

Weekly Overview of Learning

Year Group: 5

Week beginning: 13.5.24

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 the features of a newspaper report</u>	<u>LI To identify the key events within a story</u>	<u>LI: To empathise with characters in a story</u>	<u>LI: To use embedded clause successfully in my writing</u>	<u>LI: To understand and apply reported speech</u>
Key vocabulary and key questions	<p>Key Vocabulary: Features, organisation, structure, identify, purpose, headline, by-line, captions, past tense, reported speech, quote, caption, article, factual, exaggeration</p> <p>Key Questions: What text type do you think this is? How do you know? Which features do you already know? Are there features which compare to other text types? Can you list some of the features? What is its purpose/ Who is the audience?</p>	<p>Key Vocabulary: Story, narrative, legend, story-mapping, chronology, retrieval, adverbials of time</p> <p>Key Questions: who is the main character? What is their purpose? Can you work out the beginning, build up, problem, resolution and ending? What is chronological order? Why is story mapping useful? ·</p>	<p>Key Vocabulary: empathy, thoughts, characteristics, personality, traits,</p> <p>Key Questions: Can you recap the main events of Robin Hood? What characteristics does Robin Hood have? How would you compare him to The Highwayman? What choices did the characters have?</p>	<p>Key Vocabulary: clause, embedded, relative clause, relative pronoun, subordinate clause, noun phrase</p> <p>Key Questions: What do we mean by main or independent clauses? What do we mean by embedded clauses? What do you notice about the embedded clauses?</p>	<p>Key Vocabulary: direct, speech, reported, indirect, inverted commas</p> <p>Key Questions: What is direct speech? What are the rules of speech? How can you convert this? Why do newspapers use reported speech?</p>
Activities	<p>Look at various types of newspapers, discuss what features they can identify independently.</p> <p>Task – annotate the features of a newspaper report with shared class help</p> <p>Then match the feature with the correct definition.</p>	<p>Identify various uses of fronted adverbials – then focus in on time adverbials. Show where they are used in newspaper articles.</p> <p>Use of talk for writing, to create a comic strip sequencing the main events of a story of Robin Hood in your books.</p> <p>– Draw an image for each important part of the story, making sure it is in chronological order</p> <p>-use adverbials of time for each event.</p>	<p>Create a comparison chart, comparing Robin Hood to the Highwayman Drama scenario – ‘conscience Alley’.</p> <p>Pose questions to Robin Hood, using their knowledge of the story. Pose similar questions to The Highwayman. Think about the characters responses based on what we know about their personalities and story.</p>	<p>Complete the embedded clause from the sheet provided</p> <p>**Using your knowledge of clauses, write a paragraph describing the scene in one of the images. Use the title above to give you inspiration.</p> <p>-embedded clauses</p> <p>-relative embedded clauses</p>	<p>Look at reported speech and how it is used.</p> <p>Act out a scene / look at an image of Robin Hood.</p> <p>Create a piece of writing reporting what was said about this event involving Robin Hood.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To summarise and retell the information in a text	LI: To skim and scan for the key information in a text	LI: To sequence and summarise from multiple paragraphs	LI: To recognise the different ways to summarise a text	LI: To summarise information in a text
Activity:	Children will practice their summarising and retelling skills through a range of questions and texts.	Children will practice their skimming and scanning skills through a range of questions and texts.	Children will look up a range of words from the upcoming chapter from the book Spy Master. They will then listen to the chapters being read and then order the events of the chapter. They will then choose an activity to complete based on what they have read so far.	Children will recap on the range of questions they might answer that will use their summarising skills	Children will be given a text and will be asked a range of summarising questions similar to those taught in the previous lesson

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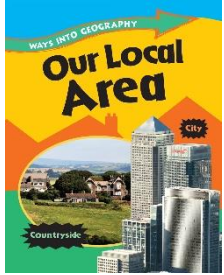
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I: Use known facts to add and subtract decimals within 1</u>	<u>L.I: To find complements to 1 whole</u>	<u>L.I: To add and subtract decimals across</u>	<u>L.I: To find complements to 1 whole</u>	<u>L.I: To add and subtract decimals across</u>
Key vocabulary and key questions	<p>Key vocabulary Hundredths, tenths, decimals</p> <p>Key questions How can you use the hundred square to help you with the addition/subtraction? What whole number calculation can you compare this calculation to? How can you convert between tenths and hundredths? Which known facts can help you with this calculation?</p>	<p>Key vocabulary Hundredths, tenths, decimals, place value</p> <p>Key questions What number bonds can you use to help you? What is the missing number in $64 + = 100$? How does this help you to work out the missing number in $0.64 + = 1$? What do you need to add to to make 10/100/1,000? So what do you need to add to to make 1? What is the same and what is different about finding complements to 10/100/1,000 and complements to 1?</p>	<p>Key vocabulary Hundredths, tenths, decimals, place value</p> <p>Key questions How could partitioning one of the numbers help you? How do you decide which number to partition? How could you partition this number to help find a complement to 1? What number is left? How can you use your number bond knowledge to help you? What is the same and what is different about crossing 1 when adding and subtracting decimals?</p>	<p>Key vocabulary Hundredths, tenths, decimals, place value</p> <p>Key questions What number bonds can you use to help you? What is the missing number in $64 + = 100$? How does this help you to work out the missing number in $0.64 + = 1$? What do you need to add to to make 10/100/1,000? So, what do you need to add to make 1? What is the same and what is different about finding complements to 10/100/1,000 and complements to 1?</p>	<p>Key vocabulary Hundredths, tenths, decimals, place value</p> <p>Key questions How could partitioning one of the numbers help you? How do you decide which number to partition? How could you partition this number to help find a complement to 1? What number is left? How can you use your number bond knowledge to help you? What is the same and what is different about crossing 1 when adding and subtracting decimals</p>
Introduction	Children add and subtract decimals within 1 whole using known facts. They will move on to using a formal method to add and subtract decimals later in this block. Through unitising, children are able to make connections between whole numbers and decimals.	Children will find complements to 1 for numbers with up to 3 decimal places. Children will see the links with number bonds to 10, 100 and 1,000 and apply this to tenths, hundredths and thousandths.	For some numbers, using known facts is again a useful strategy, for example, $6 + 7 = 13$, so $0.6 + 0.7 = 1.3$. Children can also use their experience from the previous step of finding complements to 1, using the "make 1" strategy to help them add and subtract. This requires a secure understanding of flexible partitioning, which allows them to partition decimals into appropriate numbers. For example, when calculating $0.64 + 0.45$, children can use their knowledge of finding 1	Children will find complements to 1 for numbers with up to 3 decimal places. Children will see the links with number bonds to 10, 100 and 1,000 and apply this to tenths, hundredths and thousandths.	For some numbers, using known facts is again a useful strategy, for example, $6 + 7 = 13$, so $0.6 + 0.7 = 1.3$. Children can also use their experience from the previous step of finding complements to 1, using the "make 1" strategy to help them add and subtract. This requires a secure understanding of flexible partitioning, which allows them to partition decimals into appropriate numbers. For example, when calculating $0.64 + 0.45$, children can use their knowledge of finding complements to 1: $0.64 + 0.36 = 1$,
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 - Geography
<p>Daily for 20 minutes</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>L4 L.I: To identify and investigate the effects of friction on objects</p>  <p>Children will recap previous knowledge of forces. children will look at images to discuss where and what forces are acting. children will understand the actions of friction and write their own definition. children will experiment with different surfaces and test the amount of friction acting on it.</p>	<p>L4 L.I: To identify patterns of land use in our local area</p>  <p>Children will look at the different used of land in our local area; residential, commercial, industrial etc. Using a map of the local area, children will identify the different types of land and its uses, additionally thinking about how the land use would have changed overtime...</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L5 LI To explore and evaluate the intention of a design</p> <p>Children will be designing their own monument after looking at and giving opinions on monuments that already exist. They will decide on the subject of their monument and draw designs in sketchbooks. They will annotate designs with detail about the meaning of individual elements within the designs and ideas for where they could be displayed.</p> <p>L4 LI To create a musical theatre scene</p> <p>Children will recap their knowledge of musical theatre and what features make a theatre production. This will be a first lesson of 2, for children to create their own musical theatre piece in groups which will tell the story of a 'journey.' Children will begin to write a script based on this title.</p>	<p>L5 LI: To understand screen time moderation</p> <p>Children will continue their understanding of staying safe online. This week focusing on how much screen time is safe. Children will discuss why spending too long online is not safe for them and think about what are 3 things you normally do online, and what could you replace them with?</p> <p>L4 LI: To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings</p> <p>Children will learning about how different gurus have been selected across different religions. They will think about the similarities and differences between each selection process for the Gurus.</p>	<p>L5 LI: To use the new connective "pero" ("but") that Pupils will progress their Spanish knowledge further by learning how to use the connective word "pero" ("but") to enable them to say what pet they have and what it is called "but" also what pet they do not have.</p> <p>L5 LI To develop a variety of fielding techniques and when to use them in a game.</p> <p>Children will continue their rounders skills, this week focusing on the fielding aspects. They will consider where they are in relation to the ball before choosing which technique to use. They will work on moving their feet to track and retrieve the ball and be able to scoop the ball to their chest to help collect the ball more successfully.</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 21st May. 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 5
Words with an /ear/ sound spelt 'ere'

sincere

interfere

sphere

adhere

severe

persevere

atmosphere

mere

hemisphere

austere

Maths



This week on my maths your task is Lines of symmetry.

We would like you to achieve at least 80% on this task.

Topic/Other foundation subjects including writing

Your homework for this week:

Write your own limerick poem about Hounslow

A limerick poem is a type of poem where the first, second and fifth lines have the same rhyme and rhythm. The third and fourth lines within a limerick will rhyme too!

A limerick contains just one stanza. The rhyming scheme of the limerick is AABBA.

Limericks poems are usually fun poems designed with humour.

Example poem

*There was an Old Man in a tree,
Who was horribly bored by a bee.
When they said, "Does it buzz?"
He replied, "Yes, it does!
It's a regular brute of a bee."*

Please complete on Google classroom or on paper.

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