

Weekly Overview of Learning

Year Group: 5

Week beginning: 4.11.24

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English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To activate prior knowledge about text (theme, genre, subject matter)	LI: To identify features of a text	LI: To select information from a text	LI: To evaluate and compare texts	LI: To distinguish between active and passive voice
Key Vocabulary and Key Questions	<p>Key Vocabulary: sub-headings, passive voice, adverbials of reason, brackets, formal</p> <p>Key Questions: What is an explanation text? What is the purpose of an explanation text? How is the information organised? What person is it written in?</p>	<p>Key Vocabulary: sub-headings, passive voice, adverbials of reason, brackets, formal</p> <p>Key Questions: What is an explanation text? What is the purpose of an explanation text? How is the information organised? What person is it written in? Why might a glossary be important in this type of text? What role do quotes play in an explanation text?</p>	<p>Key Vocabulary: read, summarise, key-points, recognise, information, highlight</p> <p>Key Questions: What does summarise mean? How do we identify the main points? How do we use skimming and scanning to summarise? Are there any organisational features that might help us with summarising?</p>	<p>Key Vocabulary: effect, logic, purpose, audience, cohesion, similar, different</p> <p>Key Questions: What does evaluate mean? How do we decide how purposeful a text is? What language can we use to compare and contrast?</p>	<p>Key Vocabulary: active, passive, subject, object, verb</p> <p>Key Questions: What 3 components make up a sentence? Can you define a (subject, object, verb?) How can we change an active sentence into a passive sentence?</p>
Activities	<p>Starter: Show children a piece of children's writing. What genre is it and how do you know?</p> <p>Introduction: Model to children that "what, where, when, who?" questions are answered in information texts but that "How and why?" are answered in a special type of information text, called 'explanation texts'. These texts are similar in appearance to instructions in that they are both procedural texts, but describe how a process occurs or why an event happens, as opposed to telling someone what they must do.</p>	<p>Starter: Recap the text we read yesterday and act it out, using the actions devised in yesterday's lesson.</p> <p>Watch me: Using a different explanation text (How does a telescope work?) model text marking the title, subheadings and subject specific vocabulary. Model how brackets have been used to define any subject specific vocabulary that the reader might not know. Explain how 'rhetorical questions' are often used as the title or subheadings to keep the text focused.</p> <p>Help me: Text mark causal conjunctions and adverbials of time.</p> <p>Show me: Identify the labelled diagram.</p> <p>KQ: What is the purpose of the diagram? What do you notice about these diagrams that is different to a diagram that might be used in a non-chronological report?</p>	<p>Starter: Play children the clip of the breakfast machine from 'Chitty Chitty Bang Bang'. In a maximum of 5 sentences, describe what is happening.</p> <p>Watch me: Introduce the class to the 'model text' (teacher written WAGGOL based on their recent topic.) Read through the text together and point out that it is a procedural text.</p> <p>KQ: What other procedural texts have you read? How does this one differ?</p> <p>Model the purpose of the text: To explain how/ why something happens.</p> <p>Help me: Identify the main points of each section. How do the sub-headings help us?</p> <p>Show me: Together, come up with actions for each step of the procedure and act the text out.</p>	<p>Starter: Recap yesterday's lesson Sort the features onto the grid to show which belong to this genre and which do not</p> <p>Watch me: Remind children that when we evaluate a text, we decide if it has met its purpose or not. The purpose of an explanation text is to explain how or why something happens. Today, we will be looking at some examples of explanation texts and deciding how well they do this. We will need to apply our knowledge of the genre features. Model using the checklist to mark off the features text 1 has.</p> <p>Help me: Mark off the features that text 2 has.</p> <p>Show me: Which text has more of the features? Does this impact the degree to which it has met its purpose?</p> <p>KQ: What comparative language could we use to help us express this point?</p>	<p>Starter: Show children the following sentences:</p> <ol style="list-style-type: none"> Aliens landed on the planet's rocky surface. The planet's rocky surface was landed on by the aliens. <p>Children discuss what they notice about each sentence and feedback their ideas.</p> <p>Watch me: Explain to children that sentence 1 is written in the active voice, whereas, sentence 2 is written in the passive voice. Model this through highlighting the 'subject, object and verb' in each, demonstrating how in sentence 1, the focus is on what the subject is doing, whereas, in sentence 2, the focus is on what is happening to the object.</p> <p>Help me: Identify the 'subject, object and verb' in the sentences and then sort the sentences into two categories: active and passive.</p> <p>Show me: Using what we have identified within the sentences, convert them from active/ passive to active/ passive.</p>


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	<p>Main task: Children write an explanation text explaining how a torch/ simple circuit works. Together, recap learning from Year 4 electricity topic and generate any vocabulary that might be used.</p>	<p>Main Task: Using the key, at the bottom of the sheet, mark the text (our model text) demonstrating the features. Challenge: Compare the features of a non-chronological report (studied earlier in the year) with those of explanation texts. KQ: Which features do they have in common and which are different? Children demonstrate this information on a venn diagram</p>	<p>Main Task: Read the text and use the success criteria to answer the question, in your own words. Challenge: Write a summary of the information presented in the text.</p>	<p>Main Task: Use the checklist to identify the features used in 2 texts, using 1 colour for one text and another colour for the second. Once this has been completed, write a statement, using the evidence just recorded, to explain which text is better and why Challenge: What suggestions would you give the author to improve the 'weaker' text?</p>	<p>Main task: Complete the worksheet to convert the sentences from: 1. active>passive 2. passive>active</p>
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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To understand the skill of summary.	LI: To identify key words and phrases	LI: To use the skill of summary in context.	LI: To use the skill of summary to answer questions.	LI: To use the skill of summary to answer questions.
<p>Activity:</p> 	<p>Children will be learning about the skill of summary when reading. Together, create an anchor chart.</p>	<p>Explore how when summarising, we only need the main events/ points. We use key words and phrases to do this. Together read the text and highlight anything that must be included in the summary.</p>	<p>Children will be using their understanding of summary from the last lesson to identify good summaries about different texts.</p>	<p>Children will be using their summary skills to answer different types of questions. This lesson children will be focussing on the sequencing of the events of the text, and giving the story a new title based on what they have read.</p>	<p>Children will be using their summary skills to answer different types of questions. This lesson children will be focussing on summarising the overall point of a text, and identifying true or false statements about the text.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To recognise and use square numbers	L.I: To recognise and use cube numbers	LI: To multiply whole numbers by 10, 100 and 1,000	LI: To divide whole numbers by 10, 100 and 1,000	LI: To multiply and divide whole numbers by multiples of 10, 100 and 1,000
Key vocabulary and key questions	<p>Key Vocabulary square, factors, multiples</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Why are square numbers called 'square' numbers? • How do you work out x squared? • How do you write x squared? • Is 1 a square number? Why or why not? • Are the squares of odd numbers even or odd? Explain your answer! • Are the squares of even numbers even or odd? Explain your answer! 	<p>Key Vocabulary square, cube, factors, multiples</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Why are cubed numbers called "cube" numbers? • How do you work out x cubed? • How do you write x cubed? • Is 1 a cube number? Explain your answer. • Are the cubes of odd numbers even or odd? Explain your answer! • Are the cubes of even numbers even or odd? Explain your answer! 	<p>Key Vocabulary whole number, digits, place value, placeholder</p> <p>Key Questions</p> <ul style="list-style-type: none"> • In what direction do the digits move when you multiply by 10/100/1,000? • How many places to the left do the digits move when you multiply by 10/100/1,000? • When you have an empty place value column, what digit do you use as a placeholder? • How can you use the result of multiplying by 100 to help you multiply a number by 1,000? 	<p>Key Vocabulary place value, placeholder, digit, inverse</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What direction do the digits move when you divide by 10/100/1,000? • How many places to the right do digits move when you divide by 10/100/1,000? • How is dividing by 10, 100 or 1,000 linked to multiplying by 10, 100 or 1,000? • How can you use the result of dividing by 100 to help you divide a number by 1,000? • What does "inverse" mean? 	<p>Key Vocabulary place value, placeholder, multiple, power of 10, common multiple</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Will multiplying/dividing by 20 give an answer that is less than or greater than multiplying/dividing by 10? Why? • How can you break down multiplying/dividing by into steps using powers of 10? • What is the same and what is different about the two calculations? • How can you use inverse operations to find related calculations? • When do numbers have common multiples that are lower than their product?
Introduction and activities	In this small step, children learn that square numbers are the result of multiplying a number by itself. Through their knowledge of times-tables and practice, they should be able to recognise the square numbers up to 12 x 12. They are introduced to the notation for squared (x^2).use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself.	In this small step, children learn that a cube number is the result of multiplying a whole number by itself and then by itself again, for example $6 \times 6 \times 6$. We will link this to our learning about square numbers yesterday. Children will be introduced to the notation for cubed for the first time and we will work with both square and cube numbers to ensure children are sure which is which.	In this small step, children revisit multiplying whole numbers by 10 and 100 (introduced in Year 4), and move on to multiplying whole numbers by 1,000.	In this small step, children revisit dividing numbers by 10 and 100, and move on to dividing whole numbers by 1,000.	In this small step, children build on previous learning and begin to multiply and divide by multiples of 10, 100 and 1,000..

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Spanish	Science	Geography
 <p><u>La fecha</u></p> <p>LI: To recognise, recall and spell the 7 days of the week in Spanish</p> <p>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 describe sexual reproduction in flowering plants</p>  <p>Children will be learning about the male and female parts of plants which are used in the reproduction process. Children will explain how through the process of pollination plants can reproduce sexually.</p>	 <p>LI: To review prior learning and to ask questions LI: To locate continents, countries, provinces and capital cities on a map</p> <p>We will start the new topic for this term, South Africa by exploring what we already know about South Africa, whilst also discussing what we would like to find out during our new topic. Children will use an atlas to find the location of Africa, Southern Africa, South Africa and its provinces and main cities. They will be introduced to some facts about South Africa and some of its geographical features.</p>
Music/ D&T	PSHE / RE	PE
<p>Music</p> <p>LI: To sing a traditional African song unaccompanied.</p> <p>Children will be introduced to the African song “Shosholozza” and its origins. Children will learn the pronunciation of the words within the song and will then sing along.</p> <p>D&T</p> <p>LI: To review my process and to evaluate my final product (greeting card with a functional series circuit)</p> <p>Children will recap what they did, how they worked and what improvements they might make when thinking about their space themed light up card and how it met their design brief.</p>	<p>PSHE</p> <p>LI: To understand how differences can cause conflict</p> <p>Children will be learning about conflict and thinking about how we can resolve or avoid conflicts from happening. Children will then be given a scenario and they will be asked to discuss what the differences and similarities are and how we can prevent conflict from happening within the scenario.</p> <p>RE</p> <p>LI: To assess the significance of Jesus to Christians.</p> <p>Children will consider who Jesus was and why he was important to Christians and their religion. Children will discuss the messages that Jesus spread and why he is an important model for Christianity.</p>	<p>Tag Rugby</p> <p>LI: To apply throwing and catching skills to a game situation</p> <p>In this unit, 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</p> <p>LI: To perform symmetrical and asymmetrical balances</p> <p>In this unit, pupils are developing balancing, rolling, jumping and inverted movements as well as exploring partner relationships such as canon and synchronisation and matching and mirroring.</p>

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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 12th November. Remember **to upload your work to Google Classroom and Writer's Toolbox**. 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

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

Remember to bring your planner every day. Your planners will be checked weekly by your teacher.

Don't forget that a session on Reading Plus counts as your 20 minutes of daily reading!

Spelling and dictation –

**What is the spelling pattern this week?
This week, our focus will be on words that contain 'silent' letters!
Remember to try and use these words in sentences to show that you understand their meanings.**

doubt
lamb
debt
thumb
solemn
autumn
column
knight
knuckle
knot

Maths



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

Dividing by 10 and 100

Topic/Other foundation subjects including writing

This week, we would like you to:

- *Do at least 30 minutes on Reading Plus.
- *Write a recount of your half-term break using Writer's Toolbox.

For those of you who still need to complete the half-term homework:

Research all about our new topic for Autumn 2: 'South Africa'
You might want to find out about:

- famous people
- food
- landmarks
- culture
- weather
- sport



Remember to put your research into your own words or find a definition of a word you are unsure of. Try your best not to just copy and past a lot of text!