!</u></p> <p><b>The Permissive Will of God</b></p> <p><b>Monday of the Third Week of Lent</b></p> <p>When the people in the synagogue heard this, they were all filled with fury. They rose up, drove him out of the town, and led him to the brow of the hill on which their town had been built, to hurl him down headlong. But he passed through the midst of them and went away. Luke 4:28–30</p>	<p>LO: To know that today people can be tempted to do things that are wrong and understand some consequences of choosing to do wrong.</p> <p><b>Big Question:</b> What advice would you give to someone who has been tempted to do something wrong?</p> <p>Temptation is strongest when it comes disguised as "good."</p> <p>What do think this means? Can you give an example? (e.g. Jesus being tempted to turn the rocks into bread).</p> <p><i>This is a point made often by Pope Francis. While some humans actually intentionally choose evil, we are more likely to give into temptation if it comes under the appearance of doing</i></p>	<p><b>We are growing to be Faith-Filled and Hopeful</b></p> 	

OLC WEEKLY LEARNING PLAN

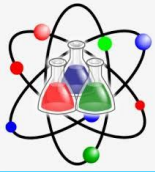
		<p>about his understanding of God the Father?</p> <p>Children to imagine that they were Jesus. What questions might come into your mind as you heard each temptation?</p> <p>Write the questions in thought bubbles on the pictures.</p> <p>Imagine that the temptations were taking place in the twenty first century.</p> <p>What might the devil use to tempt Jesus? Why?</p> <p>In groups, ask the children to brainstorm temptations felt by themselves today (<i>On A3 paper and either take photos or photocopy sheets for books.</i>)</p> <p>How do you know that the temptation is wrong? (<i>Use the bible to help you answer these, e.g. Jesus responses to temptations and the 10 commandments- reference the bible</i>). Add these to your brainstorms.</p>		<p><i>something good. And doing good can certainly bring more temptation: the temptation to overly enjoy praise, esteem and fame.</i></p> <p>Use newspaper cuttings to explore occasions when temptations were not resisted.</p> <p>How might the response of Jesus in the story of the Temptation help people to overcome their own temptations?</p> <p>Children to complete a write up about temptations within the world today. Be sure to discuss how a lot of temptations today are related to money, social media and fame - why do the children think that is? Why are these temptations wrong and what are the consequences of some of them? What advice would you give these people in the news articles to help them with temptation?</p> <p><i>Lent, repent, temptation, forgiveness, reconciliation, examination of conscience.</i></p>	
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		<p><i>Lent, repent, temptation, forgiveness, reconciliation.</i></p>			
 <p><b>Maths</b></p>	<p><b>Equivalent fractions, decimals and percentages</b> Pages 104-106</p>	<p><b>End of unit check</b> Pages 107-109</p>	<p><b>Perimeter of rectangles</b> Pages 110-112</p>	<p><b>Perimeter of rectilinear shapes (1)</b> Pages 113-115</p>	<p><b>Perimeter of rectilinear shapes (2)</b> Pages 116-118</p>
 <p><b>English</b></p>	<p><b><u>ASSESSMENT PAPER</u></b></p>	<p>LO:</p> <p><b>TIME STOOD STILL FOR ALL BUT ONE PERSON</b></p>  <p>What has happened? How did it happen? Who did it? Why did they do it? What will happen next?</p> <p>You are a writer tasked with creating a short story based on the title "TIME STOOD STILL FOR ALL BUT ONE MAN." In your story, explore</p>	<p>LO:</p> <p>Today you are writing paragraph 1.</p> <p>Your normal daily routine is something that you have done for years but today everything has changed. In the blink of an eye, the whole world has frozen around you. What happens next could be a matter of life and death...</p> <p>In today's lesson you are writing your story from the point of view that everything is normal, and you are going about your normal daily routine, but time freezes in an instant.</p>	<p>LO:</p> <p>Today you are writing paragraph 2.</p> <p>In today's lesson you are writing about the aftermath of time freezing. What do you do in this new world? Do you panic and look for answers or do you try and take advantage of the moment?</p>	<p>LO:</p> <p>Today you are writing paragraph 3.</p>

OLC WEEKLY LEARNING PLAN

		<p>the life and experiences of the protagonist, the one individual unaffected by the passage of time. Consider the emotions, challenges, and unique circumstances they face living in a world where everyone else is frozen in time. Your story should captivate the reader and demonstrate your creativity, descriptive language, and ability to craft a compelling narrative.</p> <p>Today you are planning your short story in first person about the day that time stood still for you.</p>	<p>This paragraph should end at the point that time freezes.</p>		
 <p><b>Spelling &amp; Handwriting</b></p>	<p><b>Year 5 Spelling words for this week:</b></p>	<p><b>Dictionary Corner:</b></p> <p>Put the words in context in sentences.</p>			<p><b>Year 5 spelling handwriting focus for this week:</b></p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>
	<p><b>SCIENCE</b> Take a look at the botanical illustrations and the gallery</p>	<p><b>Computing</b> <b>Bletchley park</b> <b>Lesson 1: Secret codes</b></p>	<p><b>Geography</b></p>	<p><b>FRENCH</b></p>	<p><b>PSHE</b> <b>Emergency Aid</b></p>





**Humanities**

questions (Hamilton). What is the difference between botanical illustrations and normal paintings? Explain that these are scientific illustrations and are created as a scientific record. Why might these be better than using photographs for Science? All the info is together and the artist can include detail and features that a photo can't. Explain that children are going to create examples of botanical (and zoological) illustrations during this block to be submitted for an 'Excellence in Scientific Illustration' award.

Watch <http://www.bbc.co.uk/education/clips/zcwk39q>

**only until 3:15**

To establish current knowledge and understanding, give children a few minutes to try to label the blank flower. Share thoughts and note misconceptions. Share the key facts sheets and look at

Watch teacher video to help understanding of cracking codes.

**Recap and recall:** What can the children remember from code breaking previously?

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

**Main event:** Complete the work sheets in pairs.

**Wrapping up presentation:** Bletchley Park

**Lesson 3: How do geographers collect and present data?**

How are surveys and questionnaires conducted?

How can different types of graphs be used to present data?

Why do geographers use different collection tools?

How do you plot data on different graphs and charts?

**Computing:**  
**Mars Rover (2)-**  
Lesson 6: Assessment.

**MUSIC**

Attention grabber: Show the class the Presentation: The first slide requires you to click to display the question (What do you think of when you hear the term 'Pop Art?') and then five possible answers. The second and third slides point out the similarities between

Before the lesson: Watch teacher video – **Weather phrases**

Recap and recall: Display the Presentation: *Odd one out*. For each slide ask the children which word is the odd one out and why.

Attention grabber: Play the video on link: [BBC Bitesize - Not again Farley - Weather](#) from approximately 0:41. To encourage active listening, ask the children to raise their hands if they hear any words they have come across before. Ask the children to give feedback briefly on words that they heard.

Main event: Display the Presentation: *Weather phrases* and use slides 1–9 to introduce the class to the weather-related vocabulary. Do this verbally, using the images and symbols and your own chosen mimed actions as clues to the meanings of the words. Slides 10–27 show one of the weather symbols already introduced to the children, with the first part of the

Think of some emergency situations that you might come across and think about how you might help. Try to think of a full range of emergencies - from someone cutting a finger to falling over in the playground to more extreme situations where someone collapses or is very ill and needs to go to hospital.

Check out the recovery position on the Jigsaw Portal. It is only in certain situations that you would use the recovery position. The recovery position should be used if the person is breathing, on their back but unresponsive. If the person has a major injury like a back or neck injury the recovery position should not be used. If there is any doubt, you should phone the emergency services and find an adult immediately to get help, without moving the injured person.

Take a look at the storyboard template and the emergency situation cards on the Jigsaw Portal. Pick

OLC WEEKLY LEARNING PLAN

the complete diagram (Hamilton).

Watch <http://studyjams.scholastic.com/studyjams/jams/science/plants/flowers.htm>

Compare the life cycle of flowering plants diagram (Hamilton) with the botanical illustrations, noting the aspects of the life stages represented in the illustrations. Chn begin dissecting a flower, following guidance sheet (peony, perennial geranium, gladiolus, wallflower). **Ask Y6 chn to suggest and note down enquiry questions** (e.g. what do the reproductive features of a flowering plant look like?).

Once finished dissecting, chn are to draw their flower in detail as a complete plant as well as the various parts once dissected (see Linnaean illustrations).

Chn must label their drawing and give details about the process a flower goes through to reproduce.

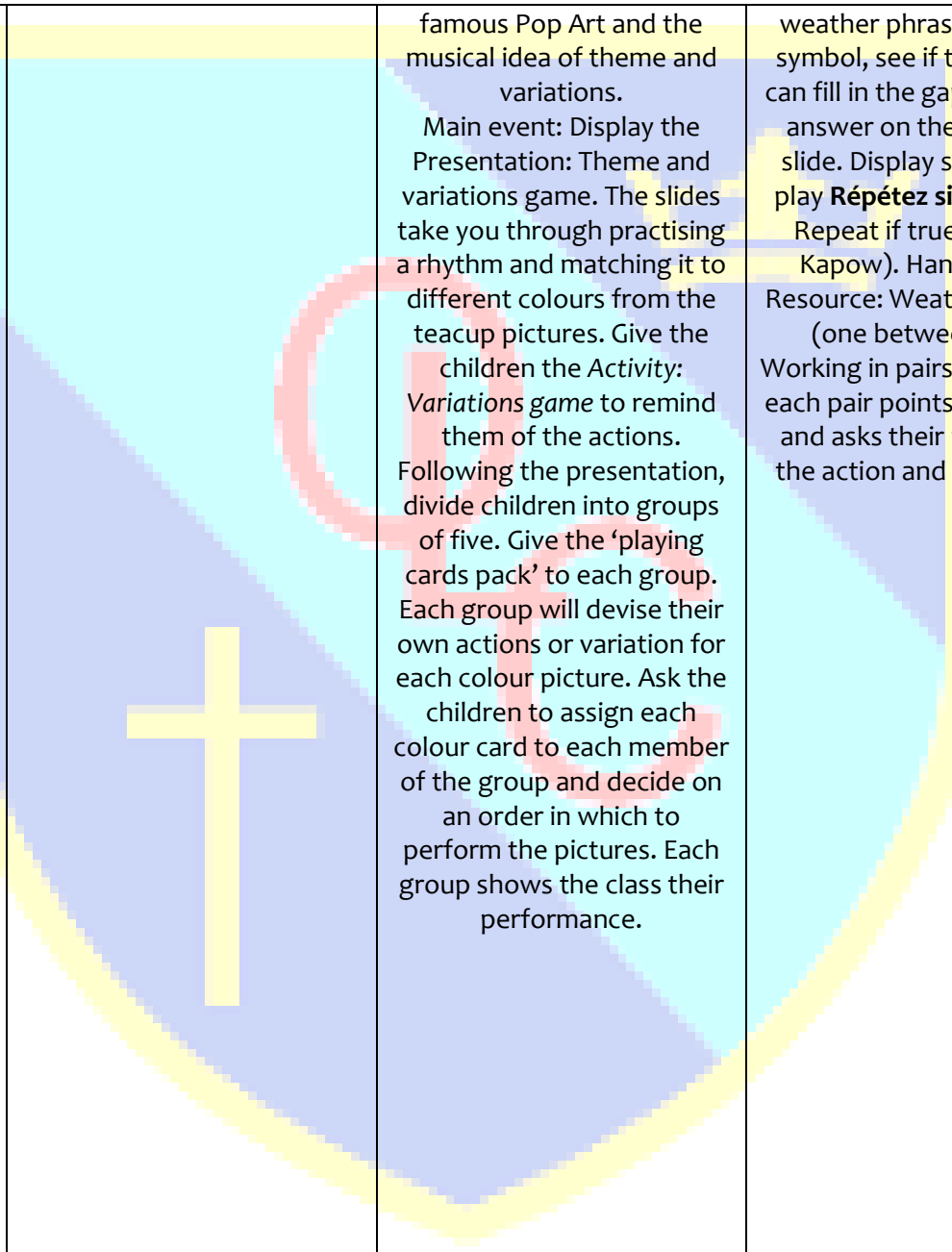
famous Pop Art and the musical idea of theme and variations.

Main event: Display the Presentation: Theme and variations game. The slides take you through practising a rhythm and matching it to different colours from the teacup pictures. Give the children the *Activity: Variations game* to remind them of the actions.

Following the presentation, divide children into groups of five. Give the 'playing cards pack' to each group. Each group will devise their own actions or variation for each colour picture. Ask the children to assign each colour card to each member of the group and decide on an order in which to perform the pictures. Each group shows the class their performance.

weather phrase. For each symbol, see if the children can fill in the gap. Check the answer on the following slide. Display slide 28 and play **Répétez si c'est vrai** – Repeat if true (rules on Kapow). Hand out the Resource: Weather symbols (one between two). Working in pairs, one child in each pair points to a symbol and asks their partner for the action and the phrase.

one emergency situation and draw/ write a sequence of events in the boxes of the storyboard template, from the emergency itself to how you can help the situation resolve itself. Make sure you are as detailed as possible! Will you have to perform the recovery position in your emergency situation? How will you decide?





Daily PE Activity

REAL PE: UNIT 4 –

Lesson 2  
Creative

In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

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 creating additional activities 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.

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!

<https://youtu.be/xRdIVV-B10w>

The challenge is to complete as many press ups as you can in 30 seconds.

If you have to do them with your knees on the floor then you need to half your total score when you send me your results.

See if you can beat Mr Sturgess' score of 30 press ups in 30 seconds.

<https://youtu.be/7cLHW-JrJNg>

The challenge is to complete as many sit ups as you can in 30 seconds.

You can do them with your feet underneath something (such as a chair or the sofa) or with someone standing on your feet.

If you do them without any support (like Mr Sturgess), they are much harder and you need to double your total score when you send me your results.

See if you can beat Mr Sturgess' score of 19 sit ups in 30 seconds



# OLC WEEKLY LEARNING PLAN

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 Curbs	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

**Homework:**

**MATHS – Decimals and Percentages (Week 7) pages 65-67**

**Communicating with school**

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