Weekly Curriculum Overview

Year Group: 5 Week beginning: 28.9.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	**This week's reading focus is:**			
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	L.I. To visualise a character from an extract read orally **Krindlkrax by Philip Ridley**	L.I. To visualise an event from a written extract read orally **Rooftoppers by Katherine Rundell**	L.I. To visualise a setting from an extract read and identify vocabulary that was important to you **Beetle Boy by MJ Leonard**	Letter Pattern/ Rule:
	What is visualisation? Why do we learn the skill? Activity: Practise simple visualisation activity. Read an extract on a character – children draw what they imagine. Show the extract. Did they get all the detail? Discuss what words/phrases helped them to visualise the character the most Children can label their depiction with key words /phrases.	Imagine you are watching a film. Read an extract Children draw what they imagine the film would show based on what they hear. Show the extract. Did they get all the detail? Discuss what words/phrases helped them to visualise the character the most. Which were a problem. Focus on things they may not know show pictures. Children can label their depiction with key words /phrases.	Read the extract from Beetle Boy putting it in context before read. Children quickly sketch making cages as they go and hear more. Read several times for them to adjust their initial thoughts. Then look at extract. Identify words phrases that helped them visualise the scene. What creates problems when sketching for visualising? Draw contrast with our mind and how we adjust our thoughts as we read, refining our understanding	Activities:

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	Words with the suffix 'ous'	Words with the suffix 'ous'	Words with the suffix 'ous'
	Target Spelling Word Bank:	Target Spelling Word Bank:	Target Spelling Word Bank:

	delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious	delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious	delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious
	Activities • Morpheme web	Activites • Map the morphemes	Activities: • Missing words • Testing last weeks spellings

English Writing

LINKED TEXT: The Adventures of Dish and Spoon by Mini Grey

By the end of the week children will have written a narrative sequel making reference to the original story, using idioms from the original as well as including the Sharp and Shady gang in some way. Children will innovate on the original story to create their own original stories.

Key Vocabulary: idioms : over the moon, tickled pink, down in the dumps, at rock bottom , synonyms for happy and sad.

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1:	Most children will know how to use :	**Think Back Task- (Recap) - You do**	**Discuss the story plans of the children. Importance of making sure they have a clear beginning, middle and end and that the 'thread of their story must make sense before they start. What needs to be included in the beginning of**

<table>
<tr><td rowspan="8">To write a beginning for a sequel story</td><td rowspan="8">adverbial openers for time and place
Show not tell sentences
Noun phrases/extended noun phrases
Descriptive opener
Children will start story appropriately
Some will use inverted commas to show speaking
Clearly describe opening setting, characters and make a link with record playing</td><td></td><td>our stories? Setting, characters- what are they doing? How are they feeling how do wee know?</td></tr>
<tr><td>Introduction - I do</td><td>Recap on what a beginning of a story should include demonstrating different ways they could start a story. Demonstrate adverbial openers of time and place and how they can be used to effect in their writing.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Children practise creating sentences they could use in their stories starting with the adverbial phrase. Recap on descriptive opener and Show not tell sentences giving children a chance to practise on whiteboards and share.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Look at my beginning for my story. Talk about the features I have included and how I have used them for effect. Discuss paragraphs. Discuss the need to get them to the location quickly using time adverbials. Be clear where the beginning write ends. Children then focus on writing their opening paragraphs that constitute the beginning of their stories.</td></tr>
<tr><td colspan="2">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Children write the beginning of their story.
They include as many of the taught elements as they can in their paragraph ensuring they have described the setting and used show not tell to introduce the characters.
CT support Sorea, Youis, Hiro, Atharv, Ruby Rose and circulate,</td></tr>
<tr><td>Children write the beginning of their story expanding on ideas from their plans.
How will they start their story?
CL FS extended noun phrases, adverbs, but so because. Comma in list
Carly to support
Sienna
Ishwin
Freddie</td><td>Children write the opening of their story deciding on how they will start for effect. Include all demonstrated and practised in their beginning write.

Vihaan, Fatima, Om, Junaid, Maddi, Jasmine</td></tr>
<tr><td colspan="2">Hinge Point Question</td><td>Have you finished the beginning of your story at a suitable point? Have you read your writing to ensure sense?</td></tr>
<tr><td colspan="2">Plenary / Next Steps</td><td>Tomorrow we'll be continuing our story, writing the middle</td></tr>
</table>

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2:	• Use expanded noun phrases	**Think Back Task- (Recap) - You do**	Yesterday you wrote the beginning of your story. Highlight anything that has arisen from children's work.
		Introduction - I do	**Explain writing the middle of story (the build up and problem on your plan)**

<table>
<tr><td rowspan="8">To write the middle of their story</td><td rowspan="8">Adverbial openers
Paragraphs
Vary sentence length for effect
Rhetorical questions
Emotion, --- sentence (AP)</td><td></td><td colspan="3">Explain build up should include show not tell and varied sentence lengths reminding children of the work we did last week. Demonstrate features want to see in their writing today.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="3">Children practise a range of sentence structures on whiteboards: expanded noun phrases in a sentence, rhetorical questions and emotion, AP sentence. Thinking about where in their story middle they could use them effectively.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="3">Model a story middle write identifying the build up and problem and showing how this can guide our paragraphing. Children then write the middle of their stories</td></tr>
<tr><td colspan="4">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
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<tr><td>Support</td><td>GD</td><td rowspan="2">Children write the middle of their story. Use descriptive sentences to set scene and action of build -up. Describe what Dish and Spoon are doing. Try to make links to the original story. Use sentence lengths for effect to build tension.</td></tr>
<tr><td>Children write the middle of their stories using descriptive phrases, joining ideas using conjunctions, using adjectives and adverbs.</td><td>Children write the middle of the story using more complex sentences to ensure detail. Use descriptive language effectively and include all elements they have been asked to include</td></tr>
<tr><td>Hinge Point Question</td><td colspan="3">Which paragraph of your middle write are you proudest of? Why? Some children read out.</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="3">Share good examples of work explaining why I like certain elements of a paragraph. Tomorrow we will be ending our stories and thinking of suitable titles for them</td></tr>
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<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
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<tr><td rowspan="9">Day 3:
To write the end of their story</td><td rowspan="9">• Make reference to the original story
• Include character emotions
• Show not tell
• Sentence of 3
• Adverbs
• Verb DADWAVERS opener
• Have a clear end to the story</td><td>Think Back Task- (Recap) – You do</td><td colspan="2">Refer back to previous lesson picking up any misconceptions or errors in sentence structure.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Explain we’ll be bringing our story to an end. Need to tie up the ends and if possible refer back to something in the story or show the character (Dish) has changed from the experience of the first story.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Model 3 ed sentence structure again and give children the opportunity to come up with one of their own. Demonstrate a verb opener giving children the chance to practise on whiteboards changing the order of words appropriately.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Talk through the ending of my story discussing how it links t the original story. How description brings it alive. Hoe it reflects how the character of Dish has changed and how Spoon still wants to look after her and please her. Children then write the end of their story avoiding a weak end!</td></tr>
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<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
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<tr><td>Support</td><td>GD</td><td rowspan="2">Children complete their stories, making links back to the original story. They use a verb opener, Sentence of 3, adverbs and emotions and if possible idioms.</td></tr>
<tr><td>Children complete their story with adult support as needed. They try to showcase their sentences, conjunctions , use of comma after openers, descriptive phrases .</td><td>Children round off story effectively making links to the original story, showing the changes in the characters through show not tell</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">Are you sure your story has a clear beginning, middle and end? Have you used paragraphs effectively changing when there is a change of place or time?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Read some of the good endings explaining why they are good examples.
Read yours to your partner- what do they like and what do they think could improve? Share ideas</td></tr>
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<tr><td rowspan="9">Day 4:
To edit their story</td><td rowspan="9">Children can identify errors in punctuation, spelling, sense, and uplevel vocabulary making sensible changes to improve their work</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Remind children of the task: to write a sequel to The Adventures of Dish and Spoon. We need to make sure there are links with the original story.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Explain that editing work is a natural part of any writing process, no one gets things right first time. We need to focus on the task and think carefully.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Using some children’s writing, model checking a paragraph for sense, punctuation, vocabulary and spelling. Get the children to identify errors and suggest improvements together</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Children go and edit their work, each time reading with one focus at a time. Edit using red pens. The work with a partner who will comment on 1 start and a wish. Which element of editing did they think the partner has focused on well? Which area needs more work/concentration?</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Children read work carefully each time for a particular focus. Use dictionaries for words that are unfamiliar. Focus on careless spelling errors for words they should know. Have they included what was required for each of beg, mid end of story? If not can they include it in edit?</td></tr>
<tr><td>Children edit work with adult. Questions are asked to help the child pick up their errors where possible. Any recurring error can then be mini taught and practised together in the group on whiteboards,</td><td>Read work carefully looking for precise punctuation, sentence structures and focusing on where ideas could be expanded and vocabulary upevelled.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">What do you find tricky about editing? Is it helpful to be able to focus on picking up errors after?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Next week we will be starting our next write which will be a newspaper report. On Monday we will be doing a cold write. Explain how cold writes work ,what to expect. It’s purpose.</td></tr>
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UNIT FOCUS:				
By the end of the week I want the children to have learnt these key mathematical skills:				
Key Vocabulary: commutative, inverse, adjust, partition, group, derive, strategy, round, number bond, efficient				
Key Models and Resources needed: Place value counters and charts; empty number lines				
	Day 1	**Day 2**	**Day 3**	**Day 4**
Learning Objective	To use and explain a range of addition and subtraction strategies	To add and subtract multiples of 10, 100, 1,000, 10,000 and 100,000	To add and subtract using a 'round and adjust' strategy	To use a range of mental partitioning strategies to add and subtract
Lesson Overview	Pupils will solve addition and subtraction puzzles in the form of magic squares and addition pyramids. They will develop their understanding of the choices available when deciding how to solve a problem. The purpose of this lesson is to review calculation strategies from previous years with a strong focus on clearly explaining the strategies and using equipment, sketches and jottings to demonstrate the steps.	Pupils solve a range of addition problems using and discussing different calculation strategies.	Pupils will explore using a round and adjust strategy to add and subtract near multiples of 1,000. They will demonstrate that the parts can be added or subtracted in any order. It is very easy to get confused about whether to add or subtract when adjusting. Using the number line to represent the steps of the strategy is an essential visual aid and clearly modelling the thinking when deciding how to adjust will also support pupils.	Pupils will demonstrate their understanding of a range of calculation strategies using concrete manipulatives and jottings and then solve problems based on sales data for Olympic merchandise. The purpose of this lesson is to review strategies that pupils know from previous years and extend these for use with larger integers.
Resources	A range of manipulatives	Place value counters, place value chart,	Empty number lines	Place value counters, place value charts
Key Vocabulary	Commutative, inverse, adjust	Number bond, derive	Strategy, adjust, round	Efficient, partition

Hinge Point Question		**Which calculation is most sensible to solve mentally?** A. 398 + 201 B. 647 + 586 C. 704 − 398 D. 823 − 467	**Which strategy would you choose?** What is the most efficient way to calculate **299 + 156**? A. 300 + 156 − 1 B. 299 + 100 + 50 + 6 C. A written column method D. Count on from 299	**Add near 1,000** **3,998 + 246 = ?** Which calculation would help you most? A. 4,000 + 246 − 2 B. 4,000 + 246 + 2 C. 3,998 + 200 + 40 − 6 D. 4,000 − 246	Which number line represents **4,001 − 999** correctly? A. −1,000 then +1 B. −1,000 then −1 C. −1,000 then +999 D. −999 then −1
Adaptations to Independent Activity- You do- We do					
	Core Task	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**SUPPORT**	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*
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Science	Computing	PSHE

LI: Investigate the effects of friction on different surfaces **LI: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary** **Assessment focus:** **Understand how friction acts on objects** **Accurately use a Newton meter to measure a force** **Apply understanding of friction to solve real-life problems** **Recap:** Recap previous learning by asking the children to describe the similarities and differences between air and water resistance. Ask them to discuss how objects are designed to be streamlined to lessen the impact of air or water resistance. **Introduction:** Ask the children to rub their hands together to demonstrate friction. Using the slides, children will recap that friction is the resistance force between two surfaces when they move across each other. It is a contact force which works in the opposing direction to an object's movement. **Activity:** Ask the children to investigate the best surface to place on a floor to prevent people from slipping. Ask them to record their prediction and variables using the handout, then use a Newton meter to measure the force required to make a shoe slide across a range of surfaces. The shoe should contain a weight. The children can use different surfaces available to them around school; alternatively, they can fix a variety of surfaces to a wooden board. They should then present their results in a bar graph. A space for this is provided on the handout, but you may prefer to use squared paper.	**LI: To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.** **Assessment focus:** • **I can select an appropriate topic and plan a quiz based around this.** • **I can create a quiz with appropriate questions and a title screen.** • **I can begin to organise my quiz layout in a way that is logical, using title screens and content screens where appropriate.** **Recap:** Looking at key vocabulary **Introduction:** What do you need to make a good quiz? WHat would you like to make a quiz about. **Activity:** Make your own quiz	**LI: Rewards and consequences** **Assessment focus:** **Ability to recognise when rewards maybe needed and useful.** **To know when a reward is not needed.** **To understand what a consequences is and what it might be necessery.** **Key Vocabulary:** **Consequences, Rewards, Necesisary,** **Introduction:** Calm down task and I sit in the woods game **Activity:** Ask the children to reflect with a partner on different types of rewards. Can they think about any that are not material rewards e.g. 'being told well-done', a smile, a hug. Using numbers or letters, arrange the children into groups of four: these children will then work at tables. Ask one person from each group to take an item from the Jigsaw Jez's bag. In the bag, Jigsaw Jez has a selection of random items, e.g. rugby ball, spoon, pebble, key, bag of coins, bell, etc. Give the groups their 'mission'. The 'mission' is to make up a new game using the item they have selected. Everyone needs to be included in the game and there needs to be a way to win the game. It needs to be simple as they only have ten minutes to make up the game. Reinforce group work skills to achieve this task.
History / Geography	Art / DT	Religious Education

LI: To compare different versions of Viking sagas. **Assessment focus:** **I can identify similarities and differences between sagas.** **I can suggest why there are different versions of the same event.** **I can create a saga to show my interpretation of the event.** **Recap:** Based on what you learnt about Viking trade, think of a question to ask your classmates. You must also write down the answer! **Introduction:** Set up five mystery boxes on tables around the classroom. Each box should contain one Viking-related object and have a piece of sugar paper and marker pens next to it. Arrange the children into pairs and ask them to move around the classroom, exploring each box by feeling the objects or looking at the images. As they explore each box, ask the children to identify the object and suggest how it is connected to the Vikings. They should write their suggestions on the sugar paper next to each box. Choose a few children to share their suggestions for each object **Activity:** Explain that Viking sagas started as oral traditions which include the passing of stories by word of mouth. They were written down later. Explain that archaeological discoveries have shown that there were Viking settlements in Newfoundland in Canada and the sagas provide realistic descriptions of the landscape and climate there.	**LI: To create a working pulley system and explain its function.** **Assessment focus:** **I can use a design brief to guide my design.** **I can make a working pulley system.** **I can describe how pulleys work and their purpose.** **I can evaluate my product against a set of design criteria.** **Recap:** **Key word detectives** - recapping key words and vocabulary and their definitions. **Introduction:** Introduces pulley, how they work in systems, their function, some interesting historical examples (including Leonardo Da Vinci's machines, the Hanging Gardens of Babylon and the Vitruvian Watermill) and some modern examples (including conveyor belts, treadmills and cranes). **Activity:** Pupils to solve a problem by creating their own pully system.	**LI: To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.** **Assessment focus:** **I can explore different people's viewpoints about a sensitive issue.** **I can express my opinions in a debate.** **I can identify and compare the meaning behind different festivals of light.** **Recap:** Display the image of Guru Hargobind and ask the children to record their responses to the questions on their mini whiteboards. **Introduction:** Read different newspaper clipping then Discussion 1. Who is the main person discussed in the article? 2. What were they accused of doing? 3. What motivated them? 4. How were they discovered and their act prevented? 5. How were they caught? **Activity:** Explore what bonfire night is and why it is celebrated today. Children to have a debate 'Should we celebrate Bonfire NIght?'

Pupils to then plan their own saga.		
PE Reminder: Earrings and other jewellery are not to be worn in school	**PE** Reminder: Earrings and other jewellery are not to be worn in school	**Music**
LI: Play leader training (Rome Class) **Team building and leadership Games (Athens Class)** **Skills being focused on: Teamwork** **Warm Up: Whistle game** **Skill Development:** Throwing and catching Pupils develop leadership skills by learning how to explain activities, demonstrate skills, organise groups, encourage others and give positive feedback. They will have opportunities to lead short games or activities for their peers.	**LI: Invasion Games with coach** **Skills being focused on:** Developing passing, receiving, movement into space, communication, decision-making and teamwork within invasion games. Pupils will also develop leadership, organisation and communication skills through play leader roles. **Warm-up activity:** A quick movement and ball-based warm-up focusing on changes of direction, finding space, passing and reacting to signals. Include simple partner and small-group challenges. **Skill development – Invasion Games:** Pupils practise passing, receiving and moving into space through progressive small-sided games. Emphasis is placed on making quick decisions, supporting teammates and applying skills under pressure.	**Learning an instrument with the music teacher**