## Learning weekly overview

## Year 5 - Week Commencing 26th February.

|   | Spelling/<br>phonics<br>8.50-9.10   | Morning session<br>9:20am - 10:30am  |   | Morning session<br>10:45am - 12:00pm                      |  | 12-<br>12:1<br>Opm | Afternoon session |   |  |                      |
|---|---|--|---|---|--|--------------------|-------------------|---|--|----------------------|
| Monday<br>26th Feb                            | Spellings /<br>handwriting  | Reading- Maggie's diary<br>Writing- How is the start of a<br>historical fiction story written? | Gospel<br>Assembly  | Maths: What are metric units and the quivalences?         |  |                    | ERIC<br>Reading   | Mini adventure: What is the Ironbridge and who made it? |  |                      |
| Tuesday<br>27th Feb                           | Spellings/<br>handwriting   | my story edited?   |   |   |  |                    | ERIC<br>Reading   | <b>e</b> .  |  | Learning<br>for life |
| Wednesday<br>28th Feb<br>(Mrs Green-<br>head) |   | Maths: To recognise the per cent<br>symbol (%)   | Hymn<br>Practise  | 1aths: To solve problems which require nowing percentage. |  |                    | ERIC<br>Reading   | Science: How do babies grow and develop?                |  |                      |
| Thursday<br>29th Feb                          | -   | ding – Maggie's Diary<br>v is the main body of historical<br>en?                               | English – how is the main body of the writing Music edited? |   |  |                    | ERIC<br>Reading   | Swimming Computing: D<br>information –                  |  | •                    |
| Friday 1 <sup>st</sup><br>march               | New   | Reading- ECHO reading<br>Writing- how can the story be<br>concluded?                           | Maths: What   | laths: What is volume? What is capacity?                  |  |                    | Good<br>Mentio    | ons which people s<br>seek reconcilia<br>respond to que | RE- I can describe some ways in<br>which people show forgiveness and<br>seek reconciliation. I can ask and<br>respond to questions about choices<br>and the consequences of actions. |                      |
| Spelling                                      | forty<br>scorch<br>absorb<br>decorate<br>afford<br>enormous<br>category<br>tornado<br>according<br>s: opportunity |  |   |   |  |                    |                   |   |  |                      |