

**Message from the teachers:**

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- 58-60**

**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: Relative clauses**

**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,



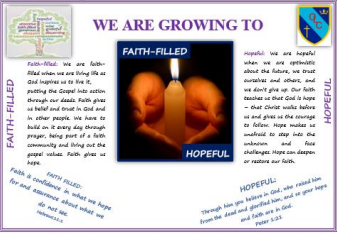
Miss Hannah and Miss Chick



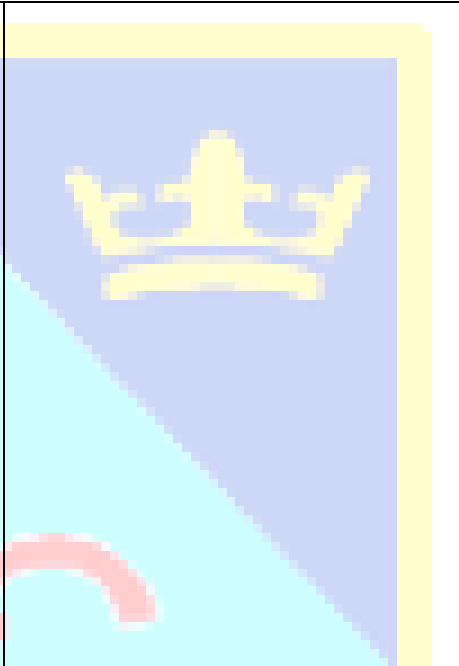
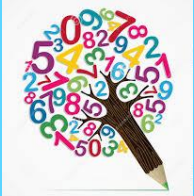

OLC WEEKLY LEARNING PLAN

This Weekly Learning Plan shares the learning that will be taking place this week.

<b>Teachers:</b>	Miss Hannah Miss Chick	<b>Year:</b>	Year 5	<b>Date:</b>	20.02.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p><b>Big Question:</b> In what ways can the Bible accounts help people to be followers of Christ today?</p>	<p><b>SAINTS FOCUS</b></p>	<p><b>LENT</b></p>	<p><b>GOSPEL VALUE</b></p>
		<p>Divide the class into three groups and provide them with the text of the following Parables:</p> <p>The Parable of the Sower The Parable of the Wedding Feast The Parable of the Houses Built on Sand and Rock</p> <p>Children to prepare a retelling of these Parables through drama. Instead of a simple retelling, consider presenting the</p>	<p><a href="https://mycatholic.life/saints/saints-of-the-liturgical-year/february-22-chair-of-saint-peter-apostle/">https://mycatholic.life/saints/saints-of-the-liturgical-year/february-22-chair-of-saint-peter-apostle/</a></p> <p>This week's saints focus brings us to The Chair of St Peter. Pray together:</p> <p><i>Saint Peter, you were a weak and sinful man, but God entrusted you with great responsibility, despite your unworthiness. Please pray for me, that despite my</i></p>	<p>We are now well into our 40 days of alms giving and prayer.</p> <p>We wait in anticipation of the Resurrection of the Lord.</p> 	<p><b>FAITHFILLED AND HOPEFULL</b></p> 

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		<p>Parable in the style of a television news report. The Wedding Feast could be by the Royal Correspondent. The Houses Built on Sand and Rock could be by the Weather Reporter. The Sower could be by the Farming Reporter.</p> <p>Children are then to discuss the meaning of the parable they have reported on and real-life application in their books.</p>	<p><i>unworthiness, I may be open to all that God entrusts to me and that I may use those gifts for His glory and the salvation of souls. Saint Peter and all your successors in Heaven, pray for me. Jesus, I trust in You.</i></p>		
 <p><b>Maths</b></p>		<p><b>Thousandths as decimals</b> Pages 80-82</p>	<p><b>Thousandths on a place value grid</b> Pages 83-85</p>	<p><b>Compare and order decimals – same number of decimal places</b> Pages 86-88</p>	<p><b>Compare and order any decimals with up to 3 decimal places</b> Pages 89-91</p>
 <p><b>English</b></p>		<p>LO - To identify features of a Journalistic text</p> <p>Activity – Children walk into a headline on whiteboard/flipchart:</p>	<p>LO - To write a newspaper report with bias</p> <p>Activity – Children to walk into a headline across board: <b>WICKED WOLF FOUND DEAD IN PIG'S HOUSE</b></p>	<p>LO - To use inverted commas to express a quotation</p> <p>Activity – Children to walk into new headline splashed across board: <b>DESPERATE PIGS ADMIT TO ARSON</b></p>	<p>LO - To write a report with Bias.</p> <p>Watch video up to the pigs court scene. 1:30 secs. Explain how in court you would have to 'defend your case' and you could employ a lawyer to talk on behalf</p>

**PIGS IN PERIL AS HOUSES DESTROYED**

**Talking partners:**

What type of writing is this? What's the story here? What story is it based on? Look at a copy of Guardian newspaper. Discuss presentational features, such as headline, by-line and caption.

**Talking partners:**

Ask children how they find out their news? e.g. newspapers, Newsround or websites? Discuss social media, e.g. Twitter and Instagram.

Tell the children that The Guardian reports journalistic writing. Which of these are features of journalistic writing? Which are features of narrative? Which are features of both?

Explain to the children that the editor has identified this headline but there is no story as yet.

**Talking partners:**

What does bias mean? What bias does this headline present? Who is it leaning towards?

**Shared writing:**

Model writing the first few sentences to incorporate plain facts, such as names and dates. Identify that nouns are a vital part of journalistic writing as they are writing about people and places. Model using a relative clause to add information about the wolf, e.g., The wolf, who has been suspected of previous robberies, was found dead in the little pigs home. Tell them that today you just want them to report using journalistic narrative.

Children to write their own report independently. Have subordinate clauses and adverbials as sentence starters that will support the construction of multi-clause

Discuss how the story is developing and how there is a different bias to this headline. Why? From what point of view does this story need to be written. Explain that today and tomorrow they need to write a longer piece for the newspaper using quotes to back up any facts given.

**Teacher-in-role** as a key witness - the pigs' next door neighbour. Tell children that you are going to give a short interview. As neighbour, tell class that you have heard the pigs scheming for weeks now about killing the wolf. Let the class know that you are aware that since the pigs lost their jobs they have had little money and that you have lent them money and given them food.

**Shared writing:** Model writing a sentence with a relative clause like yesterday, but this time adding in a quote from the neighbour. e.g. **According to a neighbour, Mrs. Smith, the pigs have been plotting and scheming for quite some time now. 'I knew something suspicious**


of you. Tell children that they are going to write the defence case for the pigs. Talking partners: What are the facts so far? Explore motives. Focus on oral rehearsal with strong sentences that lead to the children being able to write with bias. Model opening this using third person 'According to the pigs...' Identify active and passive within the following sentences, 'The house was destroyed by the wolf', 'The wolf blew the house to put out a chip-pan fire, caused by the faulty Electrics'.

You are the lawyer for the pigs. Write the defence case for the pigs with a strong bias. Children to write independently with peer editing to support.


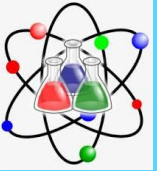
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		<p><a href="https://www.youtube.com/watch?v=vDGrfhJH1P4">https://www.youtube.com/watch?v=vDGrfhJH1P4</a></p> <p><b>Identifying features:</b></p> <p>Use a Venn to sort and identify features with narrative:</p> <p>What features do they share? How can we tell a newspaper apart from a story? e.g., Formal, quotes, reporting facts, Explain that newspapers tell stories based on fact.</p> <p>Watch advert: Stop watching after 47 seconds. What are the facts so far? Children to list facts and possibilities from the advert.</p> <p>Fact: wolf is dead.</p> <p>Possibility: he had burnt down one of the pigs houses</p>	<p>sentences in journalistic writing available on tables or on board, e.g.:</p>	<p>was happening when I saw ‘em throw out the petrol cans’, said 46-year-old woman from Peckham.</p> <p>Children to write their own witness statement into their books.</p>	
		<p><b><u>Year 5 Spelling words for this week:</u></b></p> <p>according amateur</p>	<p><b><u>Dictionary Corner:</u></b></p> <p>Put the words in context in sentences.</p>	<p><b><u>Year 5 spelling handwriting focus for this week:</u></b></p> <p>according amateur communicate</p>	

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<p><b>Spelling &amp; Handwriting</b></p>		<p>communicate develop equipment existence forty frequently government leisure physical programme soldier system vehicle</p>		<p>develop equipment existence forty frequently government leisure physical programme soldier system vehicle</p> <p><b>Put 5 of these words into sentences in context and spelled correctly.</b></p>	
 <p><b>Humanities</b></p>		<p><b>Computing:</b> <b>Mars Rover 2: Lesson 5: TinkerCAD tutorials</b></p> <p>Recap and recall: What do you remember from last lesson about TinkerCAD?</p> <p>Explain to the children that 3D design software has many purposes. In the previous lesson, the children focused on designing real 3D objects. However, there are examples where professionals use CAD to create designs that will</p>	<p><b>Geography:</b> Lesson 1: Why do geographers do fieldwork?</p> <ul style="list-style-type: none"> <li>• What is fieldwork?</li> <li>• What is the purpose of fieldwork?</li> <li>• How can geographers help people by doing different types of fieldwork?</li> <li>• How are maps used for fieldwork?</li> </ul>	<p><b>FRENCH</b> <b>Assessment – Clothes – Getting dressed in French</b></p> <p>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</p>	<p><b>PSHE</b> <b>Smoking</b></p> <p>This week will be doing a quiz about smoking to help us explore our new unit – Healthy Me. Find the set of quiz questions on the Jigsaw Portal and have a go at answering them. Once finished, take a look at the answers and add up your score. Look at the slide of how smoking affects the body. Tell children that tobacco companies in the UK used to advertise smoking to make it look attractive, but now they are not even allowed to have attractive packaging and have to display warnings and graphic photos of the damage that smoking does to the body. Images in</p>

never be printed or made into real objects.

Show the video on the link: How Pixar animations are made on VideoLink.  
<https://video.link/w/gyae>

Explain to the children that they will make changes to their designs from last lesson.

**SCIENCE**

Today you are going to manufacture your art installation design prototype! Remember to follow your design but be confident to tweak it where necessary and to ensure that your components are at the correct powered level for your design by choosing the correct batteries. You also need to start to develop your presentation for the NSAA, as you build your prototype, which needs to explain how you have met the design brief (refer to your success

opportunity to self-mark their answers.

**MUSIC**

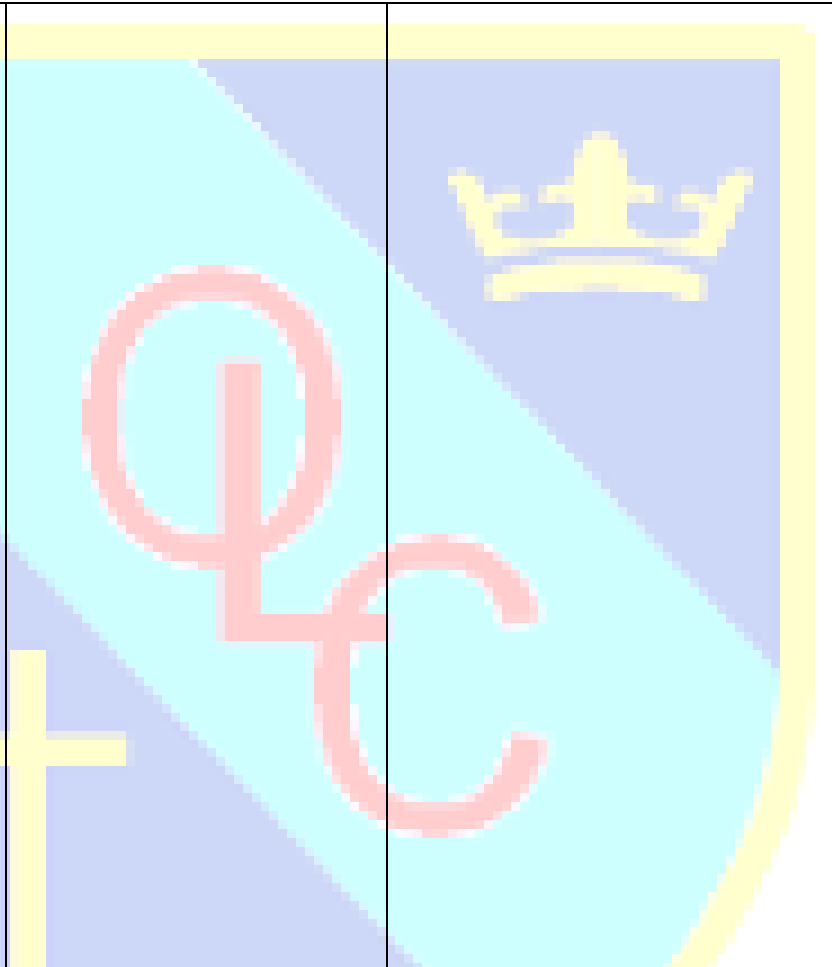
**Assessment – Musical Theatre**  
 Display the quiz presentation on the board. Children are to each have a pupil answer sheet. For each multiple-choice question displayed on the board, the children are to shade in the correct answer on their quiz sheet. This must be done independently. Once the assessment is complete, work through the correct answers addressing any misconceptions as you go. Allow the children the opportunity to self-mark their answers.

the media now tend to be very negative, but people still start smoking. Why do you think this might be? Show image again with Vaping – explain that vaping is a good way for people who are trying to give up smoking but it is still harmful. Has anyone seen vaping products for sale? Ask for examples of what they look like.

At the end of the ‘Healthy Me’ unit, we will be taking part in a debate about whether the media (TV, films and magazines), the internet and social media encourage people to live healthy lifestyles. Have a think and note down how smoking is portrayed in the media. E.g. by people on TV and films, in celebrity culture and ask if this is reflected in what people see in their communities and shops. Which do they feel are the more powerful messages? Which messages put more ‘pressure’ on young people?

criteria), but also include an explanation of how each component works and why you have used the voltage selected for what effect (demonstrating a good understanding of the electrical side of your design will be crucial to convincing the NSAA to accept a design). Also, as an additional task you need to cost out how much your design would cost to make and install (based on the given costing resource) and come to a decision about how much you would market your product at so it will make a profit.

**\*take photos of art installations for books\***



**Daily PE Activity**

**REAL PE: UNIT 3 – Lesson 6**  
**Cognitive**  
**Make Good Decisions**  
 I can explain what I am doing well and I have begun to identify areas for improvement.

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

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.

<https://youtu.be/xRdlVV-B1ow>

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



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I can use awareness of space/others to make good decisions.  
I can develop methods to outwit opponents

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.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	"I Don't Know" Stretch	Squats	Jog on the Spot
Burpies	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curls	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

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!

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.

OLC WEEKLY LEARNING PLAN

**Homework:**

**MATHS – Fractions B (Week 5) pages 58-60**

**Communicating with school**

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

