

# Weekly Overview of Learning

**Year Group: 5**

**Week beginning: 01.07.24**

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. Homework will be set on the **Monday** on Google Classroom and will be expected to be completed by the **following Monday**. If there are any questions about the homework, please email the Year 5 team on year5@alexandra.hounslow.sch.uk

| English                                 | Lesson 1  | Lesson 2   | Lesson 3   | Lesson 4  | Lesson 5   |
|---|---|--|--|---|--|
|   | <b><u>LI To research historical figures for our poems</u></b>   | <b><u>LI To use appropriate rhyming words</u></b>  | <b><u>LI To compose my own performance poem</u></b>  | <b><u>LI To identify context clues</u></b>  | <b><u>LI To compose a historical narrative (cold task)</u></b>   |
| <b>Key vocabulary and key questions</b> | <p><b>Key Vocabulary:</b><br/>Historical, research, poetry,</p> <p><b>Key Questions:</b><br/>Who are the famous Queens in our Tudor period?<br/>Do you know any information about them?<br/>How can we research successfully?</p> | <p><b>Key Vocabulary:</b><br/>Couplets, rhyming, rhyme, pattern, syllables</p> <p><b>Key Questions:</b><br/>What is rhyme?<br/>How can we create rhyme in our poems?</p>   | <p><b>Key Vocabulary:</b><br/>Couplets, rhyming, rhyme, pattern, syllables</p> <p><b>Key Questions:</b><br/>What features did we identify from this poem?<br/>What historical knowledge do we learn?</p> | <p><b>Key Vocabulary:</b><br/>vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p><b>Key Questions:</b><br/>What clues might tell us that aspects of a text are 'cultural'?<br/>How can we use our prior knowledge to identify when (in history) something happened?<br/>What does 'culture' mean?</p> | <p><b>Key vocabulary:</b><br/>structure, introduction, build up, problem, resolution ending, plot, description, entertaining, engaging, purpose, audience</p> <p><b>Key questions:</b><br/>What makes a good narrative?<br/>How do the purpose and intended audience of a text influence the writer's choice of language and features?<br/>What are the main parts of a story?<br/>What information do we expect to find in each section of a story?</p> |
| <b>Activities</b>                       | Children will be researching facts about Henry VIII's wives to help with their poem. Children will focus on facts about a particular wife's life.   | Children will look at rhyming and rhyming couplets patterns. Children will identify couplets within two example poems- looking at the patterns, AA, BB, CC. Children will then use their research notes to create rhyming words which will help with their poem. | Children will be using their previous rhyming plan to help compose their own performance poem. They will use the same structure as a class poem – this time focusing on another wife of Henry VIII.      | Children look at the picture on the screen and use clues within the picture to match it with the culture it belongs to.<br><br>Children to annotate the image to label aspects that tell us which culture the images depict.  | Children, will be writing a story containing aspects Viking adventure. Remind the children of the key ingredients of a 'story':<br><br>● plot ● organisation ● language to sequence ● language to describe ●   |

| Reading                   | Lesson 1   | Lesson 2  | Lesson 3   | Lesson 4   | Lesson 5   |
|---------------------------|--|---|--|--|--|
| <b>Learning Intention</b> | <b><u>LI: To identify key information in a text</u></b>  | <b><u>LI: To identify the causal links between events in a text</u></b>   | <b><u>LI: To form questions about a text</u></b>   | <b><u>LI: To use details in a text to form predictions / speculations</u></b>  | <b><u>LI: To select appropriate evidence from a text to justify predictions</u></b>  |
| <b>Activity:</b>          | Children will look at the title of a text and make predictions about what it could be. They will fill in a "Wondering and Waiting" chart with their predictions. | Children will read the text again for this week. They will then answer some comprehension questions to ensure they have a good understanding of the text. | Children will read the text again, they will then come up with five questions of their own about the text using the sentence stems provided. | Children will read the text again to continue to embed it. They will then write down their prediction for what happens next in the text. | Children will answer three key questions about the text on their whiteboards about the text we have been reading. They will answer some prediction questions and then fill in the final column on their grids from earlier in the week |

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| Maths                            | Lesson 1  | Lesson 2   | Lesson 3   | Lesson 4   | Lesson 5   |
|----------------------------------|---|--|--|--|--|
|                                  | <b><u>LI To calculate with timetables</u></b>   | <b><u>LI To recognise cubic centimetres.</u></b>   | <b><u>LI To compare volume</u></b>   | <b><u>LI To estimate volume.</u></b>   | <b><u>LI To estimate to capacity.</u></b>  |
| Key vocabulary and key questions | <p><b><u>Key Vocabulary</u></b><br/>Interpret, timetables, hours, lengths,</p> <p><b><u>Key Questions:</u></b><br/>What information can a timetable give you?<br/>Why are some parts of the timetable blank?<br/>How do you convert between times given using 12-hour and 24-hour clocks?<br/>How long does take?<br/>How many minutes are there between and ?<br/>How can a number line help you to find the difference between two times?</p> | <p><b><u>Key Vocabulary</u></b><br/>Estimate, volume, cuboids, capacity</p> <p><b><u>Key Questions:</u></b><br/>What is volume?<br/>What unit can you use to measure volume?<br/>What is the difference between one square centimetre and one cubic centimetre?<br/>How many cubes is the shape made up of?<br/>What is the volume of the shape/cuboid?</p>  | <p><b><u>Key Vocabulary</u></b><br/>Estimate, volume, compare, order, cubes</p> <p><b><u>Key Questions:</u></b><br/>What is volume?<br/>What is a cubic centimetre?<br/>How can you find the total volume of the shape?<br/>What is the volume of shape A?<br/>How can you tell which shape has the greater volume?<br/>Which has the greater volume, shape A or shape B?<br/>Are the cubes the same size?<br/>Why does this matter?</p> | <p><b><u>Key Vocabulary</u></b><br/>Estimate, volume, compare, order, cubes</p> <p><b><u>Key Questions:</u></b><br/>What is volume?<br/>What is a cubic centimetre?<br/>How can you find the total volume of the shape?<br/>What is the volume of shape A?<br/>How can you tell which shape has the greater volume?<br/>Which has the greater volume, shape A or shape B?<br/>Are the cubes the same size? Why does this matter?</p> | <p><b><u>Key Vocabulary</u></b><br/>Estimate, volume, compare, order, cubes</p> <p><b><u>Key Questions:</u></b><br/>What is volume?<br/>What is a cubic centimetre?<br/>How can you find the total volume of the shape?<br/>What is the volume of shape A?<br/>How can you tell which shape has the greater volume?<br/>Which has the greater volume, shape A or shape B?<br/>Are the cubes the same size? Why does this matter?</p> |
| Introduction                     | Children will be using timetables to solve problems that involve calculations with time. They will look at different timetables and explain how they show what is happening when. Model how to calculate using a timetable, for example lengths of time between events, how long a television programme is, times between stops on a train/bus journey.   | Children will learn that volume refers to the amount of three-dimensional space an object takes up, and they measure volume using cubes. They then look at pictorial representations and work out how many cubes there are in each shape, including counting the cubes that cannot be seen in the picture. They then find the volume of a variety of shapes, using both concrete and pictorial representations, using the fact that each cube has a volume of one cubic centimetre (written 1 cm <sup>3</sup> ). Finally, they make and measure the volumes of cuboids | Children find the volume of different shapes by counting cubes, then decide which shape has the greater volume. Begin by looking at 3-D shapes made from interlocking cubes, asking children to say which contains more cubes and so has the greater volume.   | Children estimate the volume of different shapes by counting cubes, then decide which shape has the greater volume. Begin by looking at 3-D shapes made from interlocking cubes, asking children to say which contains more cubes and so has the greater volume.   | children are introduced to estimating capacity of different shapes by counting the amount of taken by the shape. Begin by looking at 3-D shapes made from interlocking cubes, asking children to say which contains more cubes and so has the greater capacity.  |
| Main Activity                    | Children will complete a range of conceptual variation questions in their books to practice the knowledge learned in the lesson. They will move onto reasoning and problem-solving challenges when they demonstrate a level of confidence and understanding with the taught content.  |  |  |  |  |

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| Reading   | Science   | Topic - History  |
|---|---|--|
| <p><b>Daily for 20 minutes</b></p>  <p>Use your <b>reading plus login</b>, Bug Club or Doodle English to read and answer questions on a text.</p> <p>Remember to write this into your diary each time too!!</p>  | <p><b>L5 LI: To understand what can affect the life expectancy of animals</b></p> <p>Children what can affect the life expectancy of animals in the wild. They are then going to use the WWF website to research an animal and find out its habitat, eating habits and whether or not its endangered and if so, how</p>   | <p><b>L5 LI: To examine how religion changed during the Tudor reign</b></p> <p>Children will learn about the change of religion during the Tudor period an create a 'Tudor Religion Rollercoaster.' They will annotate each monarch and different parts of the rollercoaster with the information they have learnt about.</p>  |
| Music/ D&T  | PSHE / RE   | PE / Spanish   |
| <p><b>L1: To join fabric using a blanket stitch (continued over two weeks)</b></p> <p>Children will learn how to sew using a blanket stitch and will then have a go at sewing their two pieces of fabric together to make their cushion shapes that they will then fill with stuffing for the inside.</p> <p><b>L3: LI To learn and perform a Tudor song</b></p> <p>Children will listen to and learn the song "Greensleeves" which was written by Henry VIII. They will then perform all 3 songs they have learnt this term seeing which ones they can remember. .</p> | <p><b>L5 LI: To reflect in achievements in Year 5</b></p> <p>Children will think about role models and why they are important. They will think about how they can be good role models for the rest of the school. They will think about what they are looking forward to in Year 6 and create a spinning top with some concerns on and discuss them in groups.</p> <p><b>LI: To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.</b></p> <p>Children will link their learning about the Sikh's from last half term to this lesson. Children will learn about the Harmandir Sahib, and why it is important to Sikh's. Children will then look for where they are able to find examples or Sikh teachings within the Harmandir Shaib.</p> | <p><b>L4 LI: To develop throwing techniques to develop power and distance.</b></p> <p>Children will work in pairs to practice the technique for the throwing and will coach each other in how to improve and do it better. They will then add a run-up to their technique and see what this adds.</p> <p><b>LI: To develop balance and positioning across a variety of gymnastic poses.</b></p> <p>Children will be practicing a variety of rolls, poses and movements within gymnastics using their balancing, positioning and strength to hold the positions for at least 5 seconds.</p> <p><b>L5 LI: To revise</b></p> <p>Children will revise all their learnt Spanish from this Tudor topic and create a zigzag book which presents their learning.</p>  |

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## Homework

Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by 8<sup>th</sup> July. Remember to **upload your work to Google Classroom**. Please continue to practise your times tables and develop your love of reading further!

Thank you,

Mr Severn, Mrs Hounsell and Mr Brain

### Reading

**Please read every day** and record this in your pupil planner as a reading log.

Remember to bring your planner every day. Every **Monday**, your planners will be checked and signed off by your teacher.

**Spelling and dictation –**  
**What is the spelling pattern this week?**

**Remember to try and use these words in sentences to show that you understand their meanings.**  
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**Week 5**

**Convert nouns or verbs into adjectives using suffix -ive**

attractive

creative

addictive

assertive

abusive

cooperative

exhaustive

appreciative

offensive

expressive

### Maths



**This week we would like you to complete the converting units task set on my maths.**

**We would like you to achieve at least 80% on this task.**

**We will be checking your results.**

### Topic/Other foundation subjects including writing

Your homework for this week:  
**Your homework for this week:**

**Your homework for this week:**

**Over the next 2 weeks write a performance poem about your time in Year 5 and what you are looking forward to in Year 6.**

**Your poem can be in whatever style you want it. Remember to try include:**

- Rhyming couplets
- Rhythm
- Stanzas



**-Figurative language**

**Please complete on Google classroom or on paper.**