

Weekly Overview of Learning

Year Group: 5

Week beginning: 14.10.24

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 **Tuesday** on Google Classroom and will be expected to be completed by the **following Tuesday**. If there are any questions about the homework, please email the Year 5 team on year5@alexandra.hounslow.sch.uk


	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
English	<u>LI to practise comprehension skills</u>	<u>LI: to practise spelling and grammar strategies</u>	<u>LI: To write an opening to a sci-fi narrative</u>	<u>LI To apply understanding of relative clauses</u>	<u>LI To compose a problem for a sci-fi 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: setting, character, narrative, adjectives, expanded noun phrases</p> <p>Key Questions: What is the structure of our story? Who are the main characters? Where does it take place? How can you describe the scene? Which grammatical devices would help make your writing exciting?</p>	<p>Key Vocabulary: Relative pronouns, clauses, sentence structure</p> <p>Key Questions What is a relative pronoun? How can we add extra information? What is a clause?</p>	<p>Key Vocabulary: Build-up, problem, description, grammar, paragraphs, cohesion.</p> <p>Key Questions: What is the problem? How is this resolved? Which grammatical devices would help make your writing exciting?</p>
Activities	<p>Today, we will revisit the 8 reading strategies and use them to answer comprehension questions.</p> <p>Children will be expected to: -Use the text to answer the questions accurately -Skim and scan the text, highlighting any key information that they think is important.</p>	<p>Revise and consolidate knowledge of grammar terminology and apply them independently. Use your prior knowledge of this year to help you answer the questions.</p>	<p>Children will use their Boxing Up plan to write the start of their science fiction narrative using the story Alien Landing</p>	<p>Children will look at the grammar focus of relative clauses and how these are used to enhance their writing.</p>	<p>Children will use their Boxing Up plan to write the middle of the story, introducing the build-up and the characters problem in their science fiction narrative using the story Alien Landing.</p>

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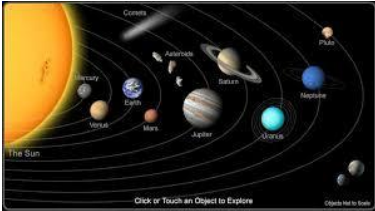

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To select a suitable strategy when inconsistency occurs	LI: To use working memory to interpret textual inconsistencies	LI: To use background knowledge and text evidence to interpret figurative language	LI: To organise ideas from an unfamiliar text
Activity: 	Children will think about the different difficulties that may cause misunderstanding when reading a text and how context is vital when doing this.	Children will read a passage and use the text to work out what a mystery word could be. They will then go through a number of different passages with high level vocabulary in them and identify the meaning of the words by reading around them.	Children will explain what an idiom is and how and why they are used and why they may be confusing for readers. Children will go through a number of different idioms and then match some up with their meanings.	Children will read through a text and complete a concept map using the text to pick out the main, key ideas and organise their thoughts and understandings.

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To answer arithmetic questions	LI: To answer reasoning questions		L.I: To add numbers with more than 4 digits (consolidation)	L.I: To subtract numbers with more than 4 digits (consolidation)
Key vocabulary and key questions	Children will be given a variety of arithmetic questions that focus on the skills covered/ taught in year 5. This includes times table facts, the four operations and fractions, decimals and percentages.	Children will be given a variety of reasoning questions that focus on the skills of problem solving and reasoning. This includes multi step problems using the four operations, statistics and using money, measurement and also time.		<ul style="list-style-type: none"> • What is the method that we will use to complete this calculation? • How do you organise this calculation? • What do we do if our addition goes above 10? 	<ul style="list-style-type: none"> • What is the method that we will use to complete this calculation? • How do you organise this calculation? • What do we do if our addition goes above 10?
Introduction			In this small step, children will be consolidating their learning in addition with numbers that have more than 4 digits. Children will practise using the column method to complete increasingly complicated addition questions.	In this small step, children will be consolidating their learning in subtraction with numbers with more than 4 digits. Children will be using the column method to complete their calculations.	

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PE	Science	Topic - History
<p>Football <u>LI: To apply the rule and tactics you have learnt to play in a football tournament.</u> </p> <p>Children will be using all the skills they have learnt this term during in our football lessons to work in teams and play in a football tournament.</p> <p>Dance: <u>LI: To choose actions to create a motif in a given character</u> <u>LI: To copy and repeat movements</u></p> <p>Children will be thinking of which actions best suit a character to reflect with dance. They will copy and repeat movements to make them memorable.</p>	<p><u>L.I: To consolidate our learning.</u></p> <p>Children will be consolidating all their learning over our topic of space by creating a poster presenting everything they have learnt.</p> 	<p><u>L.I To explore life in an Anglo-Saxon village</u></p>  <p>Children will look at the daily life of an Anglo-Saxon person; their home, food, clothing and roles within a village. From this information children will make a comparison about modern day life and Anglo Saxon.</p>
Music/ D&T	PSHE / RE	Spanish
<p>Music <u>LI: To select a section of a tune and perform it as a loop</u></p> <p>Pupils will be using or creating fragments of the <i>Somewhere over the Rainbow</i> tune which can then be looped, using their knowledge of how to play the melody from Lesson 3.</p> <p>They will then be playing these over a drum beat practise playing it as a loop (over and over), before introducing a backbeat.</p> <p><u>D&T LI: To create my final electronic greeting card with a functional series circuit.</u></p> <p>Using the design sheet from the previous lesson children will choose their favourite design. Children will make an improved version with annotations, explaining the materials they will need and how their design meets their design brief. Children will then make their final design including an electrical circuit.</p>	<p>PSHE <u>LI: To understand how our actions can impact a group</u></p> <p>Children will be working in groups to build the highest tower they can using newspaper and tape. Children will be given different roles in the group, and will discuss how they think the roles affected their team work. After discussing how team work can help us, children will create their own recipe for teamwork including the most important things to be a successful team.</p> <p><u>RE LI: To explain how and why people need to stand up for what they believe in</u></p> <p>Children will consider their understanding of religious freedom and a variety of stories from religions to understand why it is important people need to stand up for what they believe in.</p>	<p>Mi Casa</p> <p><u>L.I To revise all language covered in "Mi Casa" unit.</u></p> <p>Children will be consolidating their learning over our topic this unit. Children will be completing speaking, listening, writing, and reading activities for the key vocabulary we have learnt this term.</p> 

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Homework

Hello, Fantastic Year 5!

This grid contains homework for you to complete over the next week. Any online activities should be completed by Tuesday 22nd October. We are looking forward to reading your fan fiction! (Remember, the poem does not have to be ready for submission until November so you have quite a while to work on that). Remember **to upload work you have completed to Google Classroom**. Please continue to practise your times tables and develop your love of reading further!

Thank you,

Miss Hynes, Miss Conway and Mr Severn 😊

Reading

Read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Remember to bring your planner every day. Your planner will be checked weekly and signed off by your teacher.

Reading Plus - login to Reading Plus and complete some of the assigned activities.

Spelling and dictation –

What is the spelling pattern this week?

What does each word mean?

Remember to try and use these words in sentences to show that you understand their meanings! Do you have any 'tricks' or strategies to help you remember how to spell a particular word?

More homophone and 'near homophones' (can you explain what that means?)

farther	father
guessed	guest
heard	herd
led	lead
mourning	morning

Maths



Log on to Doodle Maths to complete some of the assigned maths activities related to our learning so far this half term.

Topic/Other foundation subjects including writing

This week, we would like you to:

WRITER'S TOOLBOX

Create your own fan fiction!

This week, we would like you to create your own fan fiction. This is when you write in the style of (and about the characters that already exist in) your favourite story book.

We would like you to think about what happens after the book ends; where are the characters now? What are they up to? What adventures have they been on recently?

Think about a variety of description features and sentence structures to make your fan fiction engaging.

We would like you to write this on Writer's Toolbox. Use your .313 login and password.

If you need to publish this on paper, ask your teacher for some paper to take home.



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