

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- 24-26

Maths homework will be sent out on a Friday and due in the following Thursday.

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



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

Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	20.11.23
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MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Month of Remembrance

LO: To create an advent calendar in preparation for the coming season.

Saints Focus

Gospel Value Focus



RE



November is the Month of Remembrance for those who have given their lives so that we can live ours peacefully.

At the eleventh hour on the eleventh day of the eleventh month – we will remember them. The Armistice, an agreement to end the fighting of the First World War as a prelude to peace negotiations, began at 11am on 11 November 1918.

Activity

Create a religious Advent calendar with a different interval for each day in preparation for the coming Season of Advent based on the Jesse Tree.

Lesson to be continued next week





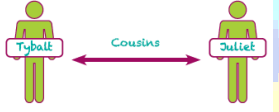
<https://mycatholic.life/saints/saints-of-the-liturgical-year/november-10-st-leo-the-great>

This week's saints focus brings us to the life and work of St Leo the Great. Read through the life of the Saints and pray together:

Saint Leo the Great, you exercised your papal ministry with humility and strength, wisdom and pastoral diplomacy, guiding the Church through a difficult period. Please pray for me, that I will learn from your example and always remain firm in my faith, doing all

**ATTENTIVE
AND
DISCERNING**

OLC WEEKLY LEARNING PLAN

				<i>I can to lead others to God. Saint Leo the Great, pray for me. Jesus, I trust in You.</i>	
 <p>Maths</p>	<p>Equivalent fractions Page 122-124</p>	<p>Equivalent fractions – unit and non-unit Page 125-127</p>	<p>Equivalent fractions – families of equivalent fractions Page 128-130</p>	<p>Improper fractions to mixed numbers Page 131-133</p>	<p>Mixed numbers to improper fractions Page 134-136</p>
 <p>English</p>	<p>LO: To write statements using a range of past tense verbs within a biography and edit for cohesion. <i>Continued from last week</i> Editing lesson</p>	<p>Romeo and Juliet LO: To use modal verbs to make predictions about a text</p>	<p>LO: To use expanded noun phrases to describe character's attributes.</p>	<p>LO: To use a range of adverbials of manner to describe action.</p>	<p>LO: To use dialogue for characterisation.</p>
	<p>Shared Writing: Model the following paragraph (or something similar).</p> <p>George Mielies was born in Paris in 1861. He parents were shoes makers and wanted him to join the family business. Although he found the machinery interesting, he was always thinking about magic and theatre. When he was finally old enough, he</p>	<p>Set up a murder scene. Use police tape and have a chalk outline of two people next to each other – one clearly a man and the other a woman. Include various props such as: two banners (red and blue) with the Montague and Capulet coat-of-arms, a toy wedding ring and an empty antique-looking bottle with an</p>	<p>Read pages 4-9. Model on the board the relationship between the key characters: Juliet, Romeo, Tybalt, Mercutio and Benvolio. How are they linked to one another?</p>  <p>Read the second scene up to page 11. What do we learn about the characters in the story so far? Create a</p>	<p>Synonym roll: Children have 2 minutes to write down as many synonyms for the word 'jump' as you can find/think of. Read pages 8 – 9 again. Give some of the children parts this time and ask them to act the scene out whilst the other children sit in a circle around the actors. After they have</p>	<p>“70% of communication is body language” Have this quote on the board and ask children: What do you think of this statement? Do you think it's true? I'm Fine! How many ways can you say “I'm Fine”? Give each child an emotion cards, children have to say “I'm fine” in that emotion and others have to guess.</p>

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sold his share of the factory and opened a magic theatre he had been dreaming of.

Children to write their biography based on Méliès' life which will be placed in the programme at the ceremony taking place and the French Film Academy.

Insert the correct verb form into the sentence:

People have ____ making films for over a hundred years, but the process now ____ very different from how it ____ to be.

'Apothecary' label on it. Children analyse the clues and orally rehearse predictions and write possible questions.

Back in class, children order modal verbs in level of certainty – use shades of meaning. Ask children to write out their predictions and any questions they have about what could have happened at the crime scene.

Model writing tag questions for children. Encourage them to write their own. Children share their predictions.

character map on the board, with what we know about each and what we want to know about the characters and links to other characters. Leave blank characters whom we haven't been introduced to yet and add to these as story progresses.

Shared writing:
Model using a range of noun phrases:
Friar Lawrence, the man of peace
Romeo, a love-sick, forlorn boy
The depressed boy sighing under the tree

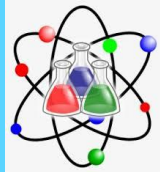
Children can work in pairs to use paper dolls to map out the characters on a large piece of paper. Use the Montague/Capulet emblems to separate the characters into their separate family trees.

performed themselves, show a movie clip of this scene (the 1968 version is more appropriate here). As they watch the scene, ask them to note down all the relevant verbs that they can see. Model writing different kinds of adverbials of manner (also use the synonyms for 'jump' used in the warm up). Use a sentence strip to improve the sentence: As deadly as a cobra, Tybalt lunged at Benvolio. Viciously, Tybalt leapt at Benvolio. Angry, Tybalt flew at Benvolio. Seeing red, Tybalt sprang at Benvolio. Children write a short narrative passage describing the first fight scene using a range of single and multi-clause sentences. Greater Depth writers could include colloquial dialogue using

Read pages 10 – 11. Allow children the chance to act out the scene in small groups. Focus on Romeo's body language – forlorn, dejected and lovesick. Children write a piece of dialogue between Mercutio, Romeo and Benvolio. They will focus on the dejected body language of Romeo and contrast this with the more upbeat body language of Benvolio. Greater depth writers could include their story by having the characters find a Royal party invitation. This is a could opportunity for children to write in formal tone.

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				<p>apostrophes and slang. They could also juxtapose this casual tone to the Prince's Royal Proclamation changing to a more formal, regal tone.</p>	
 <p>Spelling & Handwriting</p>	<p>Year 6 Spelling words for this week:</p> <ul style="list-style-type: none"> disarm discombobulate disembark disengage disinvite dislocate disloyal disorientate displease disqualify disuse misalign miscalculate misconstrue misfeed misinform misinterpret misjudge misshape misspell mistime misunderstand 	<p>REVIEW LESSON:</p> <p>More prefixes: <i>anti-, un-, in-</i></p>	<p>Dictionary Corner:</p> <p>Put the words in context in sentences.</p>	<p>MASTERY LESSON:</p> <p>Verb prefixes: <i>dis-, mis-</i></p>	<p>Year 6 spelling handwriting focus for this week:</p> <ul style="list-style-type: none"> disarm discombobulate disembark disengage disinvite dislocate disloyal disorientate displease disqualify disuse misalign miscalculate misconstrue misfeed misinform misinterpret misjudge misshape misspell mistime misunderstand



Humanities

SCIENCE

First challenge! Can you name all seven colours of the spectrum?

Find a range of coloured objects and try to explain how you know it is that colour.

Watch this video: [The Human Eye](#). Write an explanation of how we see colours and draw a ray diagram to demonstrate this.

Next challenge! Do we all see the same colours? How could we know this for sure?

For further research, take a look at 'Animal eye views of colour' (Hamilton- page 7) and [Why do we see colours differently?](#)

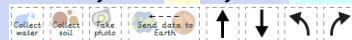
Now you have delved deep into the big questions of how we see colour and if we all see the same colours, you can have a go at the carousel activities exploring different ways of

Computing: Mars Rover (1)- Lesson 3:

LO: To identify the computer architecture of the Mars Rovers.

Recap and recall

Main event: work through powerpoint from kapow. Complete the worksheet using any of these icons as many times as you like:



Conclude lesson with watching the video link.

ART

Lesson 3: Self-portraits

Extending ideas from Lessons 1 and 2, learning about the purpose of self-portraits and comparing work by a range of artists in different mediums, including mixed media

Geography:

Lesson 3: Why are biomes under threat?

Why is there a climate emergency?
Why are some animals and plants vulnerable to climate change?
How might biomes change?

Unit progress check in

Music

Before the lesson: Watch teacher video – Playing a chord

Attention grabber: Hand out the glockenspiels. Display the *Presentation: 12-bar Blues (2)*. Re-cap the last lesson by using slide 2 to play the 12-bar Blues backing track while the children clap and call out the names of the chords as they are played. Then get the children to play the first line on glockenspiels, using slide 3.

Main event: Using slide 4, introduce the children to the

FRENCH

Before the lesson: Watch teacher video – What are they like?

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.

Attention grabber: Display the presentation: Family album and give each pair a copy. Show slide 2, which introduces six relatives, five of whom have pictures.

Main event: In their pairs, the children are going to use the clues to work out the identity of each of the members of the family, labelling them with their names. Once children have used the clues to label the family member, reveal who it is. Finally, the children need to look at the clues for Monique and draw

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

PSHE

Types of Bullying

What is the difference between direct and indirect bullying? Can you write a definition for each of these? Take a look at the list of statements on the PowerPoint (Jigsaw Portal) and decide if each statement would be an example of direct or indirect bullying. Now look at the real definitions of direct and indirect bullying on the Jigsaw plan (slide 12) and check your original judgment for each of the statements.

Underneath your definitions of direct and indirect bullying, write or draw...

- One example of indirect bullying.

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splitting light (Hamilton page 4-5).

<https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-painting/lesson-3-self-portraits/>

second line of the 12-bar Blues.
Once the children have mastered the second line, they should practise playing the first and second lines using slide 5. Now move on to the third and final line using slide 6.
Wrapping up: Use slide 7 to play the backing track and get the children to join in playing the 12-bar Blues in time. On whiteboards, children draw a 12-bar Blues grid and have a go at completing the correct chord (C, F and G) sequence. Use slide 8 to reveal the answers.

what she should look like. Reveal Monique's image.

- One example direct bullying.
- One way to encourage children who are using bullying behaviours to make other choices.
- One way to support children who are being bullied.



Daily PE Activity

**REAL PE: UNIT 2 –
Lesson 3
SOCIAL
Organise and Guide
Others**

I show patience and support others, listening carefully to them about our work.
I cooperate well with others and give helpful feedback.
I can negotiate and collaborate appropriately.

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

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

Star Jump challenge -
How many star jumps can you and your friends do at break time in 2 minutes?
Lets see who can do the most!

Galaxy hop like Sox

THE HUMAN LIGHTYEAR

In space, each jump takes you further – especially when you're a sprightly robot cat! Hop and spring like there's no gravity on this planet!

Instructions

- 1 Everybody stands in a line at the start.
- 2 The person at the front of the line runs a short distance, stops, crouches down and backs in their hand.
- 3 Now the next person in the line should run and leap over the first person, just like the leaping person in the advertisement. Then they run a little further and crouch down too.
- 4 Now the third person in the line runs and superhuman leaps over the first person, then the second person. Keep going until everyone in the line has leapt/stepped and is crouching.
- 5 How far the person who started should stand and leap over everyone, one at a time. How long can you leap for?

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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.

each day to make sure we’re giving ourselves a good chance to keep fit!

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

Homework:

MATHS – Multiplication and division A (Week 7) pages 24-26

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Communicating with school

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

