


# Weekly Overview of Learning

Year Group: 5

Week beginning: 03.06.24

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English	Lesson 1	Lesson 2	Lesson 3	Hampton court	Lesson 5
	<u>LI: To understand context and conventions of a particular style</u>	<u>LI To identify features of poetry</u>	<u>LI To research historical figures for our poems</u>		<u>LI To use appropriate rhyming words</u>
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> Poetry, performing, gesture, expression, audience</p> <p><b>Key Questions:</b> What poems are you familiar with? Which parts of poetry do you like? From watching these poems, what do you notice about their performance style?</p>	<p><b>Key Vocabulary:</b> Alliteration, features, identification, rhyme, rhythm, onomatopoeia</p> <p><b>Key Questions:</b> What features do you know for poetry? Are all poems the same? Which features do you expect to see? And if you didn't see them, would this confuse you?</p>	<p><b>Key Vocabulary:</b> Historical, research, poetry,</p> <p><b>Key Questions:</b> Who are the famous Queens in our Tudor period? Do you know any information about them? How can we research successfully?</p>	<p>Year 5 will be visiting Hampton Court to support their work on the Tudors. They will find out what life was like in Tudor England and have the opportunity to explore the palace.</p>	<p><b>Key Vocabulary:</b> Couplets, rhyming, rhyme, pattern, syllables</p> <p><b>Key Questions:</b> What is rhyme? How can we create rhyme in our poems?</p>
Activities	Children will look at a variety of performance poems from poets such as; Benjamin Zephaniah, Michael Rosen and Allan Ahlberg. Children will then choose their own poem to practise to perform – using the features; facial and voice expressions.	Children will look at a variety of different styles of poems; such as limericks, acrostics, haikus. Children will discuss what they already know about poetry, and the features of these. We will look at a Tudor poem, that children will be recreating later in the week. Children will identify the features of the poem.	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.


Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To make connections with a text.</u>	<u>LI: To answer questions about a text.</u>	<u>LI: To make connections with a new text.</u>	<u>LI: To compare differences and similarities within a text.</u>	<u>LI: To make connections with a text.</u>
Activity:	Children will be looking at a text and annotating it with the connections they can make. Text to world, text to text, text to self.	Children will be using the text from the previous lesson and answering comprehension based questions about the text they have read.	Children will be looking at a new text in this lesson and will be making new connections with the text they have been given. Children will be using their text to world, text to text and text to self-connection.	Children will be using the two different texts they have looked at this week and discussing the similarities and differences with the texts including the connections they have made.	Children will be looking at a text and annotating it with the connections they can make. Text to world, text to text, text to self.

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Maths	Lesson 1	Lesson 2	Lesson 3	Hampton court	Lesson 5
	<b><u>LI Multiply by 10, 100 and 1,000</u></b>	<b><u>LI Divide by 10, 100 and 1,000</u></b>	<b><u>LI To understand negative numbers</u></b>		<b><u>LI To count through zero in 1s and multiples</u></b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key vocabulary</u></b> Place value, multiply, tenths, ones, hundredths, left</p> <p><b><u>Key questions</u></b></p> <ul style="list-style-type: none"> <li>• What is the value of each digit in the number?</li> <li>• How many places to the left do the counters move when you multiply by 10/100/1,000?</li> <li>• Where would the digits move to if you multiplied the number by 10/100/1,000?</li> <li>• How many times greater than ___ is ___?</li> <li>• If you multiply a number by 10 and then multiply the answer by 10, how many times greater than the original number is your final answer?</li> </ul>	<p><b><u>Key vocabulary</u></b> Place value, divide, tenths, ones, hundredths, right</p> <p><b><u>Key questions</u></b></p> <ul style="list-style-type: none"> <li>• What is the value of each digit in the number?</li> <li>• If you divide by 10/100/1,000, how many places to the right do the counters move?</li> <li>• Where would the digits move to if you divided the number by 10/100/1,000?</li> <li>• How many times smaller is ___ than ___?</li> <li>• If you divide a number by 10 and then divide the answer by 10, how many times smaller than the original number is your final answer?</li> </ul>	<p><b><u>Key vocabulary</u></b> Positive, negative, minus, temperature, Celsius</p> <p><b><u>Key questions</u></b></p> <ul style="list-style-type: none"> <li>• What are negative numbers? How do you write them?</li> <li>• As the temperature gets warmer/colder, do the numbers get greater or smaller?</li> <li>• If zero degrees Celsius is freezing point, how do you write temperatures that are colder than freezing?</li> <li>• Is -5 colder or warmer than -2? Which temperature is closer to freezing point (zero degrees Celsius)?</li> </ul>	<p>Hampton Court Palace trip – see above.</p>	<p><b><u>Key vocabulary</u></b> Negative, sequence, backwards</p> <p><b><u>Key questions</u></b></p> <ul style="list-style-type: none"> <li>• What is a negative number?</li> <li>• How do you write negative numbers?</li> <li>• What is the next number in this count: 3, 2, 1?</li> <li>• What is the number after that?</li> <li>• Are the numbers counting forwards or backwards?</li> <li>• What is the sequence counting forwards/backwards in?</li> </ul>
<b>Introduction</b>	Children learn to multiply decimals by 10, 100 and 1,000, including decimals. Representations such as place value charts allow children to physically move plain counters to the left and recognise that all digits move, for example, 1 place to the left when multiplying by 10. They can also use a Gattegno chart to recognise that multiplying by 10 and "10 times the size" is the same	Children explore dividing integers and decimal numbers by 10, 100 and 1,000. This builds on their learning from Year 4, where they learned to divide 1- and 2-digit numbers by 10. Children should begin to recognise the links with multiplying by 10, 100 and 1,000 and notice the inverse relationship.	Children are introduced to negative numbers for the first time. The focus of this step is exploring negative numbers in real-life contexts, including temperatures, distances above and below sea level and floors in a building that go underground		Children become more fluent with negative numbers and explore counting both forwards and backwards through zero in 1s and counting in multiples too.
<b>Main Activity</b>	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 - Geography
<p><b><u>Daily for 20 minutes</u></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><u>L1: LI: To describe the stages of human development</u></b></p> <p>Children will learn about the different stages in a human's lifecycle, such as child, teenager and adult, and the defining characteristics of each stage.</p> <p>Children will create a timeline, sequencing these events and the detail at each stage.</p>	<p><b><u>L1 LI To examine primary and secondary sources</u></b></p> <p>Introduction: The children will complete a KWL grid which will help them reflect upon what they already know about The Tudors and what they would like to know.</p> <p>The children will work with a partner to examine a variety of primary and secondary sources associated with The Tudors. The class will share their ideas before learning what the sources actually are</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><b><u>L1 LI To plan possible designs for my Tudor Cushion</u></b></p> <p>Children will look at various images of Tudor decorations- cushions and coat of arms. Children will be designing possible options for their own Tudor cushion which will have relevance to them.</p> <p><b><u>L1: LI To understand the historical significance of music in the Tudor period</u></b></p> <p>Children will learn about why music was so important in the Tudor period and will learn a song called "Pastime with good company" that was sung in this time period. They will practice singing it and perform it as a class.</p>	<p><b><u>L1 LI: To be aware of my own self image</u></b></p> <p>Children will discuss what self-image is, and consider how they perceive themselves. They will then create positive affirmations based on their own self-image.</p> <p><b><u>L6 LI To learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in Sikhism</u></b></p> <p>Children will be learning about Guru Gobind, discussing who he was and why he was important. Children will consider the virtues and leadership qualities Guru Gobind and Guru Granth Sahib possessed and why they are important to Sikhs.</p>	<p><b><u>L1 LI: To learn to listen attentively to a longer piece of Spanish</u></b></p> <p>Will go through the Tudor PowerPoint with the key facts in Spanish. Children will listen to the PowerPoint and hold up matching cards when they think they have heard the word which they card represents.</p> <p><b><u>L1 LI: To be able to apply different speeds over varying distances</u></b></p> <p>In pairs, one pupil begins on the inner track and their partner stands at the same position on the outer track. Explain to the pupils that they are going to run for 1 minute and 30 seconds. They must set their own pace but must communicate with each other to stay in line with each other on the tracks. Discuss with the pupils how their pace will differ?</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 11th June. 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. Remember to try and use these words in sentences to show that you understand their meanings

Week 6

Convert nouns or verbs into adjectives using suffix -al

musical

political

accidental

mathematical

functional

tropical

professional

central

global

industrial

### Maths

**This week we would like you to go on reading plus and read for at least 30 minutes.**

**We will be checking your times.**

### Topic/Other foundation subjects including writing

Your homework for this week:

This week for homework we would like you to tell us about your trip to Hampton court.



You can write a recount about our trip to Hampton court, think about what you saw, and what you learnt about the Tudors.

You could also think about an artefact that you saw on our trip and draw a picture of it. Make sure to label it and explain what the artefact is and why it is important.

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