

Weekly Curriculum Overview

Year Group: 5

Week beginning: 14.9.2026

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:	Understanding the three types of background (book to self; book to book; book to world)			
	SESSION 1	SESSION 2	SESSION 3	SESSION 4	
	Introducing background and exploring connections from book to self	Connections from book to book	Connections from book to world	Analysing a text using the three types of background	

SPELLING	SESSION 1	SESSION 2	SESSION 3
	Introducing words ending 'ious'	Exploring words ending with 'ious'	Assessing words ending in 'ious'
	Activities: defining	Activities: using the correct word in context	Activities: spelling quiz

English Writing

LINKED TEXT:

By the end of the week, I want the children to have:			
Necessary Prior Learning and Key Vocabulary (for pre-teaching):			
LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>	
Day 1:	•	Think Back Task- (Recap) - You do	Remind children of our vocabulary work last week. Words which described the personality but also the appearance of the characters. Can they remember adjectives to describe Spoon's appearance? Dish's personality?
		Introduction - I do	Explain today they will be writing character descriptions for the characters in the story. We want to paint a picture for the reader.
		Modelling and Explanation - I do/We do	Show children how to extend noun phrase to add extra information, using 'with' or 'who'. Children create one for a character on whiteboards. Address misconceptions. Model descriptive opener again for children also. Expectation they will use this in their descriptions.
		Guided Practice - We do- You do	Show children a character description of Spoon. Can they identify the conjunctions, noun phrase, extended noun phrase etc. How did they do? Children then work independently to create character descriptions which make links to the story
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> <i>(INCLUDE NAMED CHILDREN)</i>	
		SUPPORT	GDS CHALLENGE
		Children work with support of an adult. Table mats of vocabulary covered in previous lessons. Examples of noun phrases and extended noun phrases to remind them. Adult encourage to verbalise sentences ideas before writing them.	Write character descriptions for Spoon, Dish, The Sharp and Shady Gang. Make links to story in description. Use higher level punctuation if possible and extend ideas to create more complex sentences with a range of conjunctions.
		Children write character descriptions for Spoon, Dish <i>They include paragraphs, noun phrases, an extended noun phrase, a range of conjunctions and a descriptive opener</i> and circulate	

			Who put the record on the record player?
			Ask children to read out some good examples of writing

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To explore ‘show not tell’ sentences	Children will understand The purpose of ‘show not tell’ sentences Children will be able to identify physical actions that occur when someone feels a certain way Write a sentence of 3	Think Back Task- (Recap) - You do	Ask the children if they know what ‘show don’t tell’ sentences are? Why do we use them in our writing? Explain they help the reader imagine the character more fully.
		Introduction - I do	Act out feeling frustrated and cross. How am I feeling?. What did they notice I did. Write ideas on board .
		Modelling and Explanation - I do/We do	o Activity 1 on whiteboards in pairs children choose one of emotions given and think of all the ways it can be shown (actions, expressions). Share ideas Think of related actions you could use with emotion words. What do people do when they are feeling a certain way?
		Guided Practice - We do- You do	o Model brainstorming ideas for Dish and Spoon. Imagine it is a film version with no words. How would they show how the characters are feeling at each moment. Children look at pictures of characters at different points in the story. Jot down words linked to expression/ action, in the box in first column. Then model creating a ‘show don’t tell’ sentence. Children then complete worksheet creating their own show not tell sentences using sentence of 3 structure.
			Core Task
	SUPPORT	GDS CHALLENGE	•Children to complete worksheet creating show not tell sentences for the characters including 3 actions. Can they think of another part in the story where they could create another show not tell sentence?
	•Children work with TA to pick out the actions someone may show when feeling a certain way and put into a show don’t tell sentence. Encourage to write evenly, cl fs and comma if listing. ,	•Children complete show not tell sentences. Encourage them to include explanation of the action extend the idea e.g. Spoon clenched his fist and shook with age as he saw what they had done to his darling Dish. Can they rearrange one to use a colon. Model to them. See if they can use it.	
			What do you think they would do at the end of the story? How would they show delight?

			Children read sentences to partner who checks for punctuation, spelling and sense.
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LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To plan a letter from Spoon to Dish from prison	- Children will be able to identify Spoons thoughts, feelings and hopes, and make links with events in the story. - Children will be able to identify informal register and an appropriate opener and ending	Think Back Task- (Recap) - You do	In the story we know Spoon is in love with Dish. What might he regret? How do you think Spoon felt in prison? Why do you think that? What do you think he thought about over the 25 years he was in prison? In the story we know Spoon is in love with Dish. What might he regret about the past?
		Introduction - I do	Explain today the children are going to be planning a letter from Spoon to Dish. Would the letter be formal or informal? What type of things would he talk about? What happy times might Spoon want to remind Dish of? The show, the audience who loved them, the meals out, what might he suggest also. Maybe they were too extravagant
		Modelling and Explanation - I do/We do	Show children the plan. Children work in pairs to think about what he might talk about 2 minutes (be ready to share). Children think about each section one at a time. Then fill in appropriate box.
		Guided Practice - We do- You do	Using children's ideas fill in the first box using key word notes (we are not writing full sentences) bullet points. Finally, Consider appropriate openers for the letter and how he might sign off his letter.
			Core Task

		Adult support to help them turn idea into key word notes	Can they plan where they might use idioms - make a note	<i>All children fill out the letter plan using the ideas they want to include in their letter.</i>
			What do you think Spoon might have done differently if he could turn back time?	
			Explain in the next lesson we will be turning our plan into a letter	

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE <i>(INCLUDE ADULT SUPPORT)</i>	
Day 4: To write an informal letter from Spoon to Dish from prison	- Children will be able to identify descriptive words that are specific to a character's personality - Children will be able to use these to create a Dadwaver descriptive opener sentence linked to a character. - Children will create 2 ad and 3-ed Alan Peat sentences using the vocabulary making links to the story.	Think Back Task- (Recap) - You do	<i>Earlier we planned our letter from Spoon to Dish when he explains how much he has missed her, reminisces about the past, how sorry he is and what he hopes for the future. Today going to put self in Spoon's shoes!</i>
		Introduction - I do	Using the plan, explain that the children now have the beginnings of paragraphs. What do they think is the purpose of a paragraph? What do they think would be an appropriate address? Remind children they are writing as if they are Spoon. They need to put themselves 'in his shoes.' Use first person, I, my, me, you Pair talk: what would be a suitable address? Where would it go on the page? How could the letter start?
		Modelling and Explanation - I do/We do	<i>Write a model letter with children or use model write. Include opening sentence. Stop now and then to ask the children why Spoon may be saying what he is saying. How does it reflect his state of mind? His character? Make connections between the plan and the paragraphs of the letter.</i>
		Guided Practice - We do- You do	Introduce 3ed sentence. Can they create a 3ed sentence that Spoon might use At the beginning. Children begin their letter taking time to craft their paragraphs.

				Core Task
		sUPPORT	gd	<i>Children write their letter in informal register in first person. They include thoughts and feelings and link them back to events in the story. They include a 3ed sentence. The letter reflects the character of Spoon and his feelings for Dish in the story to this point.</i>
		Children write accurate sentences with CL FS. Use paragraphs to organise ideas. Use first person, informal register and lay letter out correctly. They include some thoughts feelings. Adult support to verbalise ideas.	Children write an informal letter showing awareness of reader, including reason for writing, thoughts, feeling hopes for the future. Include a 3ed and 2 ad sentence.	
				What do you think Dish would think of the letter?
				Share some letters as far as have got. Explain they will have time to complete and edit their letter in the next lesson.

Maths				
UNIT FOCUS:				
By the end of the week I want the children to have learnt these key mathematical skills:				
Key Vocabulary:				
Key Models and Resources needed:				
	Day 1	Day 2	Day 3	Day 4

Learning Objective	Key Learning: To identify the place value of each digit in a 6-digit whole number	Key Learning: To compare and order 6-digit numbers	Key Learning: To order and compare 6-digit numbers	Key Learning: To round 6-digit numbers to the nearest 1,000, 10,000 or 100,000
Lesson Overview	Lesson Overview: Pupils will extend their understanding of the number system and place value to 6-digit whole numbers. They will represent the numbers in a variety of ways and find 1, 10, 100, 1,000 and 10,000 more or less.	Lesson Overview: Pupils arrange digits to create 6-digit numbers and then compare and order them.	Lesson Overview: Pupils develop number sense with larger integers by positioning them on number lines and identifying other values based on the relative position. Number lines with different starting and finishing values are used and pupils should have plenty of opportunities to reason about larger integers.	Lesson Overview: Pupils revisit rounding skills (Lesson 4) and extend this to 6-digit numbers. The focus of the rounding lessons should continue to develop number sense and an awareness of how large integers relate to each other.
Key Vocabulary	hundred thousands, place value, partition, place holder, represent, digit, value, numeral, regroup, equivalent	compare, order, hundred thousands, inequality, greater than, less than, ascending, descending, place value	interval, estimate, compare, order, number line, position, hundred thousand, ascending, descending	round, nearest, multiple, midpoint, approximately equal ($\approx$), estimate, hundred thousand, ten thousand, thousand
Resources	Resources for this lesson: Dienes blocks, place value counters, place value charts, Task Sheets	Resources for this lesson: Place value charts, 0-9 dice/spinners (or an interactive dice or spinner)	Resources for this lesson: Talk Task, Task Sheets	Resources for this lesson: Counting stick, empty number lines for rounding, Do Now Task, Talk Task, Task Sheets
Hinge Point Question	What is the value of the digit 5 in 305,421? A) 5 B) 50 C) 5,000 D) 500	Which number is smallest? A) 405,321 B) 450,321 C) 435,021 D) 405,231	Which number should come first when ordered from smallest to largest? A) 240,000 B) 204,000 C) 420,000 D) 402,000	456,500 rounded to the nearest 100,000 is: A) 400,000 B) 500,000 C) 450,000 D) 460,000

Adaptations to Independent Activity- You do- We do

	Core Task	<i>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)</i>	<i>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)</i>	<i>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)</i>	<i>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)</i>
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	GDS CHALLENGE	<i>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)</i>	<i>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)</i>	<i>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)</i>	<i>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)</i>

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Science	Computing	PSHE
LI: Examine the connection between air resistance and parachutes LI: Understand how air resistance acts on objects. Investigate the impact of surface area on the force of air resistance. Explain how air resistance acts on objects. Assessment focus: Ability to set up a fair test Recap: What is gravity and who is Isacc Newton. Introduction: Ask the children to answer the question: If a ball and a hammer were dropped from the same height, which would reach the ground first? Address any misconceptions the children have and remind them that the mass of an object does not affect the pull of gravity, so the objects will fall at the same rate. Recall that mass is measured in grams/kilograms (g/kg) and weight is measured in Newtons (N). Activity: Using the presentation, the children will explore the life and work of Galileo and discover his influential experiment on gravity. Drop a feather and a tennis ball from the same height and observe what happens. As the children know that the mass of an object does not influence how quickly it falls to the ground, discuss some possible reasons for the differences the children see.	LI: To explore the features of 2Quiz and experiment with creating quiz questions. Assessment focus: I can use and navigate 2Quiz. I can select appropriate question types for a quiz. I can create simple quiz questions linked to a given theme. Recap: What makes a good quiz? Introduction: What are the features of a quiz? How can you make sure a quiz is engaging for the target audience. Activity: To create their own PowerPoint based off of the online reading of sea creatures.	LI: Being a citizen in my own county Assessment focus: Introduction: Recap on previous learning. Looking at jigsaw charter about how this class is a safe space for us to be able to express ourselves. Activity: Safe space/ group talk about rights of children and how we show our rights in our environment.

The presentation explains that air resistance is a force which acts as friction between the object and the air. It is sometimes known as drag and is an opposing force to gravity. The children will explore some everyday examples of where they may observe air resistance. They will understand how air resistance and gravity/driving force are usually unbalanced forces. Lastly, they will explore how parachutes are used to slow down the discovery spacecraft and a sky diver's descent.		
History	DT	Religious Education
LI: To evaluate ideas about the Vikings using sources. Assessment focus: I can identify Viking stereotypes. I can make inferences from sources. I can explain why there are different ideas about the Vikings. Recap: Mind map about the Vikings and facts from last lesson. Introduction: What is a source? How can we use sources? Why might we use sources? What do these sources tell us? Activity: Pupils to move around the class looking at different sources and seeing what they tell us about the Vikings and that time period.	LI: To improve a working gear system and suggest some applications. Assessment focus: I can use a template to space the teeth of a gear accurately. I can make axles to attach my gear system. I can evaluate the techniques used to make my different gears. I can identify applications for my gear system. Recap: What is a gear and how does it move? Introduction: Instruct them to rotate one of the gears and look carefully at where the gear turns around the split pin; they should also look at the back to see if the split pins are moving or staying still. Ask the groups to discuss the following questions: Activity: Arrange the class into groups of three and distribute to each group the Resource: Drawing gears template, a gear system mounting board and the equipment to make gears. Allow time for all groups to complete making their gears. Consider playing the Pupil video: Drawing gears on repeat	LI: To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. Assessment focus: I can summarise the message in a story. I can identify prejudice and discrimination. I can discuss ways people have shown devotion to their beliefs. I can use issues from the past to suggest ways to create positive change. Recap: Keyword: religious freedom Write a definition of the keyword in your own words. Use the term correctly in a sentence. Create a question where the keyword is the answer. Think about other words that connect to the keyword. Draw or find a picture to illustrate the keyword. Introduction: Direct the children to stand behind their chairs or in a space where they can throw and catch a ball. Start by holding the ball and completing the sentence starter. For example: If I were a leader for a day... schools would get extra funding. everyone would have free meals at dinner time. the school day would be shorter. I would stop any wars and strive for world peace.

		Throw the ball to a child and encourage them to complete the sentence, adding their own idea. After they have returned the ball to you, choose another child and repeat until you feel enough ideas have been shared. Activity: Ask the children to discuss in their groups how each story might have been different if religious freedom had been a human right at the time. (The children may suggest: the Maccabees may not have had to fight against King Antiochus; Jesus may not have needed to defend the Temple; Guru Tegh Bahadur may not have had to sacrifice himself or have been asked to help the Hindu leaders.) Ask the children to choose three rules they would implement to support religious freedom in the time settings of the stories. Encourage them to think of rules which would prevent the need for people to stand up for what they believe in.
PE Reminder: Earrings and other jewellery are not to be worn in school LI: Play leader training (Rome Class) Invasion Games (Athens Class) Skills being focused on: Teamwork Warm Up: Whistle game Skill Development: Throwing and catching	PE Reminder: Earrings and other jewellery are not to be worn in school LI: Play leader training (Rome Class) Invasion Games (Athens Class) Skills being focused on: Teamwork Warm Up: Whistle game Skill Development: Throwing and catching	Music Learning an instrument with the music teacher