

Weekly Overview of Learning

Year Group: 5

Week beginning: 13.1.25

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 publish my narrative</u>	<u>LI To identify the themes and conventions of a text</u>	<u>LI To experiment with language and form (Cold Write)</u>	<u>LI To identify the features of a text</u>	<u>To compare and analyse poems</u>
Key vocabulary and key questions	<p>Key Vocabulary: Edit, publish, corrections, narrative</p> <p>Key Questions How can we edit our work? What would a reader look for in an entertaining story?</p>	<p>Key vocabulary: Theme, Kenning, poetry,</p> <p>Key questions: What type of text is this? How can you tell? What do you think this is about? Why should we add actions to help us with this text?</p>	<p>Key vocabulary: cold task, independent,</p> <p>Key questions: What can you remember about our poem yesterday? What features would you need to include in your own poem?</p>	<p>Key vocabulary: Features, identifying, poetry</p> <p>Key questions: What do you think the features of this poem are? What features can you identify?</p>	<p>Key vocabulary: Kennings, poetry features, comparison</p> <p>Key questions: What is similar about these poems? How can we compare them?</p>
Activities	Children will edit and publish their narrative. They will think about how to improve their writing.	Children will read a Kenning poem, in pairs they will come up with actions for each part. Children will retell the poem pictorially (like a story map) and complete a response matrix.	Children will come up with vocabulary for the model poem.: Children write cold write on blue paper. Prompt them to think back to the kenning we read yesterday, when making choices about structure and organisation.	Using their KO to help them, children text mark the model text, to show the features of the text type.	Read and compare two Kennings about the same topic and review. Which was better and why? Complete an analysis grid with these comparison

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To discuss the skill of summary.</u>	<u>LI: To use text understanding to practise summarising strategies</u>	<u>LI: To use text understanding to practise summarising strategies</u>	<u>LI: To use text understanding to practise summarising strategies</u>
Activity:	Children will be discussing what it means when we summarise a text and how we can use our understanding of what we have read to summarise.	Children will be reading short texts and looking at a variety of questions that use the skill of summary. Children will discuss strategies for breaking down the text and answering the questions.	Children will be reading short texts and looking at a variety of questions that use the skill of summary. Children will discuss strategies for breaking down the text and answering the questions.	Children will be reading short texts and looking at a variety of questions that use the skill of summary. Children will discuss strategies for breaking down the text and answering the questions.

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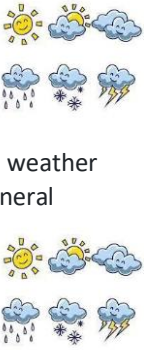


Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I: To solve problems using multiplication</u>	<u>L.I: To use and apply the short division method to answer questions</u>	<u>L.I: To divide a 4-digit number by a 1-digit number using short division</u>	<u>L.I: To divide using the formal method with answers with remainders</u>	<u>L.I: To use multiplication facts to solve division questions</u>
Key vocabulary and key questions	<p>What operation do you need to do? How do you know? Why can you multiply the numbers in any order? What strategy can you use to solve this problem? How do the words in the problem tell you what to do? Is there a more efficient method? What calculation do you need to do? How do you know? Could you have worked it out a different way?</p>	<p>Which digit do you divide first? How many groups of hundreds/tens/ones are there? How can you set out the division using the formal written method? When using short division, do you start from the left or the right? When do you need to make an exchange?</p>	<p>How would you set out a division using the formal written method? Which digit do you divide first? What do you do if the number you are dividing by does not divide exactly into the first digit? What does "remainder" mean? How can you use your times-tables to know if a division by 2/5 will have a remainder?</p>	<p>What other divisibility rules do you know? What do you notice about the size of the remainders compared to the number being divided by? What is the greatest possible remainder you can get when dividing by? How do you know this answer is incorrect, just by looking at the size of the remainder?</p>	<p>Which method do you find the most efficient? How would you explain how this method works? What is the most efficient way to divide by ? What happens if you double one factor and halve the other How can you use factor pairs to help you?</p>
Introduction	In this small step, children apply their knowledge of multiplication to solve problems. Children practise both the formal written method for multiplication and the use of efficient mental strategies. It is important that children explore a variety of methods to solve multiplication problems and discuss which is the most efficient.	Children are introduced to the formal written method of short division. The formal calculation is shown alongside familiar models, in particular part-whole models, place value counters and place value charts. First, children use the formal method to divide a 2-digit number by a 1-digit number, initially without an exchange and then with an exchange. They then divide a 3-digit number by a 1-digit number, again without and then with an exchange.	Children move on to dividing a 4-digit number by a 1-digit number. Children begin with divisions that have no exchanges and then progress to those with exchanges. Divisions with remainders are covered in the next step.	Children continue to use formal methods to divide that result in a remainder. Children identify that a remainder must be less than the number being divided by. Remainders are represented in the calculation as r1, r2 and so on.	Children consolidate their knowledge and understanding of division and begin to make decisions regarding the most efficient or appropriate methods to use in a range of contexts. They begin by looking at informal methods, such as partitioning, using known facts, factor pairs and number lines, and then compare these to the formal written method. They make decisions about which method they prefer or which would be more efficient for a given problem.
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 - 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>L1: To recognise and recall the weather expressions in Spanish</u></p> 	<p><u>L1: To investigate modern materials and how they affect our daily lives</u></p> <p>Children will be continuing on with their learning in this topic about materials. Children will understand the difference between natural and manmade materials. Children will understand the work of John McAdams and how his work still impacts our lives now.</p> 	<p><u>L1: To select relevant information to present an aspect of historic life</u></p> <p>Children will be looking at why the Vikings came over to Britain and how they were able to make the journey. Children will be considering the factors as to why they came over and writing a diary entry from the perspective of someone who was raided and another from the Vikings.</p> 
Music/ D&T	PSHE / Religion & Worldviews	PE
<p><u>Music</u></p> <p><u>L1: To create vocal compositions based on a picture</u></p> <p>Children will be presented with an image, and then collaboratively as a class they will be creating a vocal composition that matches the picture.</p> <p><u>D&T</u></p> <p><u>L1: To practise creating mechanisms</u></p> <p>Children will be looking at the different mechanisms they can use for their pop-up book and their different purposes. Children will then practise creating the mechanisms for them to use in their book.</p>	<p><u>PSHE</u></p> <p><u>L1: To understand how to achieve our dreams</u></p> <p>Children will be discussing their dreams for the future and how they will try to achieve those dreams. Children will research their dream jobs and present what their dream requires and how they plan to achieve those dreams.</p> <p><u>Religion & Worldviews</u></p> <p><u>L1: to explore some Jewish ideas about death through the concept of purgatory</u></p> <p>In this lesson, children will imagine and create their own version of a reflective space, similar to the concept of purgatory, where someone might reflect and make amends for mistakes.</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>L1: To develop dodging skills and apply them appropriately to the situation</u></p> <p><u>Tennis</u></p> <p>In this unit, pupils develop their understanding of the principles of net and wall games. They will be given opportunities to work cooperatively with others as well as independently.</p> <p><u>L1: To return the ball using a forehand or backhand groundstroke under pressure</u></p>

Homework

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Hello Year 5!

See below for the homework we would like each of you to complete over the next week. We expect to see it completed by Tuesday 21st January. Continue to practise your times tables and read a variety of texts to develop your reading skills and to further expand your knowledge. Don't forget to log in to your Doodle Learning app to stay on green and to have a go on Writer's Toolbox and MyMaths.

Have a great week,

Miss Hynes, Miss Conway and Mr Severn

Spelling & dictation

What is the spelling pattern this week?

Creating nouns using -ness suffix

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

happiness	hardness
madness	nastiness
silliness	tidiness
childishness	willingness
carelessness	foolishness

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 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?

WRITER'S TOOLBOX

Log into your writer's toolbox account and have a complete at least two more sessions on your learning journey over the course of this week.



MyMaths:

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

Topic homework (continued):

This is your second week 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.

Here are two examples of homework we received last year!

