

Weekly Overview of Learning

Year Group: 5

Week beginning: 08.07.24

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
	<u>LI: To identify features of a biography</u>	<u>LI: To organise my research into paragraphs</u>	<u>LI: To apply speaking and listening skills to historical characters</u>	<u>LI: To apply speaking and listening skills to a historical character.</u>	<u>LI: To apply biography language features into my writing</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> biography identify, feature, facts, third person, factual,</p> <p><u>Key Questions:</u> What is a biography? What does the suffix and root word mean? What features can you identify? Is there anything similar to other texts you have seen? Why might a biography be written?</p>	<p><u>Key Vocabulary,</u> Categorise, paragraph, key information, summary, facts, nonfiction, box up</p> <p><u>Key Questions:</u> Can you organise your research into sections? What subject would you like each paragraph to be about? Have you repeated any information in more than one section?</p>	<p><u>Key Vocabulary:</u> Questioning, open ended, closed, information, clear, loud voice</p> <p><u>Key Questions:</u> How can you engage your audience? Are you prepared to answer questions about your character? Have you spotted any gaps in your research that you need to fill before next week?</p>	<p><u>Key Vocabulary:</u> vocabulary, hot seat, character, kings, queens, emotions</p> <p><u>Key Questions:</u> How would the queen feel during our time married to King Henry? What was the marriage like? How did it feel to be queen?</p>	<p><u>Key vocabulary:</u> Language features, biography, Tudor, Kings, Queens, Third person, Past tense, Pronouns, events</p> <p><u>Key questions:</u> How can we change present to past tense? How can we change interview questions into third person responses? What information do we expect to find in each section of the biography?</p>
Activities	In pairs, highlight and label the features of the newspaper report you are given. Then answer the questions about the reports	To help plan your biography you need to organise your research into sections. Today, we would like you to "box up" your independent research. Read through the information you found and organise it into sections in your books.	In pairs, role play a reporter and one of Henry's wives. Questions posed will help them recite their own research	Children will be using their knowledge of the queens of Henry VIII and putting themselves in their shoes. Children will be holding interview questions with one another asking the queen character how they felt during the time they were alive and married.	Children will be looking at the language that is needed to create a biography. Children will look at how they can use their knowledge of the Tudor queens to adapt their language using past tense, pronouns, and third person.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To visualise a setting/character</u>	<u>LI: To apply prior concept knowledge to visualise</u>	<u>LI: To retell a story using images</u>	<u>LI: To discuss words and phrases that capture the imagination</u>	<u>LI: To explore figurative language and the effect it has on the reader</u>
Activity:	Children will practice their visualisation skills by drawing a house with no guidance and then with some guidance. They will then draw from an extract in the book "Holes".	Children to write their own expanded noun phrases about their local area. They will then listen to the audio from a video and draw on their whiteboard what they visualise from the sounds they can hear.	Children will think about what Camp Green Lake looks like from the book and will take it in turns to describe it to their partner for them to draw. They will think of a famous story to draw for their partner to guess.	Children will read through Chapter 12 as a class and will choose something from the text to draw in their books. They will copy the text they have drawn underneath the picture to identify it from the text.	Children will read Chapter 12 again and decide which of 2 images is more accurate for the setting of Camp Green Lake. They will then think about different types of figurative language and write their own about Camp Green Lake.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To estimate to capacity.</u>	<u>LI: To consolidate learning about volume</u>	<u>LI: To recap multiplication and division learning</u>	<u>LI: To recap learning adding and subtracting fractions unit.</u>	<u>LI: To recap our fractions, decimals, and percentages.</u>
Key vocabulary and key questions	<p>Key Vocabulary Estimate, volume, compare, order, cubes</p> <p>Key Questions: What is volume? What is a cubic centimetre? How can you find the total volume of the shape? What is the volume of shape A? How can you tell which shape has the greater volume? Which has the greater volume, shape A or shape B? Are the cubes the same size? Why does this matter?</p>	<p>Key Vocabulary Estimate, volume, cuboids, capacity</p> <p>Key Questions: What is volume? What unit can you use to measure volume? What is the difference between one square centimetre and one cubic centimetre? How many cubes is the shape made up of? What is the volume of the shape/ cuboid?</p>	<p>Key Vocabulary Multiplication, divisions, column method, place holders, short division</p> <p>Key Questions: What methods can we use? What do we need to have in place when multiplying by a 10? How many times does our number go into another?</p>	<p>Key Vocabulary Fractions, unit and non-unit fractions, numerator, denominator</p> <p>Key Questions: What stays the same when adding fractions? What changed when adding? What needs to be the same to be able to add and subtract fractions together?</p>	<p>Key Vocabulary Fractions, decimals, percentages, Fractions of an amount, multiply, divide, wholes, part</p> <p>Key Questions: How do we find fractions of an amount? How do we find equivalent fractions, decimals, and percentages? What does percentages mean?</p>
Introduction	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.	Children will consolidate their learning from the volume topic. Children will look at using centimetres cubed to calculate the volume of a shape. Children will also look at using their knowledge of shapes and volume to accurately estimate.	Children recap their learning from our multiplication and division unit using the variety of methods we can used to multiply and divide.	Children recap their learning from our fraction's unit using the variety of methods we can used to add and subtract.	Children recap their learning from our fractions, percentages, and decimals unit using the variety of methods we can use to find fractions of amount.
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><u>Daily for 20 minutes</u></p>  <p>Use your reading plus login, 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><u>L6 LI: To report and present findings on gestation periods and life expectancies of animals.</u></p> <p>What is life expectancy? Children discuss with talk partner and feed back to the whole class to create a definition. Read the following statement to the children: 'animals with longer life expectancies have longer gestation periods.' Children discuss what information they would need to answer this question and how they would record their data.</p>	<p><u>L6 LI: To investigate how the rich and poor lived in Tudor England</u></p> <p>Children will think about how life was different for those in the Tudor era, lifestyle, food and jobs. They will look at an inventory of two differing people's belongings. Children will be comparing and analysing two primary sources about the life of rich and poor people in Tudor England.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>LI: To evaluate your Tudor cushion</u></p> <p>Children will evaluate their Tudor cushion against the criteria provided at the start of the project and see how successful they have been.</p> <p><u>L3: LI To learn and perform a Tudor song</u></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><u>L5 LI: To reflect in achievements in Year 5</u></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><u>LI: To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.</u></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><u>L5 LI: To develop throwing with force for longer distances.</u></p> <p>In pairs with one tennis ball between them. Pupils line up one behind the other behind a start line. Pupils take turns to throw the ball for distance from the following start positions: sitting, kneeling standing.</p> <p><u>LI: To develop balance and positioning across a variety of gymnastic poses.</u></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><u>L5 LI: To revise</u></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 15th 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		Maths	Topic/Other foundation subjects including writing
<p>Please read every day and record this in your pupil planner as a reading log.</p> <p>Remember to bring your planner every day. Every Monday, your planners will be checked and signed off by your teacher.</p>	<p>Spelling and dictation – What is the spelling pattern this week?</p> <p>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</p>	<div style="text-align: center;">  <p>This week we would like you to complete the volume and capacity task set on my maths. We would like you to achieve at least 80% on this task. We will be checking your results.</p> </div>	<p>Your homework for this week:</p> <p>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.</p> <p>Your poem can be in whatever style you want it.</p> <p>Remember to try include: -Rhyming couplets -Rhythm -Stanzas -Figurative language</p> <p>Please complete on Google classroom or on paper.</p> 
	<p>Week 6 Convert nouns or verbs into adjectives using suffix -al</p> <p>musical</p> <p>political</p> <p>accidental</p> <p>mathematical</p> <p>functional</p> <p>tropical</p> <p>professional</p> <p>central</p> <p>global</p> <p>industrial</p>		