

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- 100-102

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: Parenthesis and Commas (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

Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	03.06.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>LO: To explore how Jesus' message was spread by Peter after Pentecost.</p> <p>Big Question: If you were Peter, what difficulties would you have faced when spreading Jesus' message?</p>		<p>LO: To understand how Stephen became a Christian Martyr.</p> <p>Big Question: What qualities did it take for Stephen to do what he did?</p>	
		<p>New unit – The Work of The Apostles</p> <p><u>Lesson 1</u></p> <p>Recall previous learning about Pentecost and how the Apostles' lives were changed by this event.</p> <p>What does the name "Apostle" mean?</p> <p>The Apostles of Jesus were sent out after Pentecost to preach the Good News of the Resurrection.</p>		<p><u>Lesson 2</u></p> <p>Read and role-play the story of Stephen.</p> <p>https://www.biblegateway.com/passage/?search=Acts%207%3A54-60&version=NIV</p> <p>Hot-seat Stephen to discover what his feelings might have been at this time. Why was he so keen to be a follower of Christ?</p> <p>Children to write an account as if they were Stephen. Explore the issues of conflict</p>	

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		<p>Read the story of the preaching of Peter on the first Pentecost Sunday. https://www.biblegateway.com/passage/?search=Acts%202%3A14-41&version=ESV</p> <p>Highlight from the text the main elements of the message of Peter. What does this message tell us about Christ? Why was it so important for him to proclaim this message? Write a short synopsis about the sermon, what is Peter telling the people? Does he warn them or does he guide them into a life with Christ?</p>		<p>that Stephen faced and how he dealt with them. Revise previous learning about a martyr. Explore the idea of Stephen giving his life for his belief in Christ.</p>	
 <p>Maths</p>	<p>Multiply by 10 Pages 99-101</p>	<p>Multiply by 10, 100 and 1,000 Pages 102-104</p>	<p>Divide by 10 Pages 105-107</p>	<p>Divide by 10, 100 and 1,000 Pages 108-110</p>	<p>End of unit check Pages 111-113</p>
	<p>LO: To ask questions and speculate answers. Ask children to sit with their eyes closed and play them</p>	<p>LO: To use modal verbs to write a proposal. Share the following words and ask children to sort them into</p>	<p>LO: To use clauses to clarify meaning. Read the next three double page spreads, up to 'only to</p>	<p>LO: To convert informal to formal language. Read up to 'The name she picked for me was...'</p>	<p>LO: To explore synonyms for abstract nouns. Display the words orbit, land, rove. Can children</p>

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English

some 'space' music. How do the sounds make them feel? Do they remind them of anything? Show children an informational video about the Solar System.

Talk to the hand:

Now, pose the question:

What are you curious about?

Allow time for discussion, then provide felt pens and large paper for children to record their curiosities as questions, e.g. *how long would it take to reach the sun?*

Without showing children the front cover or first page, read the second double page:

'*Since the beginning of recorded history...*' (see PP)

Create an imaginary continuum line across the hall:



Ask children to stand along the line in the place that best represents their opinion. Hold a discussion around the question: *Is there anybody else out there?*

Ask children to record a speculative answer to the question. You may wish to provide children with a range of modal adverbs to support their speculative answers e.g. *perhaps, maybe, possibly, probably.*

adjectives and nouns - terrain, atmosphere, environment, surface, uninhabited, undiscovered, impossible, unknown, inhospitable. Share images of Mars and use the words to create simple noun phrases, e.g. uninhabited environment.

Life on Mars:

Read from 'Mars - The red planet' up to 'But what if it was possible to send an explorer into space who didn't need food, water or oxygen?' Don't read the last line on the page! Elicit that if Mars is to be explored, a robust robot will need to be sent in place of humans. We need to send a proposal to NASA to get them to build it!

Example:

The Robots capacity...
MUST- Be able to withstand the inhospitable environment
SHOULD- be able to explore rough terrain
COULD- carry out experiments
WILL- help us make new discoveries about this unknown planet.

Children to create their own in their books.

Needed at NASA!

Model writing a short proposal to NASA to request they build a rover to explore Mars.

Shared writing

NEEDED: a robot to explore Mars

realise bacteria had come with me from Earth.'

Clarify who the narrator of the book is. Why do you think the author chose to use first person? What does this add to the story?

Look at the word 'meaning' in the following sentence:

This cord transfers a static charge from the team member to the floor, meaning they won't give off a static shock.

What function does 'meaning' have in the sentence?

Which conjunction does it replace?

What is the function of the whole clause?

Elicit that the clause allows us to clarify meaning.

The following words also have the same function: allowing, providing and giving.

Look at the following sentence:

Previous successful rovers had taken photos of Mars, giving us never before seen images.

In groups, ask children to experiment with changing the word 'giving' to one of the other options. They could use sentence strips to show how the end of the sentence would change.

Generate a list of alternative third person singular and possessive pronouns - it, its, the rover, the robot.

Focus on the double page with the rover diagrams.

Show children how pronouns, subordination and relative clauses can be used to change the formality of the writing. Refer back to the yesterday's learning. Converting curiosity:

Provide children with a diagram of Curiosity. Using information from the pages read so far, children create their own formal labels to explain its features.

Which is the most appropriate relative pronoun?

Curiosity, _____ is covered in cameras, is about the size of a small car.

The rover has a storage compartment _____ scientific testing kits are kept.

Its battery, _____ is nuclear powered, will power the rover for many years.

define them? What word class are they? Explore adding the -er suffix. Which word class are they now?

Explain that orbiter, lander and rover are the types of space exploration vehicles used by NASA.

Provide the names of NASA exploration vehicles on cards (see resources). Ask children to use the Mars Rovers page at the back of the book to place the vehicles on a timeline and identify whether they are orbiters, landers or rovers.

How many rovers have there been? Which word class do their names fall into?

Provide additional names of vehicles from historical exploration - Discovery (Captain Scott), Endeavour (James Cook), Victory (Admiral Nelson), Endurance (Shackleton).

Notice that they are all abstract nouns. Model choosing one of the names and identifying synonyms. For synonyms that are verbs, show children how to convert to nouns using -er /-or suffixes.

Ask children to explore words of their choosing. From their research, ask children to narrow down on

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		<p>Mars is our closest neighbour, yet it remains largely undiscovered. We <u>must</u> build a robot which <u>will</u> help us explore this uninhabited planet. Due to the rough terrain and tremendous journey time to get there, it <u>would</u> be impossible to send a human. The new design <u>should</u> be built to last and <u>could</u> even carry out scientific experiments from the Red Planet's rocky surface.</p> <p>Children to create their own NASA proposals including modal verbs and the simple noun phrases from earlier in the session.</p> <p>Read the last line - 'This is where I come in' and share the first page of the book to introduce Curiosity. Discuss the two questions on the page and speculate as to the answers.</p>	<p>Allowing for meaning: Look at the page with the labelled diagrams of the Apollo Astronaut and Mars Rover. Model how to use subordinate clauses to add meaning to labels. For example: The Apollo suit contains a life support system, <u>allowing</u> the astronaut to breathe while in space. On-board the rover is a camera, <u>meaning</u> images can be transmitted back to Earth from Mars.</p> <p>Children write a range of multi-clause sentences using this sentence structure, drawing on the labelled diagrams to support with ideas for these. Which would be the most appropriate verb? All six wheels remain in contact with the ground, _____ all kinds of terrain are accessible. An air shower blasts away dust before people enter, _____ the laboratory to remain clean at all times.</p>		<p>the name of their space exploration rover. <u>My rover will be named _____ because...</u> Looking at the range of synonyms generated, sort words into those relating to exploration, journeying or human characteristics. Which words represent human characteristics? Why do you think these are chosen as names of exploration vehicles?</p>
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Year 5 Spelling words for this week:

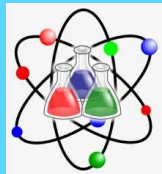


Convenience conscious desperate determined environment especially frequently harass hindrance identity individual language necessary nuisance occur opportunity persuade prejudice suggest

Spelling & Handwriting

Dictionary Corner:
Put the words in context in sentences.

Year 5 spelling handwriting focus for this week:
Put 5 of these words into sentences in context and spelled correctly.



Humanities

Science

Set up the two starter challenges (3 challenges for Yr 6) on each table and get chn to complete in small groups. Come back together, share chn's suggestions and go through each one (see guidance – printed resources). Ask chn how scientists know the long-term impact of diet, exercise and lifestyle – through studies. Follow the PowerPoint and use the information resources on Hamilton to learn all about the impact diet, exercise and lifestyle has on how our bodies function. Today chn will create a public information poster exploring healthy and unhealthy lifestyles,

Geography

Lesson 1: What is globalisation?

What is globalisation?

When did globalisation begin?

How have containers contributed to globalisation?

Art

Computing

Lesson 1: Invention design (Designing and using an electronic product; adapting existing code to achieve a desired result)

LO: To design an electronic product.

I can evaluate code and understand what it does. I know that programs are designed for a specific purpose.

I can use and adapt existing code to design a product.

Children will be using the computer room and the websites:

<https://makecode.microbit.org/> and <https://makecode.microbit.org/#editor>

Music

French

Exploring the French-speaking world

Before the lesson: Watch teacher video – **Globetrotters**

Attention grabber: Display the *Presentation: Cherchez l'intrus* and recap the countries with the children.

Main event: Explain that the children are going to create their own passports. Hand out the *Activity: Passport template*. Give each pair one page from the *Activity: Country fact files*. Whichever page the pair has (France, Belgium, Vietnam, Quebec or Morocco), this will be the pair's 'home country'. In their pairs, the children complete the first box inside their respective passports, giving details of the home country

PSHE

Self-Image and Body Image

Show slide 5 and using the self-image cards, ask for a class consensus to place the cards near the happy face or the sad face according to their perceptions of whether that aspect of self-image is positive or negative. Let's think about the issue of body image expectations and what is shared online. Look at the image on the Jigsaw Portal. How can you tell this image have been altered? Draw out that it could affect their mental health and physical health e.g. restricting what activities they go out and do, following an unhealthy diet, taking

offering 'expert' advice for others on the eating habits, healthy habits and levels and types of exercise that they should be incorporating into their lifestyle on a weekly basis **as well as the dangers and importance of drugs and alcohol (Yr 6).**



Songs of World War 2

Attention grabber: Recap the Solfa scale with the class by playing the *Pupil video: Solfa pitches* to the class and getting them to join in.

Main event: We are going to explore the pitch of the counter-melody for 'The White Cliffs of Dover'. Present children with the *Activity: The White Cliffs of Dover counter-melody score* featuring note heads. Recap what they remember about scores and pitch. Play the *Backing track with counter melody* and sing along while following the notated score with fingers. Discuss how the voices sounded higher when the lines/score went higher, and how the voices sounded lower when the shapes/score went lower. Using the first few notes as a guide, fill in the blank note heads by writing the Solfa note names on the relevant notes, using the Solfa ladder to help you.


name, population size, climate and places to visit. Play the flight safety information using the link: [Air France safety video](#). On 'landing', the pairs of chn will find another pair and use the prompts from the passport to ask questions in French about their 'home country'. **Quel est le nom du pays ?** – What is the country called? **Quelle est la population ?** – What is the population? **Quel est le climat ?** – What is the climate like? **Qu'est-ce qu'il y a à visiter ?** – What is there to visit? They should find out the information about a new country and complete the next box in their passports. Repeat until all the countries have been visited.

Assessment – Exploring the French-speaking world


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.

risks with creams designed for adults or taking risks. Make the point that both males and females are affected by this, and that it is NOT just a 'girl thing'. Explain that using affirmations is a simple technique that can help to transform negative self-image into positive self-image, which in turn raises self-esteem. One example of a negative aspect of self-image is, "I am heavier than I want to be." How could we change this negative statement into a positive one to help the person feel better? e.g. "I feel healthy and like how I look". To make the negative self-talk turn to positive you have to write the affirmation as if what you want to happen is already the reality. Look at the 'Self-image' picture frame template on the Jigsaw Portal. These are just some of the factors that make up our self-image, use this to write ten words/ phrases inside the picture frame

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			<p>Now that the counter-melody has been explored further, the class can sing the counter-melody at the same time as the melody. Split the class into two groups. Allocate one as 'Melody', and one as 'Counter-melody'. Sing along with the <i>Backing track with melody and counter-melody</i>, with both groups singing at the same time. Swap the groups over so each child has a chance to sing the counter-melody and the melody.</p> <p><u>Assessment – Songs of World War 2</u></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. Once the assessment is complete, work through the correct answers addressing any</p>	<p>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. EMC - In a different coloured pencil, the children can re-visit the knowledge catcher they did at the start of the unit, adding more information to it.</p>	<p>template that best describe the internal picture (self-image) you hold of yourself. Now draw a smiley face by the words that describe the parts you are happy with and a sad face by the words that you are unhappy about. Take one of your self-image words that you put a sad face by and change it into a positive affirmation. If you change the negative perceptions of yourself into positive i.e., you can see yourself in a more positive way, this could raise your self-esteem.</p>
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			misconceptions as you go. Allow the children the opportunity to self-mark their answers.		
 Daily PE Activity					

Homework:

MATHS – Position and direction (week 5) 100-102

Communicating with school

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