



# Primary Weekly Overview

Primary Planning

Class: Hawthorn Year 5

Week beginning:25.1.21

**Outline:** This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga.

All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme.

Theme of the week: Respect

## Reading:

This week we are going to go on a reading adventure!

- We will be reading some different pictures, videos, poems and stories to find out more about a part of our country.
- We are going to use our skills and knowledge of:
- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarise/ Sequencing

Please continue to read a book at home. I would like you to read for twenty minutes, three times a week please. You could read just after lunch time, like we do at school.

I have posted some more videos chapters of our class book too – which you can watch anytime this week!



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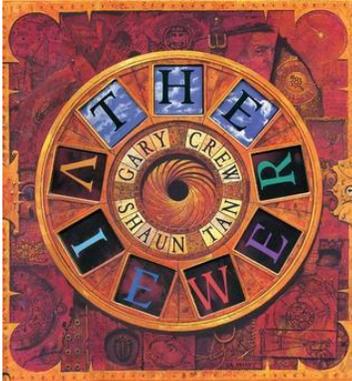
<b>English - daily video lesson on google classroom</b>
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<p><b>Learning Goal: To explore a text</b>          In this lesson, we will introduce a new text called The Viewer. We will make predictions about the text and discuss our initial impressions, focusing on the images in particular.</p> <p>We're working on a book that is so unique. You won't have seen anything like this before. Some of the pictures are going to blow you away.</p> <p>We will be looking closely at the cover of our new book 'The Viewer' and making predictions about the story and what we</p>	<p><b>Learning Goal: To investigate suffixes: -able and -ible</b>          In this lesson, we will investigate the suffixes -able and -ible, spot patterns and generate spelling rules, and explore the meaning of words and word classes.</p> <p>Learning about spellings tells us about where words come from and more importantly, they tell us about the order of the letters in a word. Today, we're going to be focusing on the letter string at the end of words we call suffixes.</p>	<p><b>Learning Goal: To explore relative pronouns</b>          In this grammar-based lesson, we will be revising clauses and looking at what makes a subordinate clause. Then, we'll move onto relative clauses and the relative pronouns we might use when writing one.</p> <p>We're going to be looking at relative clauses and then finally moving onto relative pronouns. What's a complex sentence? A complex sentence is a main clause plus a subordinate clause. A clause, remember, must contain a verb.</p> <p><a href="https://classroom.thenational.academy/lessons/to-explore-relative-pronouns-74v62c">https://classroom.thenational.academy/lessons/to-explore-relative-pronouns-74v62c</a></p>	<p><b>Learning Goal: To generate vocabulary to describe a setting</b>          In this lesson, we will be diving into The Viewer and looking closely at a picture from the opening of the text. We will learn how to generate vocabulary to use when writing a descriptive opening.</p>  <p><a href="https://classroom.thenational.academy/lessons/to-generate-vocabulary-to-describe-a-setting-cmvk2t">https://classroom.thenational.academy/lessons/to-generate-vocabulary-to-describe-a-setting-cmvk2t</a></p>	<p><b>Learning Goal: To develop a rich understanding of words associated with chaos and confusion</b>          In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences. At the start of the story, Tristan Visits a Junkyard. In the junkyard, he's looking around and trying to discover new and exciting things. And today, the adjectives and nouns that we're going to learn will hopefully be very useful when you come to write your setting description.</p> <p><a href="https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-chaos-and-confusion-">https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-chaos-and-confusion-</a></p>
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think is going to happen.



<https://classroom.thenational.academy/lessons/to-explore-a-text-60vp6e>

suffix

- able
- ible

adorable    terrible

horrible    tolerable

<https://classroom.thenational.academy/lessons/to-investigate-suffixes-able-and-ible-69h6at>

[cdgkce?activity=video&step=1](https://classroom.thenational.academy/lessons/to-investigate-suffixes-able-and-ible-69h6at)



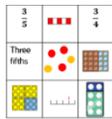
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## Maths – daily video lesson and worksheet on google classroom

### Learning Goal: What is a fraction?

We are going to explore fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line. We will explore and recap the meaning of numerator and denominator, non-unit and unit fractions.

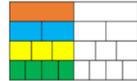
Here are 9 cards.  
Sort the cards into different groups.  
Can you explain how you made your decision?  
Can you sort the cards in a different way?  
Can you explain how your partner has sorted the cards?



### Learning Goal: Equivalent fractions recap

We will use strip diagrams to investigate and record equivalent fractions. We will start by comparing two fractions before moving on to finding more than one equivalent fraction on a fraction wall.

How many fractions that are equivalent to one half can you see on the fraction wall?



### Learning Goal: Equivalent fractions

We will explore equivalent fractions using models and concrete representations. We will use models to make the link to multiplication and division. We will then apply the abstract method to find equivalent fractions.

Use the models to write equivalent fractions.



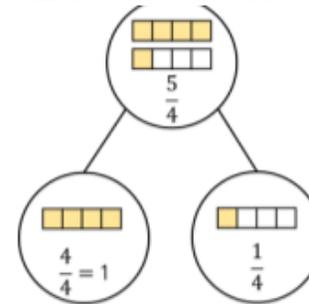
### Learning Goal: Fractions greater than 1

We will use real resources and diagrams to show that a fraction can be split into wholes and parts. We will focus on how many equal parts make a whole dependent on the number of equal parts altogether.

Complete the part-whole models and sentences.

There are \_\_\_ quarters altogether.

\_\_\_ quarters = \_\_\_ whole and \_\_\_ quarter.



### Learning Goal: Improper fractions to mixed numbers

We will convert improper fractions to mixed numbers for the first time. An improper fraction is a fraction where the numerator is greater than the denominator. A mixed number is a number consisting of an integer and a proper fraction.

Whitney converts the improper fraction  $\frac{14}{5}$  into a mixed number using cubes.

She groups the cubes into 5s, then has 4 left over.

$\frac{5}{5}$  is the same as  $\square$   $\frac{10}{5}$  is the same as  $\square$   
 $\frac{14}{5}$  as a mixed number is  $\square \frac{\square}{5}$

Use Whitney's method to convert  $\frac{11}{3}$ ,  $\frac{11}{4}$ ,  $\frac{11}{5}$  and  $\frac{11}{6}$



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## Topic

**Learning Goal: To prepare questions to ask a well-known Egyptologist (and the appropriate answers)**

We will explain where some of the most important Ancient Egypt sites can be found. Understand that many Egyptologists have worked at the Ancient Egypt sites. Discuss the controversy of the removal of Ancient Egyptian artefacts from Egypt



**Learning Goal: To compare different versions of the Ancient Egyptian creation story (myth) and retell the story.**

We will learn the Ancient Egyptian creation story and understand that there are many versions of the story. We will compare different versions of the Ancient Egyptian creation story (myth) and retell the story

You will produce their own version of the flow chart/family tree to show the creation story.



## Well-being Wednesday

**Learning Goal: To draw scenes from the story of Isis, Osiris, Horus and Seth in the style of the Ancient Egyptians.**

We will learn another myth of Ancient Egypt and appreciate the fact that the Ancient Egyptians used these myths to try to explain the world around them.

We will compare different versions of the story of Isis, Osiris, Horus and Seth and retell the story in different ways.

You will draw a series of pictures, to tell the story of Isis, Osiris, Horus & Seth, to which you will add speech bubbles and captions to tell the story as a comic strip in the style of Marcia Williams.

**ICT Learning Goal: I can create an original animated game with a specific goal.**

We will learn the algorithm is thought through logically in regular language first of all, then 'translated' into coding language.

We will ask what we want the character to do, i.e. jump on command; this could be broken down into moving a given number up, waiting briefly in the air, then moving the same number back down again.

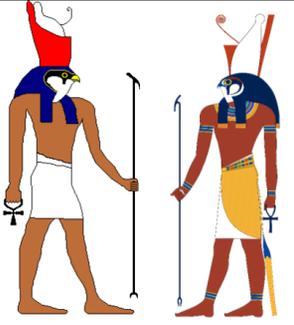
Can you then translate their ideas into the correct blocks and script?

### Using Operators

- Look at the tab for Operators.
- These include logic terms such as 'and', 'or' and 'not'.
- Two events or sensors can be combined in one statement using 'and'/'or'.
- The opposite of an event or sensor can be achieved using 'not'.
- Try them out if you think they would be useful in your code.





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**Additional**

**Well-being  
Wednesday**

**PSHE  
Learning Goal: I can  
discuss financial risk and  
borrowing and  
explain some  
consequences of this.**

Why do people borrow or  
take risks with money?  
What are the  
consequences of this?

We will create a storyboard  
from the pictures in the  
presentation to show one  
way someone might need  
to borrow money and  
consider some of the  
consequences of this.

**See Powerpoint and  
activities on Google  
Classroom.**