

Weekly Overview of Learning

Year Group: 5

Week beginning: 02.12.24

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 is set on **Tuesday** on Google Classroom and is expected to be completed and returned by the following **Tuesday**. 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
	<u>LI To retrieve information from a text</u>	<u>LI To use direct and indirect speech</u>	<u>LI To answer question in role of a character</u>	<u>LI To identify features of a particular text type</u>	<u>LI To re tell a story using graphics</u>
Key vocabulary and key questions	<p>Key Vocabulary: Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p>Key Questions What are our reading skills? How do we use them when reading? What words have helped create a visual image in your head? Are there any words that you cannot read or do not know the meaning of?</p>	<p>Key Vocabulary: Direct, indirect, dialogue, punctuation, narrative, character, inference</p> <p>Key Questions What are the rules of speech? When would we use speech? Can you recall the difference between direct and indirect speech?</p>	<p>Key Vocabulary: Interview, in role, questioning, open, closed, empathy,</p> <p>Key Questions What types of characters are in our class text? What are their personalities? Can you identify similarities and differences?</p>	<p>Key Vocabulary: Features, identify, culture, narrative, setting, vocabulary,</p> <p>Key Questions Can you identify any features from this example? What narrative features can you identify? Can you compare this to any other genre?</p>	<p>Key Vocabulary, Fiction, structure, chronological order, images, imitate</p> <p>Key Questions: What are the main features of our story? Who are the main characters? What are the main parts of our story? Which images can help represent this?</p>
Activities	After reading chapter 1-3 from our class text, children will answer questions using the reading skills and their background knowledge.	Using the previous lesson, children will create a piece of writing using a mixture of direct and indirect speech.	Children act out an interview with our two main characters. Using open and closed question techniques to help understand the characters and their role in the narrative.	Children annotate chapter 1 of our text of features of a narrative from another culture.	Children will create a story map using images to represent the story they have been reading 'Journey to Jo' Burg'

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To identify key words and phrases to visualise characters.</u>	<u>LI: To understand how word choices is can affect how a setting is visualised.</u>	<u>LI: To understand how we answer questions about a text using key words and phrases.</u>	<u>LI: To answer questions about a text by identify key words and phrases.</u>
Activity	Children will be discussing how we can identify key words and phrases within a text. Children will be looking at texts, which use character description and discussing how word choices help us visualise characters in a story.	Children will be reading a setting description and identifying key words and phrases which help us to visualise the setting. Children will then discuss if the word choice was different how the setting would change.	Children will be looking at a range of texts and understanding how we can use the key words and phrases to answer questions relevant to the text.	Children will be using the skills from the previous lesson to answer questions about a given text.

Weekly Overview of Learning

Year Group: 5

Week beginning: 02.12.24

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 is set on **Tuesday** on Google Classroom and is expected to be completed and returned by the following **Tuesday**. If there are any questions about the homework, please email the Year 5 team on year5@alexandra.hounslow.sch.uk.




Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To subtract fractions with different denominators	LI: To subtract from a mixed number	LI: To subtract from a mixed number – breaking the whole	LI: To subtract two mixed numbers	LI: To consolidate learning from our fractions topic.
Key vocabulary and key questions	<p>Key vocabulary:</p> <p>Fractions, equivalent fractions, addition, subtraction, mixed numbers, improper fractions, parts, whole, subtraction, addition, convert</p> <ul style="list-style-type: none"> • Do the fractions have the same denominator? • When are two fractions equivalent? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you subtract the fractions? • How can you represent the problem using a diagram? 	<p>Key vocabulary:</p> <p>Fractions, equivalent fractions, addition, subtraction, mixed numbers, improper fractions, parts, whole, subtraction, addition, convert</p> <ul style="list-style-type: none"> • How can you partition a mixed number? • Can the subtraction be written in a different form to make it easier? • If the denominators are different, what do you need to do? • How can the parts be combined to produce a mixed number? • Do you need to combine whole numbers or fractions? • Can you change the order of the numbers in a subtraction? 	<p>Key vocabulary:</p> <p>Fractions, equivalent fractions, addition, subtraction, mixed numbers, improper fractions, parts, whole, subtraction, addition, convert</p> <ul style="list-style-type: none"> • Which fraction is greater? • How can you show the calculation as a diagram/on a number line? • If the denominators are different, what do you need to do? • How can you partition the mixed number? Is there more than one way? • Is it easier to partition or to convert the mixed number to an improper fraction? • Can you change the order of the numbers in a subtraction? 	<p>Key vocabulary:</p> <p>Fractions, equivalent fractions, addition, subtraction, mixed numbers, improper fractions, parts, whole, subtraction, addition, convert</p> <ul style="list-style-type: none"> • Is it possible to subtract the whole parts and fractional parts separately? Why or why not? • Will you need to “break the whole”? Why or why not? • Does making the whole numbers greater make the calculation more difficult? Why or why not? • Is it easier to partition or to change the mixed number to an improper fraction? • What diagrams could you use to support you? 	<p>Key vocabulary:</p> <p>Fractions, equivalent fractions, addition, subtraction, mixed numbers, improper fractions, parts, whole, subtraction, addition, convert</p> <ul style="list-style-type: none"> • How do we find equivalent fractions? • What do we need to do in order to add fractions together? • How do we subtract fractions from one another? • How can we convert fractions from improper to mixed? • How do we convert mixed to improper? • What diagrams could you use to support you?
Introduction	In this small step, they now move on to subtract fractions where one denominator is a multiple of the other, using the same skills they learned for adding fractions of this type.	In a previous step, children added to a mixed number as a prerequisite for adding mixed numbers; in this small step, they look at a similar process for subtracting.	There are many ways to subtract a fraction from a mixed number crossing the whole, and this small step encourages children to think flexibly about how to approach problems of this kind.	In this final small step of the block, children learn to subtract one mixed number from another.	In this final small step of the block, children learn to subtract one mixed number from another.
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.				

Weekly Overview of Learning

Year Group: 5

Week beginning: 02.12.24

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 is set on **Tuesday** on Google Classroom and is expected to be completed and returned by the following **Tuesday**. If there are any questions about the homework, please email the Year 5 team on year5@alexandra.hounslow.sch.uk.

Spanish	Science	Topic - Geography
 <p>La fecha In this unit, days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p> <p>LI: To consolidate all knowledge from the unit and complete the end of unit assessment</p>	<p>LI: To compare the life cycle of mammals and birds</p>  <p>This week, we will be exploring some similarities and differences between mammal and bird life cycles. We will communicate these similarities using scientific diagrams such as table and Venn diagrams.</p>	<p>LI: To explore the impact of drought</p>  <p>This week, children will focus on Cape Town in South Africa and will learn about the effect drought has had there in the recent past. Children will look at ways people had to adapt their water use and at the ongoing issues related to lack of water. As their main task, children will write a script and then record an informative video telling residents of Cape Town how they can use their water supply more sparingly.</p>
Music/ D&T	PSHE / RE	PE
<p>L4 LI: To play call and response rhythms using percussion instruments Children will be looking at techniques to play the drums and using them to play along to a rhythm that is being played to them.</p> <p>L3 LI: To be able to sketch a tree. Children will be looking at a range of tree sketches and selecting one they would like to recreate. Children will then be using the sketching techniques they have looked at to recreate the tree image they chose.</p>	<p>L4 PSHE LI: To recognise positive and negative traits (white ribbon). Pupils will be looking at what can be considered positive and negative traits people may consider having. Children will also discuss stereotypes and how they may cause conflict, and how we can avoid conflict arising through stereotypes.</p> <p>RE L5 LI: To consider the impacts of Christianity. Children will be discussing the progress that Christianity had from its origins up to recent dates. Children will be thinking about how Christian practices have had an effect on those that follow their religion and countries that follow Christian practices.</p>	<p>Tag Rugby LI: To use a dodge to create space and beat a defender</p> <p>In this unit, pupils are developing their understanding of the attacking and defending principles of invasion games. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby, pupils do this by maintaining possession and moving the ball towards the try line to score. This unit will develop agility, balance, co-ordination, speed and stamina.</p> <p>Gymnastics LI: To explore matching and mirroring in sequence work In this unit, pupils are developing balancing, rolling, jumping and inverted movements. They are exploring partner relationships such as canon and synchronisation and matching and mirroring. This unit will develop balance, coordination, flexibility and strength.</p>

Weekly Overview of Learning

Year Group: 5

Week beginning: 02.12.24

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 is set on **Tuesday** on Google Classroom and is expected to be completed and returned by the following **Tuesday**. If there are any questions about the homework, please email the Year 5 team on year5@alexandra.hounslow.sch.uk.

Homework

To our Year 5 superstars,

This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 10th December. Remember **to upload your work to Google Classroom**. Please continue to practise your times tables and read a variety of texts to develop your reading skills and to further expand your knowledge.

Thank you,
Miss Hynes, Miss Conway and Mr Severn

Reading

Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Remember, Reading Plus counts as a reading session and you should record this in your planner!

Your planner will be checked every week.

Spelling and dictation –

**What is the spelling pattern this week?
The words this week are all adverbs of possibility and frequency.**

certainly	definitely
possibly	perhaps
probably	frequently
often	occasionally
rarely	always

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

Maths



Please log on to My Maths and complete the allocated consolidation lesson:

starting to compare fractions

70% target

Topic/Other foundation subjects including writing

Log in to Writer's Toolbox to see your task this week. First, you will be writing 'argument' sentences to get your point across. Then you will turn one of your argument sentences into a full paragraph!

Don't forget our weekly Times Tables Rockstars class challenge! Which class will be triumphant this week?! Last week, 5C were victorious. Well done, 5C!

Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Tuesday.