

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- 31-33

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.


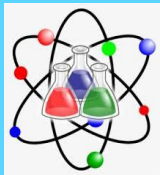
Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	4.12.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	ADVENT WEEK ONE It's the most wonderful time of the year again! He is coming As we enter the first week of Advent, we remember all of those we have lost this year as we prepare for the coming of new life – the coming of our Lord and Saviour: Jesus!	What does John the Baptist encourage a believer in Christ to do in their life? Brainstorm with the children the concept of “messages”. Which ones have you recently received? Categorise types of messages (e.g. for information, reassurance, etc.) Read the message of John the Baptist in the wilderness. Summarise the message in a group of statements. What was John asking the people to do?	SAINTS FOCUS https://mycatholic.life/saints/saints-of-the-liturgical-year/8-december-immaculate-conception-of-the-blessed-virgin-mary--solemnity This week's saints focus brings us to the The Immaculate Conception. Read through the life of the Saints and pray together: <i>Most holy Mother, you are the Immaculate Conception, God's most precious treasure</i>	STAY AND PRAY This week parents are invited to join UKS2 in the hall for a special ‘Stay and Pray’ Service, led by our wonderful	GOSPEL VALUE ATTENTIVE AND DISCERNING

		<p>Why do you think he saw his role as being so important? Explore ways in which different people who came to John in the wilderness may have responded to his message.</p> <p>Have the children ever had to deliver an unwelcome message?</p> <p>Do the children think that John’s work was always easy for him?</p> <p>What qualities did John need to complete his task?</p> <p>In what ways does the message of John the Baptist help Christians to prepare for the coming of Jesus?</p> <p>From what you have learnt about John the Baptist, create a “person profile” document for John the Baptist.</p>	<p><i>and His singular delight. To your intercession and mediation I entrust my life. Take me to your Son and pour forth His grace upon me and upon the whole world. I entrust to you every care, concern, confusion, struggle, and cross. I turn to you for every grace of faith, hope, and love from Heaven, so that I can become more fully conformed to the image of your Son Who alone is the Savior of the World. Mother Mary, the Immaculate Conception, pray for me. Jesus, I trust in You</i></p>	<p>children at 9.15am.</p>																					
 Maths	<p>End of Unit Check Pages 146-147</p>	<p>Add and subtract fractions Pages 148-150</p>	<p>Add fractions within 1 Pages 151-153</p>	<p>Add fractions with a total greater than 1 Pages 154-156</p>	<p>Add to a mixed number Pages 157-159</p>																				
 English	<p>LO: To use the subjunctive mood to write a persuasive letter.</p> <p>Read Act 3, Scene 4, Scene 5 Focus on the harsh language that Lord Capulet uses to speak to Juliet. Also, focus on the way Nurse is trying to defend Juliet but also wants to look out for her best interests. Watch the relevant part of the 1968 film. Recap on the subjunctive mood and focus on the tone and level of formality. Look at these sentences and ask which is the subjunctive and why? Focus on the</p>	<p>LO: To use conjunctions to justify opinion and recognize themes.</p> <p>Read up to the end of the play and discuss what the themes of the story might be. Introduce children to some of the ideas that might be expressed within the play, e.g. love, hatred, extreme emotions, individual freedom, forgiveness. Model how to back up, with evidence from the text where appropriate, why they are or are not relevant themes. Children to complete a ‘Zone of Relevance’ for the themes in the play, placing the ideas that are relevant to the themes of the play in the central zone and those less relevant on the</p>	<p>LO: To plan a story based on the style of another author.</p> <p>First, children need to plan the main events of their play scripts.</p> <table border="1"><tr><td>What is your play called?</td><td>Red team vs Blue Team</td></tr><tr><td>When is your play set?</td><td>Modern day, 2023</td></tr><tr><td>Where is your play set?</td><td>School setting</td></tr><tr><td>Who are the characters in your play? Describe them.</td><td>2 teams (Red team and Blue Team)</td></tr><tr><td>Red team:</td><td>Tom- Team leader. Very confident. Very good at running. Shelley- Funny and very good at football.</td></tr><tr><td>Blue team:</td><td>Chris- Team leader. Always in fights and causing trouble at school. Very good at running. Chloe- Always causing arguments between the girls. Good at being in good for football.</td></tr><tr><td>Why are you creating a play? What are the main events that occur in your play?</td><td>Blue team cheated at the sports day event last year. Blue team ended up winning and continue to brag about winning. Red team want revenge for their cheating.</td></tr><tr><td>Scene 1:</td><td>on the playground the 2 teams start to argue and Tom threatens the blue team.</td></tr><tr><td>Scene 2:</td><td>In the lunch hall, Tom approaches Chris in an argument. Then, the 2 teams begin fighting.</td></tr><tr><td>Scene 3:</td><td>Both teams are called into the principles office where they are all expelled. All four of them are removed from their teams and are not allowed to take part in them again.</td></tr></table> <p>Planning for playscripts: Explain that we are going to create our own stories. Discuss with the children how they could modernise the story and perhaps set it in their local community or in the school setting.</p>	What is your play called?	Red team vs Blue Team	When is your play set?	Modern day, 2023	Where is your play set?	School setting	Who are the characters in your play? Describe them.	2 teams (Red team and Blue Team)	Red team:	Tom- Team leader. Very confident. Very good at running. Shelley- Funny and very good at football.	Blue team:	Chris- Team leader. Always in fights and causing trouble at school. Very good at running. Chloe- Always causing arguments between the girls. Good at being in good for football.	Why are you creating a play? What are the main events that occur in your play?	Blue team cheated at the sports day event last year. Blue team ended up winning and continue to brag about winning. Red team want revenge for their cheating.	Scene 1:	on the playground the 2 teams start to argue and Tom threatens the blue team.	Scene 2:	In the lunch hall, Tom approaches Chris in an argument. Then, the 2 teams begin fighting.	Scene 3:	Both teams are called into the principles office where they are all expelled. All four of them are removed from their teams and are not allowed to take part in them again.	<p>UKS2 Stay and Pray</p>	<p>LO: To create characterisation through parenthesis.</p> <p>Creating characterisation: Give children the dialogue: Blue Child A: If you start an argument, I’ll back you! Blue Child B: Did you just through food at me, mate? Red Child A: I threw food, what’s the problem? Discuss how a stage direction, e.g. adverbial, could create characterisation about how to read the sentence, e.g. Blue Child A (with fear in his voice): If you start an argument, I’ll back you.Shared writing: Model using the shared plan to create the first scene of a playscript, focusing only on the dialogue, especially dialogue that moves the action forward, during this part of the writing process. Children to use their plan to write the first scene of a playscript, focusing only on the dialogue, as in the modelled version. Children to use the creating conversations scaffold were appropriate to plan and structure their dialogue. Children should be allowed editing time to focus on dialogue that creates characterization and moves action forward.</p>
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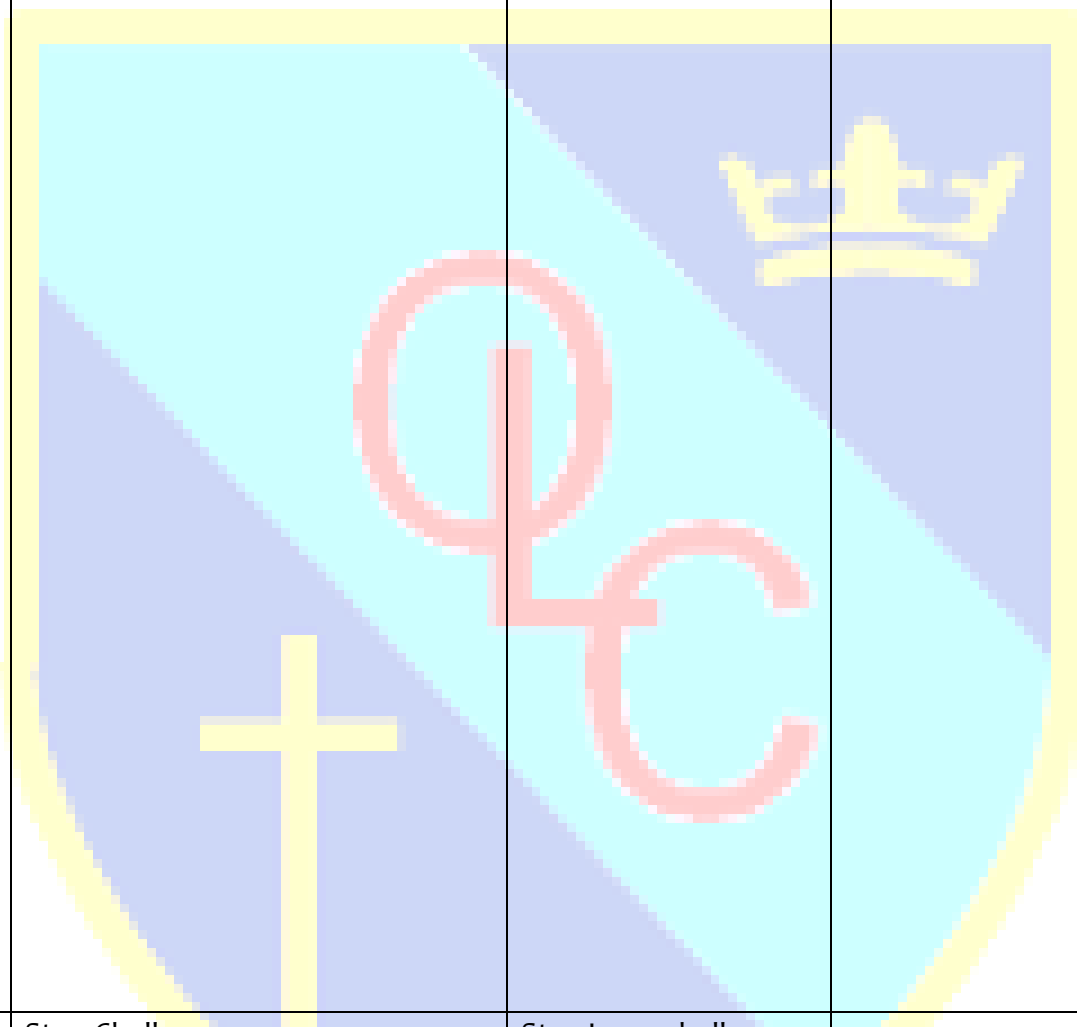
Continued Monday and Tuesday

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	<p>indicative verb form, that ‘to be’ is used and ‘were’. If I were you. I’d marry Count Paris. If I was you, I’d marry Paris. He demands that you be sensible. He demands that you are sensible. I request you write to the Prince. Children write in character as Nurse Juliet, persuading her and giving her advice. This could be written by Nurse to Lord Capulet also. Focus on formal tone. The letter can switch from formal subjunctive mood then, in the last paragraph, take on a more informal maternal tone. Encourage this with greater depth writers.</p>	<p>outside. As a follow up, children to write a paragraph about each of the chosen themes, using conjunctions such as because, since, as, so, although and prepositions such as therefore and despite to give reason and explain and justify responses.</p>	<div><div>Scene 1</div><div>Who?</div><div>Where?</div><div>What happens?</div><div>When?</div><div>Where?</div><div>What happens?</div></div> <div><div>Tom, Shelley, Chlo and Chlo.</div><div>Break time</div><div>The 2 teams start giving each other dirty looks. They start to argue and Shelley is upset about the Blue team cheating. Tom threatens the Blue team about fighting at lunch time.</div></div>		
<div><div></div><div>Spelling & Handwriting</div></div>	<p>Year 5 Spelling words for this week:</p> <p>heard herd led lead past passed farther father guessed guest</p>	<p>REVIEW LESSON:</p> <p>Homophones and near-homophones</p>	<p>Dictionary Corner:</p> <p>Put the words in context in sentences.</p>	<p>MASTERY LESSON:</p> <p>Homophones and other words that are often confused</p>	<p>Year 5 spelling handwriting focus for this week:</p> <p>heard herd led lead past passed farther father guessed guest</p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>
<div><div></div><div>Humanities</div></div>	<p>SCIENCE</p> <p>Give chn spoons to ‘play’ with, looking at the reflections. Can they explain the phenomenon based on their understanding of how light moves? Note that you used plane mirrors in the previous session but that the spoons are effectively creating curved mirrors - a mirror that bulges outwards is a convex mirror, while one that curves inwards is a</p>	<p>Lesson 4: Changing faces</p> <p>Considering how a self-portrait could represent something important about an artist; experimenting with materials and techniques, and recording ideas in sketchbooks.</p>	<p>Computing:</p> <p>Mars Rover (1)- Lesson 5:</p> <p>Recap and recall</p> <p>Main event: work through powerpoint from kapow.</p> <p>Complete the worksheet of binary as text.</p> <p>Use the support sheet to help you.</p>	<p>Geography:</p> <p>Lesson 5: How can we persuade people to protect biomes?</p> <p>What are good reasons for protecting biomes?</p> <p>What are good reasons for protecting your favourite biome?</p> <p>In addition, complete your plan ready for</p>	<p>PSHE</p> <p><u>Celebrating Differences Across the World</u></p> <p>What do you remember about...</p> <ul style="list-style-type: none">Children living in Ghana who work on cocoa plantations?Joseph, the Ghanaian child who lived in the city? <p>What do you think the Ghanaian culture is? Is it represented by the farming children, by Joseph or do they both represent different parts of Ghanaian culture? Think back to your own culture wheel you made in lesson 1. What do you think your culture is? Is everyone in our culture the same? Is our culture a mix of lots of different things too? What things make up our culture? Is it OK to be different in a culture?</p> <p>For today’s activities, you can either complete it for a child who works on a cocoa plantation or for Joseph. Task 1 is to produce a culture wheel for a child who works on a cocoa plantation or for Joseph and compare it to yours. Task 2 is to imagine that a child from a cocoa farm or Joseph is going to live in a different country and go to school there. Can you identify and list</p>

	<p>concave mirror. While convex mirrors show things the right way up and usually smaller, in a concave mirror you will either look bigger and the right way up (if you are close to the mirror), or smaller and upside down if you are further away. Explain that in theatres mirrors, including concave and convex mirrors, are often used to create effects. Chn will be investigating convex and concave mirrors as well as plane mirrors. See guidance on Hamilton. Yr5 chn are to then select the correct ray diagram to show the effect. Chn can then list possible suggestions for use in a theatre.</p>	<p>Throughout the week we I'll take pictures of the children to use for this lesson.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-painting/lesson-4-changing-faces/</p> <p>MUSIC</p> <p>Before the lesson: Watch teacher video – Blues scale</p> <p>Attention grabber: Display the <i>Presentation: Improvising with the Blues scale</i>. Hand out instruments to the children as used in Lesson 4. Revise how to play the Blues scale. Give the children some time to practice using glockenspiels. Use slide 5 to test the children’s memory of the notes in the Blues scale. As you click the mouse, the orange boxes will fade out, showing the name of the note.</p> <p>Main event: Ask the children what they think the word ‘improvisation’ means. Explain that it means making things up as you go along. As an example, play a short section from the video on the link: 'SwissDutchManMusic - Piano Blues improvisation' Explain that the person in the video has not written down the music that they are playing, but are just using the notes of the Blues scale and creating a tune as they go. Tell the children that they are going to have a go at improvising some music using</p>	<p>FRENCH</p> <p>Before the lesson: Watch teacher video – <i>Ma famille extraordinaire!</i></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>Attention grabber: Display the presentation: <i>Vrai ou faux ?</i> Display slide 2, which shows a picture of the family introduced last lesson. Read out the first statement or play the audio file, and ask the class to vote, by putting up their hands, whether the statement is vrai – true or faux – false.</p> <p>Main event: Display the Presentation: Rainbow sentences. Slide two sets out a series of words that make up sentences. Each sentence is in a different colour and the words in each sentence are jumbled up. Ask the children to work in pairs to rearrange the words for the different sentences and write them on their whiteboards. Extension: Ask children to create their own sentence for different family members. Challenge pupils to extend their sentences using the connectives, mais -but and et – and.</p>	<p>your write up in the following session.</p>	<p>any reasons why this child might be bullied? Can you identify if the bullying is direct or indirect?</p>
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the Blues scale. By the end of this lesson, all pupils should be able to play a line of ‘improvisation’ using the notes from the Blues scale, out of order, playing for sixteen counts without stopping. Slide 6 – start by getting the pupils to play each of the first four notes of the Blues scale twice and the last two notes once, going up and down the scale. Play the audio file and get the children to practice this. Slide 7 – play the audio file for the short improvisation piece, to give the children an idea of how their improvisations might sound. Explain that each child will now have a chance to perform their improvisation against the backing track. Play the backing track from slide 8 and then ask each child to get ready to play. Go around the classroom, giving each child about ten seconds to play their improvised piece.



Daily PE Activity

REAL PE: UNIT 2 – Lesson 5 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 placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity

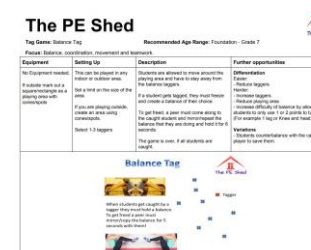
Step Challenge - Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.

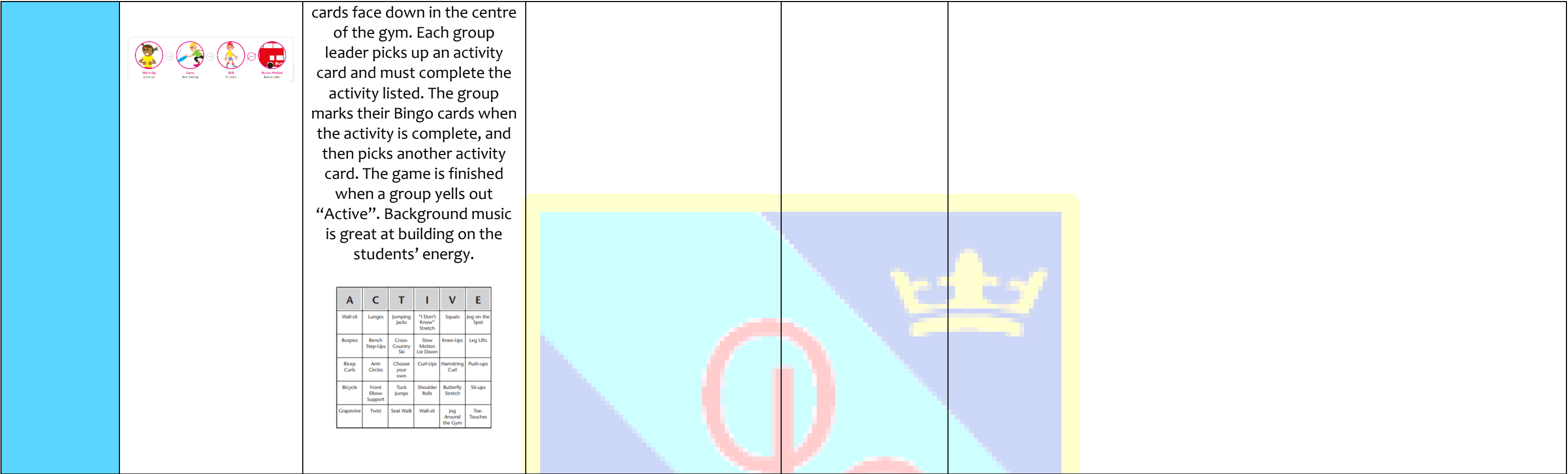
But we do a lot of sitting in class which really doesn’t help our daily progress. So your challenge is to get in **at least** 4000 steps (2 miles) at playtime and lunch time each day to make sure we’re giving ourselves a good chance to keep fit!

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!

https://www.thepeshed.com/files/ugd/ff464b_1b2709f02fbd46d18ce01bc335079632.pdf





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
Biceps Curl	Arm Circles	Choose your own	Cur-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 – Fractions A (Week 9) pages 31-33
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MATHS – Fractions A (Week 9) pages 31-33

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