

Weekly Overview of Learning

Year Group: 5

Week beginning: 09.12.24

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
	<u>LI: To independently construct a narrative from another culture</u>	<u>LI: To use our reading strategies to help predict a text</u>	<u>LI: To apply knowledge of tenses</u>	<u>LI: To retrieve information from a text</u>
Key vocabulary and key questions	<p>Key Vocabulary: Narrative, cold task, features, independent</p> <p>Key Questions What is a narrative? Can you recall the features of a narrative? What do you think this image is about?</p>	<p>Key Vocabulary: Predict, inference, observe, wonder,</p> <p>Key Questions: What's the difference between observation and inference? What do you wonder about the image? What do you think the picture is about?</p>	<p>Key Vocabulary: Past, present, future, verb, suffix</p> <p>Key Questions What is a verb? How will a verb change if it is in past tense?</p>	<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>
Activities	Children will independently write a narrative based on an image from the new class text. Children will be encouraged to use features of narratives they have previously read and studied.	Children will use various front cover images to infer what our new class text will be about. They will complete a sheet with prompting questions.	Children will apply their knowledge of apostrophes into their own sentences. They will move onto application questions to consolidate their understanding.	After reading chapter 1-3 from our class text, children will answer questions using the reading skills and their background knowledge.

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 provide for the reader.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<u>LI: To add whole numbers with more than 4 digits</u>	<u>LI: To subtract whole numbers with more than 4 digits</u>	<u>LI: To use inverse operations for addition and subtraction</u>	<u>LI: To solve addition and subtraction multi-step problems</u>
Key vocabulary and key questions	<ul style="list-style-type: none"> • Does it matter which number goes at the top when using the column method? • Will you need to make an exchange? Which columns will be affected if you do? How do you know? • Does it matter if the numbers have different numbers of digits? • How do you know which digits to "line up" in the calculation? • How do you know if the calculation is an addition? 	<ul style="list-style-type: none"> • Which number goes at the top when using the column method? Does this affect the final answer? • Will you need to make an exchange? Which columns will be affected if you do? How do you know? • Does it matter if the numbers have different numbers of digits? • How do you know which digits to "line up" in the calculation? • How do you know if the calculation is a subtraction? 	<ul style="list-style-type: none"> • If I add a number to another to get a total, what do you need to do to the total to find my original number? • If I subtract a number from another to find the difference, what do you need to do to the difference to find my original number? • What does an inverse operation do? • What operation is the inverse of addition? • What operation is the inverse of subtraction? 	<ul style="list-style-type: none"> • What is the key information in the question? • What can you work out straight away? How does this help you to answer the question? • How can you represent this problem using a bar model? Which bar will be longer? Why? • Do you need to add or subtract the numbers at this stage? How do you know? • How can you check your answer?
Introduction	In this small step, children revisit the use of the column method for addition and learn to apply this method to numbers with more than four digits.	In this small step, children revisit the use of the column method for subtraction and learn to apply this method to numbers with more than four digits.	Children can use bar models or part-whole models to establish families of facts that can be found from one calculation and then use inverse operations to check the accuracy of their calculations.	In this small step, children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step.
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 - 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 ask and answer the question ¿Cuándo es tu cumpleaños? (When is your birthday?) in Spanish</p>	<p>LI: To compare the life cycle of amphibians and insects</p>  <p>This week, we will be exploring some similarities and differences between amphibian and insect life cycles. We will communicate these similarities using scientific diagrams such as table and Venn diagrams.</p>	<p>L5 LI: To compare human and physical attributes of South African and England</p>  <p>Children will revise their knowledge on physical and human features of places and compare the difference between them. From this knowledge children will then compare the human and physical features that are similar and different between South Africa and England and how the landscapes differ and why.</p>
Music/Art	PSHE / RE	PE
<p>LI: To play call and response rhythms using percussion instruments</p> <p>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>LI: To use light and dark tones. Children will be looking at an image and recreating the image by using a range of colours and different tones.</p>	<p>PSHE LI: To compare my life with others around the world</p> <p>Children will be looking at the life of children from other countries and thinking about what children will prioritise in their life. Children will think about what they would prioritise in their life and how they compare to the children from other cultures.</p> <p>RE LI: To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world. Children will be looking at the way Jesus has been portrayed in a variety of art work. Children will then discuss how Jesus and Christianity is portrayed in a variety of ways across the world.</p>	<p>Tag Rugby LI: To apply rules and skills to take part in competitive games</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 create a solo sequence using apparatus 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>

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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 17th December. There is still time to submit any outstanding homework tasks from this half term and 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

Spelling/Dictation

Your words this week are statutory spelling challenge words from the Year 5/6 list.

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

vegetable	vehicle
bruise	soldier
stomach	recommend
leisure	privilege
occur	neighbour

Homework

This week, we would like you to focus on your online learning as some of you are still not logging in regularly!

You *should* know your usernames and passwords by now without needing to use a prompt or check your diary.

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 planner 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 consolidation lesson:

More addition and subtraction

70% target