

Weekly Overview of Learning

Year Group: 5

Week beginning: 6.1.25

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 plan my story from another culture (Boxing up)</u>	<u>LI: To write an opening for a story from another culture</u>	<u>LI: To compose a problem for a story from another culture</u>	<u>LI: To conclude a story from another culture</u>	<u>LI: To publish my narrative</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Story structure, beginning, character, setting, problem, dilemma, resolution, cliff-hanger</p> <p><u>Key Questions:</u> What features does a story need to have? From chapter 3 of our text, which points are the most important? Which parts of the story can we change and adapt? How can we show the story is set in another culture?</p>	<p><u>Key Vocabulary:</u> setting, character, narrative, adjectives, expanded noun phrases</p> <p><u>Key Questions:</u> What is the structure of our story? Who are the main characters? Where does it take place? How can you describe the scene? Which grammatical devices would help make your writing exciting?</p>	<p><u>Key Vocabulary:</u> Build-up, problem, description, grammar, paragraphs, cohesion</p> <p><u>Key Questions</u> What is the problem? How is this resolved? Which grammatical devices would help make your writing exciting?</p>	<p><u>Key Vocabulary:</u> Resolve, conflict, conclude, cliff-hanger</p> <p><u>Key Questions:</u> How will your story end? Can you use ellipsis? Will your story have a sequel?</p>	<p><u>Key Vocabulary:</u> Edit, publish, corrections, narrative</p> <p><u>Key Questions</u> How can we edit our work? What might a reader look for in an entertaining story?</p>
Activities	Children will complete a Boxing up plan based on Chapter 3 of Journey to Jo'burg. They will use their knowledge of the book to make small adaptations to make it their own.	Children will use their Boxing Up plan to write the start of their own version of Journey to Jo'burg, using Chapter 3 as a basis.	Children will use their Boxing Up plan to write the middle of the story, introducing the build-up and the characters' problem in their narrative.	Children will use their boxing up plan and Chapter 3 of Journey to Jo'burg to conclude their story. They will think about what type of ending they would like to give the reader.	Children will edit and publish their narrative. They will think about how to improve their writing.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To recall monitoring comprehension and fix it strategies.</u>	<u>LI: To identify how misunderstandings occur within texts.</u>	<u>LI: To evaluate how gaps and inconsistencies effect the reader.</u>	<u>LI: To identify gaps in a text and pose questions about the text.</u>
Activity:	Children will be recalling monitoring comprehension from last term and the fix-it strategies they decided on as a class.	Children will be discussing why misunderstandings can occur in a text due to gaps or inconsistencies a writer has made within their text.	Children will discuss what gaps and inconsistencies are in a text and how they might occur. Children will then discuss what effects it can have on a reader when the gaps occur. Children will discuss strategies to avoid pitfalls both in their reading and as writers.	Children will be looking at texts with gaps or inconsistencies in them. Children will be asked to identify the gaps and inconsistencies and what questions they pose for the reader.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To multiply 4 digits by 1 digit using formal methods.	LI: To multiply a 2-digit number by a 2-digit number using the area model	LI: To multiply a 2-digit number by a 2-digit number using formal methods	LI: To multiply a 3-digit number by a 2-digit number using formal methods	LI: To multiply a 3-digit number by a 2-digit number using formal methods
Key vocabulary and key questions	<ul style="list-style-type: none"> How does the written method match the representation? How does multiplication link to addition? Which column do you start with? Do you need to make an exchange? How could you estimate the answer to check your calculation? 	<ul style="list-style-type: none"> How can you partition the numbers? Which numbers did you multiply first? Once you have completed the area model, what do you need to do to find the total product of the two numbers? Does it matter what order you complete the area model in? 	<ul style="list-style-type: none"> What are you multiplying by first, next? Why is this different? Why is there a zero in the ones column when multiplying by x? (for example, when multiplying 14 by 30) Where do you write the exchanged ones/tens/hundreds? 	<ul style="list-style-type: none"> What do you need to do to complete the calculation? Where do you put the exchanged ones/tens/hundreds? What is the same and what is different about multiplying a 2-digit number by a 2-digit number and multiplying a 3-digit number by a 2-digit number? 	<ul style="list-style-type: none"> Why is there a zero in the ones column when multiplying by x? (for example, when multiplying 2,314 by 30) Where do you put the exchanged ones/tens/ hundreds/thousands? What do you do to complete the calculation?
Introduction	Children will be revisiting learning from year 4 by using a written method to multiply a 4-digit number by a 1-digit number. The importance of '1-digit per square' will be discussed in relation to place value.	Children will practise using the area model to multiply 2-digit number by a 2-digit number.	Today, children will move on to a more efficient (for most children) method of multiplying a 2-digit number by a 2-digit number.	Children will be using their knowledge of multiplying by a 2-digit number using the written method to multiply by a 3-digit number.	Children will be multiplying a 4-digit number by a 2-digit number or 3-digit number. They will need to take care with their calculations and will practise checking over their work for careless mistakes.
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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Spanish	Science	Topic - History
<p><u>¿Qué tiempo hace? ('what is the weather like?')</u></p>  <p>By the end of this unit pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecast to the class. This enables them to link the weather vocabulary with map work, compass points and general geography.</p> <p><u>LI: To explore new vocabulary for describing the weather in Spanish</u></p>	<p><u>LI: To observe the properties of materials around us</u></p>  <p>Children will be discussing what a material is and what some of the purposes of different materials are. Children will then discuss and observe the different materials used around the school and how they are used.</p>	<p><u>LI: To recognise the time and context of our time period</u></p>  <p>Children will be linking their learning from previous topics to their new topic of Vikings. Children will be using context clues from previous topics to discuss what time period they are now learning about. Children will then be introduced to the Vikings, learning who they were, where they came from, and what time period they arrived.</p>
Music/ D&T	PSHE / Religion & Worldviews	PE
<p><u>LI: To understand that music can be represented with colours</u></p> <p>Children will be discussing how music can be represented with colours. Children will then be given a range of colours and played a piece of music to draw along to the music.</p> <p><u>LI: To plan an interactive book</u></p> <p>Children will be looking at a range of ways they can make an interactive pop-up book. Children will then create their own design for a interactive pop-up book linked to our topic of Vikings</p>	<p><u>PSHE</u></p> <p><u>LI: To think about our dreams for the future</u></p> <p>Children will be discussing what it means to have a dream and then discussing the different dreams and goals we have as a class.</p> <p><u>Religion & Worldviews</u></p> <p><u>LI: To recognise the significance of the soul in people's beliefs</u></p> <p>In this lesson, we will explore the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews.</p>	<p><u>Dodgeball</u></p> <p>In this unit, pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They will learn how to select and apply tactics to the game to outwit their opponent. We will focus on the importance of fair play, independence and honesty while playing to the rules of the game.</p> <p><u>LI: To develop throwing skills and apply them appropriately to the situation</u></p> <p><u>Fitness/Fundamental skills</u></p> <p>In this unit, pupils will take part in a range of activities that explore and develop their strength, stamina, speed, co-ordination, balance and agility. They will learn how each component of fitness will benefit them and help them in a variety of games.</p> <p><u>LI: To explore how speed helps me in a range of activities</u></p>

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Homework

Happy New Year 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 14th January (**or Tuesday 21st January for your History homework**). 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

Spelling/dictation

What is the spelling pattern this week?

Creating nouns using -ity suffix

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

community	curiosity
ability	visibility
captivity	activity
eternity	flexibility
possibility	sensitivity

Homework

Doodle Maths and Doodle English: Work hard each day to turn your tracker green.

Reading homework: Please read for at least 20 minutes every day and record this in your pupil as a reading log. This can include a session on **Reading Plus**.

Times Tables Rockstars: Which class will be the Year 5 champions this week?

MyMaths:

Please log on to My Maths and complete the allocated tasks.

History/Topic homework:

This week, we would like you to:

*research Viking long boats or helmets

And then

* draw or make your own longboat or helmet using materials around your home.

You could use – milk carton, cereal box, tissue box, toilet rolls, cardboard.

With your creation we would like you to write about the different features that boats or helmets had during the Viking period and why those features were needed. You could research the parts of a longboat one week and then get creating the next week.

You have two weeks so your work should reflect this.

