

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- 51-53**

**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: Grammar- Y5 (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

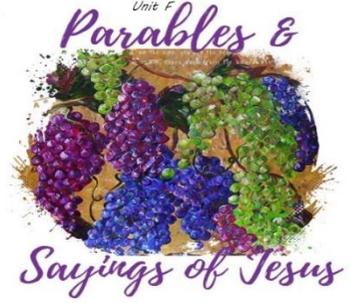
Kind regards,

Miss Hannah and Miss Chick



OLC WEEKLY LEARNING PLAN

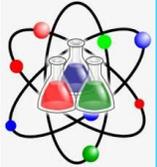
<b>Teachers:</b>	Miss Hannah Miss Chick	<b>Year:</b>	Year 5	<b>Date:</b>	29.01.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>UNIT E - BAPTISM</p> 	<p>‘God was very pleased with his Son.’ When have we made our parents/ care givers proud of us? What do we need to do to achieve this?</p> <p>God was very pleased with his Son. When have we made our parents proud of us? What do we need to do to achieve this?</p> <p>Revise previous learning about the seven Sacraments being powerful signs through which Jesus Christ continues his work today.</p> <p>In your books, revise the three categories for the Sacraments. Initiation or belonging, healing and commitment and put all of the sacraments into categories describing them with words and pictures.</p>	<p>UNIT F - PARABLES AND SAYINGS OF JESUS</p> 	<p>The Sacrament of Confirmation</p> <p>Good luck to the Year 6 Confirmandi who are receiving the blessed Sacrament of Confirmation this week.</p> 	<p>GOSPEL VALUE CATHOLIC SOCIAL TEACHING</p> <p><b>COMPASSIONATE AND LOVING</b></p> 
	<p>Fraction of an amount Pages 51-53</p>	<p>Finding the whole Pages 54-56</p>	<p>Using fractions as operators Pages 57-59</p>	<p>End of unit check Pages 60-61</p>	<p>Write decimals up to 2 decimal places – less than</p> <p>1</p>

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 <p><b>Maths</b></p>					<p>Pages 62-64</p>
 <p><b>English</b></p>	<p><b>Confirmation books</b></p>	<p><b>Confirmation books</b></p>	<p><b>Reading lesson</b></p>	<p><b>LO: To create convincing characters.</b></p>	<p><b>LO: To use noun phrases to set the scene of their story.</b></p>
		<p>Read: 153-208 (chapters 21-27).                  Discuss as a class what has been read today.                  Recap what happened in Part 1 of the book.                  Inform children that they will be writing their own dystopian story, but only part one. They will need to start thinking about their main character, companion, setting, escape plan and the outdoors.</p>	<p>Children should begin planning their setting, main characters and their character's companion. They should describe their characters.  <b>Setting description:</b> See, Hear, Smell, Taste, Touch.  <b>Character description of protagonist and back story:</b> Physical (what do they look like?) and emotional qualities (what sort of person are they?)                  What is wrong with them? What is the story behind them ending up at the dystopian school? Why do they hate it so much there and want to escape?  <b>Character description of companion:</b> Physical (what do they look like?) and emotional qualities (what sort of person are they?)</p>	<p>Model beginning to write the opening section of their story using noun phrases to set the scene. Look at the techniques the author uses to build up atmosphere and tension e.g. Short sentences that form whole paragraphs, e.g. I run. Starting sentences with 'I', for repetition. e.g. I stop and listen. I hear it again. Strong verbs, e.g. weave, squeeze, sprint, lashes, hovering, squint.                  Children have time to write the first part of their story up to where their character escapes from the school.</p> <p>Setting and character descriptions.</p> <p>Back story of character.</p>	

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				<p><b>Final sentence:</b> e.g. After countless days of fabricating and tweaking plans, we had it! The Final Escape Plan! The time had come. We were getting out of here. Children can begin writing to allow sufficient time for writing tomorrow (LO).</p>	
 <p><b>Spelling &amp; Handwriting</b></p>	<p><b>Year 5 Spelling words for this week:</b> Ceiling, conceit, conceive deceit, deceive, perceive, receipt, receive, agencies, legacies, pharmacies, policies</p>	<p><b>Dictionary Corner:</b> Ceiling, conceit, conceive deceit, deceive, perceive, receipt, receive, agencies, legacies, pharmacies, policies</p> <p>Put the words in context in sentences.</p>			<p><b>Year 5 spelling handwriting focus for this week:</b> Ceiling, conceit, conceive deceit, deceive, perceive, receipt, receive, agencies, legacies, pharmacies, policies</p> <p><b>Put 5 of these words into sentences in context and spelled correctly.</b></p>
 <p><b>Humanities</b></p>	<p><b>SCIENCE</b></p> <p>The NSAA have been in touch to request a design tweak on the brief - the lights and buzzers must now have a dimmer switch.</p> <p>What is a regular switch? What is a dimmer switch? What do you think you need to do to the electricity in a</p>	<p><b>Computing:</b> <b>Lesson 4: Tinkering with CAD</b></p> <p><u>Recap and recall:</u> Begin session with completing the quiz based on last lesson.</p> <p>Play the video: <a href="https://video.link/w/ypae">https://video.link/w/ypae</a></p>	<p><b>Geography:</b> <b>Lesson 5: What can we learn from Freiburg?</b></p> <p>Where is Freiburg?</p> <p>What sustainable measures has Freiburg taken?</p>	<p><b>FRENCH</b></p> <p>Before the lesson: Watch teacher video –<b>Catalogue clothes.</b></p> <p>Presentation: 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><b>PSHE</b> <b>How Can We Support Each Other?</b></p> <p>Have a think about what we can share from other countries, e.g. music influences, types of foods native to other countries, opportunities to learn about other cultures, sports, dance, etc.</p>

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dimmer switch to reduce the brightness in a bulb? Chn may suggest that you need to put another component in! **Get Yr6 chn to remind you what happens to the electricity when it goes into a component (it is resisted).**

Begin thinking of a way of essentially reducing and increasing the flow of electricity to create a dimmer switch.

Take a look at the adapted pencil on (Hamilton) – do you think electricity can flow through this?

Use this link to find out how a graphite pencil can be used to create a dimmer switch

<https://www.youtube.com/watch?v=hfyknX2W694>

Clarify and demonstrate that if the connection (crocodile clip) is moved from the top to the bottom of the graphite the bulb will be brighter at one end than the other (**take photos for books**). Ask chn to share

The children will design a new Mars Rover tyre using 3D design software, TinkerCAD. Inform the children that CAD stands for computer aided design and professionals use it to visualise 3D objects before making them.

Watch tutorial on TinkerCAD  
<https://video.link/w/opae>

Children will need to google TinkerCAD and then insert their class code and their username (see print out).

Remind the children that they will design a tyre for the Mars Rover and they will continue to work on their designs in the next lesson.

Demonstrate how to begin a design by dragging and dropping shapes from the column

How do these measures support each other?

**MUSIC**

Before the lesson: Watch teacher video – Create your own musical.

Attention grabber: Ask each group to recap what they have achieved so far. Are there any outstanding tasks that need to be completed, or can they move straight on to rehearsing? Get each group to agree on what the different members of the group need to rehearse in this lesson to make the performance a success.

Main event: Pupils rehearse the elements that they need to, whether focusing on spoken dialogue, dance or song. Circulate around the groups and offer feedback, giving them frequent time updates to ensure that they can plan their rehearsal effectively and cover everything they need to in this lesson, ready to perform next time. Before setting the chn off, talk

Attention grabber: Display the *Presentation: J'aime, je n'aime pas*. Show slide 2 and remind the children how a negative statement is made by putting **ne** and **pas** around the verb. Show slide 3 and introduce the word **les vêtements** – the clothes and the question, **Tu aimes les vêtements ?** – Do you like these clothes? Model and then get the children to answer with, **Oui, j'aime les vêtements !** – Yes, I like the clothes! or **Non, je n'aime pas les vêtements !** – No, I don't like the clothes. Go through slides 4- 12 quickly, asking a few children for each slide whether they like the clothes and getting them to respond.

Main event: In groups chn will create a page for the catalogue with an image of an outfit designed by them, labelled with a description. To help them to write their label, they will have a word mat. Remind chn that: Adjectives of colour go after the noun, adjectives of size go before the noun and adjectives must agree with the gender and number of

Now think about what we might be able to offer to other countries, e.g. music, food specific to UK, aid, medical supplies, etc. We are able to share a number of things from and with other countries but also sometimes we are able offer further support to countries/people in other countries that might be in crisis or need support.

What ways might we share in other cultures? How are our lives influenced by other cultures? Can you think of any examples of how you have raised money for charity, taken part in a community event or tried to support others? You are now going to have a challenge to devise an event or activity that could raise money for charity. Spend some time planning what you would like to do and to start completing the project planning sheet (Jigsaw Portal).

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their dimmer switch thoughts on how it works – explain that we call it a ‘variable resistor’. Chn suggest where dimmer switches might prove more useful than on/off switches (to create subtle lighting or alter the volume of a CD).

Your activity today is to make your final design tweaks! You must use what you have learned today to incorporate a ‘dimmer switch’ into your design – redraw your circuit diagram including a dimmer switch.

Now your design is ready to go, you need to make a final list of the materials, electric components and tools that you will need (see materials request form on Hamilton).

on the right onto the work pane.

The children will explore the software further in the next lesson.

them through the reminders for each aspect of their performance - spoken dialogue, singing, dancing and transitions (on Kapow – Main event).

the noun described. For any children who are ready for a further challenge, go through the additional adjectives and adjective rules on slides 13-16 of the *Presentation: J’aime, je n’aime pas* and then give these children the Activity: *Les vêtements word mat (2)*.



Daily PE Activity

**REAL PE: UNIT 3 – Lesson 3**  
**Cognitive**  
**Make Good Decisions**  
 I can explain what I am doing well and I have

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/xRdIVV-B10w>

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

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

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

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begun to identify areas for improvement.  
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
Burpees	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!

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.

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

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**Homework:**

**MATHS – Multiplication and Division B (Week 3) pages 51-53**

**Communicating with school**

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

