

# Weekly Overview of Learning

Year Group: 5

Week beginning: 11.11.24

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English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To identify the structure of a text</b>	<b>LI: To sequence events in a logical order (shared plan- substitution)</b>	<b>LI: To identify causal conjunctions and adverbs</b>	<b>LI: To structure a text using organisational devices (shared write)</b>	
Key Vocabulary and key questions	<p><b>Key Vocabulary:</b> introduction, process, logic, chronological, summarise, retrieve</p> <p><b>Key Questions:</b> How is the information in an explanation text organised? How can we identify relevant information? Why are arrows important in a process?</p>	<p><b>Key Vocabulary:</b> introduction, process, logic, chronological, adverbs, conjunctions, terminology</p> <p><b>Key Questions:</b> How can we demonstrate each step in a process clearly? Which devices are most effective at demonstrating logical order? What language can be used to show the relationship between the events in a process?</p>	<p><b>Key Vocabulary:</b> cause, effect, consequence, result</p> <p><b>Key Questions:</b> What are conjunctions? What are adverbials? How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event? What is a 'consequence'?</p>	<p><b>Key Vocabulary:</b> cause, effect, consequence, result</p> <p><b>Key Questions:</b> What are conjunctions? What are adverbials? How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event? What is a 'consequence'?</p>	
Activities	<p><b>Starter:</b> What do all these things have in common? Addressing feedback from the starter, explain that they are all organisational devices used in explanation texts.</p> <p><b>Watch me:</b> Look back at the structural features of the text type and use the 'skeleton', show how the text type is laid out and how the organisational devices are used. Mark this on the 'water cycle' text to model and plot the title, introduction and subheadings onto the flowchart.</p> <p><b>Help me:</b> plot the main steps of the process onto the flowchart.</p> <p><b>Show me:</b> create a glossary of the key words that the reader might not understand.</p>	<p><b>Starter:</b> Look at the pictorial representations of the various non-fiction text types. Match the representation of the structure to the text type it belongs to.</p> <p><b>Watch me:</b> explore the image of the Rube Goldberg invention. Plot the title onto the flowchart.</p> <p><b>Help me:</b> Plot the subheadings onto the flowchart.</p> <p><b>Show me:</b> plot the first of the main steps of the process onto the flowchart.</p>	<p><b>Starter:</b> What do you notice about the highlighted words?</p> <p><b>Watch me:</b> explain that the highlighted words (in the starter) are all causal conjunctions, which are used to explain events, by linking the cause/ reason for an event with the effect/ result.</p> <p>Introduce the 3 types of causal conjunctions (subordinate, co-ordinating and adverbials).</p> <p><b>Help me:</b> sort the causal conjunctions into the 3 categories.</p> <p><b>Show me:</b> Insert the causal conjunction into the correct sentence.</p>	<p><b>Starter- Sort the features:</b> Which features belong to explanation texts and which do not?</p> <p><b>Watch me:</b> Take the flowchart we completed yesterday and decide on appropriate sub-headings for each section. Ensure that some are rhetorical questions but not all.</p> <p><b>Help me:</b> Select an appropriate opener for each stage (causal conjunctions/ adverbials of time)</p> <p><b>Show me:</b> Together, with contributions from the children, expand our ideas from the shared plan, to write the introductory paragraph.</p>	
	<p><b>Main task:</b> Rewatch the video link to see the 'snoozatron' in action. Read the text about the snoozatron and how it works. Identify the main points from each stage of the process and plot onto the flowchart template provided. On the arrows between each stage of the process, record any causal conjunctions and adverbs of time that are used.</p> <p><b>Challenge:</b> Underline any technical vocabulary that you have used</p>	<p><b>Main task:</b> Just as we did yesterday for the snoozatron, complete the flowchart of each step in the process for the 'Rube Goldberg' invention you have been given, to explain how it works. Write an introduction sentence/ paragraph, saying what the invention is. Identify the main points in each stage of the process and plot the remainder onto the flowchart template provided. On the arrows between each stage of the process, record any causal conjunctions and adverbs of time that are used.</p> <p><b>Challenge:</b> Underline any technical vocabulary that you have used and create a glossary for the reader.</p>	<p><b>Main task:</b> Complete the worksheets using the word bank provided.</p> <p><b>Challenge:</b> Make your own cause and effect matching game and play with your family.</p>	<p><b>Main task:</b> Use your flowchart plan to expand your ideas into paragraphs and write up your explanation text.</p> <p><b>Plenary:</b> Self-assess against the features checklist to ensure that you have included all the features we have learned about.</p>	

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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<b>LI: To understand the skill of summary.</b>	<b>LI: To use the skill of summary in context.</b>	<b>LI: To use the skill of summary to answer questions.</b>	<b>LI: To use the skill of summary to answer questions.</b>
Activity:	Children will be learning about the skill of summary when reading. Children will be discussing what makes a good summary and how we can create a good summary.	Children will be using their understanding of summary from last lesson to identify good summaries about different texts.	Children will be using their summary skills to answer different types of questions. This lesson children will be focussing on the sequencing the events of the text, and giving the story a new title based on what they have read.	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.




Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To recognise equivalent fractions</b>	<b>LI: To convert improper fractions to mixed numbers</b>	<b>LI: To convert mixed numbers to improper fractions</b>	<b>L.I: To compare fractions less than 1</b>	<b>L.I: To order fractions less than 1</b>
Key vocabulary and key questions	<p><b>Key Vocabulary</b> equivalent, fraction, fraction wall, unit fraction, common factors</p> <p>What does "equivalent" mean? When are two fractions equivalent? How can you use a fraction wall to check if the fractions are equivalent? What are the common factors of the numerator and the denominator? Are there any other factors you could use? What is the relationship between the numerator and the denominator of the fractions?</p>	<p><b>Key Vocabulary</b> equivalent, fraction, fraction wall, unit fraction, common factors, improper fraction</p> <p>How many are there in one whole? How many are there in 2/3/4 wholes? What does each part of a mixed number represent? What is an improper fraction? How many cubes do you need to represent the improper fraction? How can you use the cubes to make wholes? What do the remaining cubes represent?</p>	<p><b>Key Vocabulary</b> equivalent, fraction, fraction wall, unit fraction, mixed number, improper fraction</p> <p>How many are there in one whole? How many are there in wholes? How many are there altogether in the mixed number? How can you write this as an improper fraction? How many cubes do you need to represent the mixed number? How many cubes do you need for each whole? How many more cubes do you need? How many cubes do you need altogether?</p>	<p><b>Key Vocabulary</b> equivalent, fraction, fraction wall, unit fraction, denominator, numerator</p> <p>If two fractions have the same denominator / numerator, how can you decide which is greater? How can you use equivalent fractions to help? How can you use a diagram to find equivalent fractions? Do the bars need to be the same size?</p>	<p><b>Key Vocabulary</b> equivalent, fraction, fraction wall, unit fraction, denominator, numerator</p> <p>If a set of fractions all have the same denominator, how can you tell which is greatest? If a set of fractions all have the same numerator, how can you tell which is greatest? How can you use equivalent fractions to help? What are all the denominators/numerators multiples of? How can this help you find equivalent fractions? Which of the fractions are greater than 1/2 ?</p>
Introduction	In this small step, children develop their learning from the previous two steps to recognise pairs and larger sets of equivalent fractions.	In this small step, children use objects and diagrams to make wholes to support converting improper fractions into mixed numbers. Once they are confident with this as a concept, they move on to a more abstract approach using division and remainders. Understanding the whole is key to their understanding.	In this small step, children convert from mixed numbers to improper fractions by identifying how many of the equal parts each whole is worth and using this to work out how many equal parts are needed for the integer part of the mixed number. They then add on the number of parts in the fractional part of the mixed number and finally write the answer as an improper fraction.	In this small step children compare fractions where the denominators are the same or where one denominator is a multiple of the other. They also compare fractions with the same numerator or by considering their position relative to one half.	In this small step, children build on their knowledge from the previous step to order a set of three or more fractions.
Main Activity	Children will complete a range of conceptual variation questions in their books to practise 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><b>La fecha</b> 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><b>LI: To recognise, recall and spell the 12 months of the year in Spanish</b></p>	<p><b>L.I: To describe the process of asexual reproduction in flowering plants</b></p>  <p>Children will understand the process of asexual reproduction in plants. Using their understanding Children will learning about the difference between plants that can reproduce sexually and those that reproduce asexually (by themselves). Children will understand the process of asexual reproduction in plants</p>	<p><b>L.I To identify and describe the human geography of South Africa</b></p>  <p>We will start the lesson with a min quiz to recap our learning from last week. Can the children remember some key facts about South Africa's location, provinces, capital cities and climate? We will then go on to discuss the difference between human and physical geographical features of a place. We will create a T-chart in our books, listing some general physical and human features of a place (bridges, cities, mountains, rivers etc) before the children research some human features of South Africa and create a mind map summarising their research in their own words.</p>
Music/ Art	PSHE / RE	PE
<p><b>Music - L2: To use tuned percussion to play a chord progression</b> Children will be recapping our song for this term 'Shosholozá'. Children will be learning the chords that are played in the song and play the chords along with the song as it is played.</p> <p><b>Art - L1: To understand the significance of Remembrance Day</b> Children will be discussing Remembrance Day and why we remember those we lost every year. Children will then look at different pieces of art or poetry related to Remembrance Day before creating their own.</p>	<p><b>PSHE</b> <b>LI: To celebrate difference and similarities</b> Children will be discussing the differences and similarities we see in our everyday life and making sure that everyone feels equal.</p> <p><b>RE LI: To recognise factors that led to Christianity.</b> Children will be continuing their learning about the origin of Christianity. Children will be learning about the early stages of Christianity, including Jesus and his followers. Children will then be introduced to Emperor Constantine, who was a Roman Emperor that converted to Christianity and continued to spread the word of Jesus.</p>	<p><b>Tag Rugby</b> 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><b>LI: To understand when to pass and when to run with the ball</b></p> <p><b>Gymnastics</b> 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> <p><b>LI: To develop the straight, forward, straddle and backward roll</b></p>

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Homework		
Reading	Maths	Topic/Other foundation subjects including writing
<p>To our Year 5 superstars,</p> <p>This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 19<sup>th</sup> November. Remember <b>to upload your work to Google Classroom</b>. Please continue to practise your times tables and read a variety of texts to develop your reading skills and to further expand your knowledge.</p> <p>Thank you, Miss Hynes, Miss Conway and Mr Severn</p>		
<p>Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p>Remember to bring your planner every day. Every week, your planners will be checked and signed off. Don't forget to include at least one Reading Plus session as one of your reading sessions each week!</p>	<div style="text-align: center;">  <p>Please log on to My Maths and complete the allocated consolidation lesson:</p> <p><b>Multiplication and division. Challenge yourself to achieve at least 80%.</b></p> </div>	<div style="text-align: right;">  </div> <p>This week, we would like you to:</p> <p>Plan a three-day trip to South Africa.</p> <p>What sites would you want to see?            What human and physical features would you like to see?            What activities would you like to do?            What food would you like to try?            What famous people would you like to meet while you're there?            Which of the capital cities would you like to visit the most?</p> <p>You will need a different activity for the morning and the afternoon.</p> <p>You can present this three-day trip however you would like.            Possible suggestions: Diary, table, brochure, leaflet</p> <p><b>Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Tuesday.</b></p>
<p><b>Spelling and dictation –</b></p> <p><b>What is the spelling pattern this week? This week, we are looking at words containing silent letters. Can you pronounce each one correctly?!</b></p> <p><b>Remember to try and use these words in sentences to show that you understand their meanings.</b></p> <p style="text-align: center;">             wrestle              wrapper              island              aisle              debris              mortgage              Christmas              yacht              guarantee              guilty           </p>		