

Weekly Overview of Learning

Year Group: 5

Week beginning: 10.06.24

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	Hampton court	Lesson 5
	<u>LI to practise comprehension skills.</u>	<u>LI: to practise spelling and grammar strategies.</u>	<u>LI To retrieve information from a text</u>	<u>LI To identify key events of a narrative using graphic images</u>	<u>LI To identify key features of a historical narrative</u>
Key vocabulary and key questions	<p>Key Vocabulary, Reading strategies, retrieve, infer, summarise, vocabulary, evidence</p> <p>Key Questions: How can we quickly and accurately retrieve information from a text? Can you select evidence to support your inference?</p>	<p>Key Vocabulary: Grammar, punctuation, synonym, antonym, conjunction, main clause, subordinate clause, word class, prefix, suffix</p> <p>Key Questions: Can you identify the main clause and subordinate clause? Can you convert the active voice to the passive voice? Can you identify where the missing punctuation should go?</p>	<p>Key vocabulary: Retrieve, reading, strategies, retrieve, infer, predict, comprehension</p> <p>Key questions: What are the 8 reading strategies? How do we answer reading comprehensions?</p>	<p>Key vocabulary: Summarise, story maps, graphic, chronological</p> <p>Key questions: What does summarise mean? What skills do we use when we summarise? When summarising a story, why is chronological order important? When we summarise, do we need to include superfluous information?</p>	<p>Key vocabulary: structure, language, context clues, subject specific/ historical vocabulary</p> <p>Key questions: What makes a good story? How should a story be organised? What language helps the reader to sequence events? What context information does the author need to give the reader so they can visualise?</p>
Activities	Today, we will revisit the 8 reading strategies and use them to answer comprehension questions. Use the text to answer the questions accurately. Skim and scan the text, highlighting any key information that you think is important.	Revise and consolidate knowledge of grammar terminology and apply them independently. Use your prior knowledge of this year to help you answer the questions	Today, children will use their eight reading strategies to answer questions from a text. Children will retrieve answers and use their inference skills.	With a familiar story, Children put the pictures in order to retell the story. Explain to children that by putting the pictures in order, they have essentially created a story map. Today they will be doing that for our model text.	Children to rank features of a story in order of importance (as per their opinion) and then feed back to the class, justifying their ideas. Teacher to model identifying the features of a historical narrative.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To identify key information from a text.</u>	<u>LI: To identify causal links between events in a text.</u>	<u>LI: To form questions about a text.</u>	<u>LI: To use details and information to from predictions/ speculations.</u>	<u>LI: To select appropriate evidence from a text to justify predictions.</u>
Activity:	Children will read a new text, and using evidence from within the text they will make appropriate predictions about events that might happen.	Children will be using the same text, and answering questions based on the text using evidence to suggest why something happened.	Using the text from this week, children will think about what questions come to mind after reading it.	Children will read a new text, and using evidence from within the text they will make appropriate predictions about events that might happen.	Children will read a new text, and using evidence from within the text they will make appropriate predictions about events that might happen.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I: To review mental methods and strategies</u>	<u>L.I: To answer problem solving and reasoning questions</u>	<u>L.I: To answer problem solving and reasoning questions</u>	<u>LI To count through zero in 1s and multiples</u>	<u>LI To compare and order negative numbers</u>
Key vocabulary and key questions	Complete mental arithmetic questions, encourage children to use most efficient method using appropriate strategies for their working out.	Solve multi-step word problems covering previous units of work. Children use range of strategies and methods to find the answer. Recap reasoning skills and using mathematical vocabulary in context.	Solve multi-step word problems covering previous units of work. Children use range of strategies and methods to find the answer. Recap reasoning skills and using mathematical vocabulary in context.	<p>Key vocabulary Negative, sequence, backwards</p> <p>Key questions What is a negative number? How do you write negative numbers? What is the next number in this count: 3, 2, 1? What is the number after that? Are the numbers counting forwards or backwards? What is the sequence counting forwards/backwards in?</p>	<p>Key vocabulary Compare, integer, positive, negative</p> <p>Key questions Where is the number on the number line? How can you use a number line to compare numbers? When comparing numbers on a number line, are the greater/smaller numbers on the right or the left? Are negative numbers greater or less than positive numbers? What temperature is warmer/colder, How do you know that -8 is less than -3?</p>
Introduction	Answer and review mental arithmetic questions. Look at strategies and most efficient way of solving mental arithmetic questions with accuracy and confidence.	Answer and review problem solving and reasoning questions. Look at strategies and most efficient way of solving mental arithmetic questions with accuracy and confidence.	Answer and review problem solving and reasoning questions. Look at strategies and most efficient way of solving mental arithmetic questions with accuracy and confidence.	Children become more fluent with negative numbers and explore counting both forwards and backwards through zero in 1s and counting in multiples too.	Children compare and order integers that include negative numbers. Comparing positive numbers and reflecting on their positions on a number line, children can begin to generalise that greater numbers lie to the right on a number line. Therefore, because -3 lies to the right of -10 , it is greater. It can also be helpful to discuss real-life contexts to support this understanding. For example, children may be comfortable with the fact that, for example, -5 degrees is colder than -1 degree and can then apply this to show that $-5 < -1$
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>L2 LI: To describe the development of a human.</u></p> <p>Children will learn how humans grow and change in their first months and years of life. Children will create a timeline on the sugar paper and record the developments of the foetus and baby each month. The timeline should start from one month old as a foetus and end at 12 months old as a baby.</p> <p>Children will summarise their information into their own words.</p>	<p><u>L2 LI To interpret historical images sources</u></p> <p>Children will look at various portraits of Henry VIII from the Tudor period. From these images' children will discuss and which image they think is Henry and why.</p> <p>This will lead children to discuss about differing interpretations and viewpoints of the monarch and why these differing views might occur.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L1: LI To learn and perform a song from the Tudor period</u></p> <p>Children will learn about what Tudors did for fun back in their time period. They will then learn the rhythm and words to a song from this period with a backing track and will sing it as a class following teacher instructions.</p> <p><u>L2 LI To cut out fabric accurately to the nearest mm</u></p> <p>Children will review their designs from the previous lesson and work out what they need to do this lesson. They will draw out their design onto their felt and cut out the shapes they need.</p>	<p><u>L2 LI: To consider our future aspirations</u></p> <p>Children will create a piece of writing discussing their future aspirations. Children will focus on:</p> <ul style="list-style-type: none"> - What you would like to learn - Skills you want to gain - Places to visit - Things to try. <p><u>LI: To identify the importance of Jerusalem to some Jewish, Christian and Muslim people.</u></p> <p>Children will be learning about Jerusalem and the importance that this location has on different religions. Children will understand how Jerusalem has a role to play for Christians, Jewish, and Muslim people.</p>	<p><u>L2 LI: To develop fluency and co-ordination when running for speed.</u></p> <p>Pupils begin behind a designated start line. Set out cones 20m ahead of the pupils. Using a sprinting technique ask them to sprint to the 20m line counting how many steps it takes them to get there. They then walk back to the start line. Tell the pupils that taking big consistent strides helps to create a running rhythm that allows you to run faster. Repeat the sprint three times, can they match the number of steps taken each time?</p> <p><u>L2 LI: To identify word types in Spanish</u></p> <p>The children will review their learning of Tudor vocabulary in Spanish. They will identify what types of words the vocabulary is e.g. noun, adjective or verb.</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 18th 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.

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Week 2

**Adding verb prefixes
de- and re-**

deflate

deform

decode

decompose

defuse

recycle

rebuild

rewrite

replace

revisit

Maths

Please continue to use Doodle Maths as part of your homework this week.

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:



Using this image of the Tudors – write a paragraph description. This will come in handy when we write our historical narrative, so make sure it is descriptive!

Must include:

Fronted adverbials

Relative clause

Subordinate conjunction

Simile

Please complete on Google classroom or on paper.