


Weekly Overview of Learning

Year Group: 5

Week beginning: 16.09.24

Every **Monday**, 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 perform a poem.</u>	<u>LI: To select appropriate vocabulary</u>	<u>LI: To use figurative language to describe space (similes)</u>	<u>LI to use figurative language to describe space (metaphors)</u>	<u>LI: plan a poem by selecting appropriate vocabulary</u>
Key vocabulary and key questions	<p>Key Vocabulary: performance, audience, effect, intonation, gesture, actions, props.</p> <p>Key Questions: What makes a good poetry performance? How can intonation be used to convey the mood of the poem? How can additional media e.g. music, props be used in a poetry performance?</p>	<p>Key Vocabulary: Nouns, adjectives, verbs</p> <p>Key Questions: What do these images have in common? How can you improve this noun/adjective/verb?</p>	<p>Key Vocabulary: Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, compare</p> <p>Key Questions: What is a simile? When would we use these? Can you think of an example of a simile/ metaphor etc? How could we now use these nouns in our poetry?</p>	<p>Key Vocabulary, Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns</p> <p>Key Questions: What makes a good metaphor? How does a simile differ to a metaphor? Can you find an example from the poems we have looked at? Why is this effective?</p>	<p>Key Vocabulary: Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, imitate, boxing up</p> <p>Key Questions: How could this poem be improved? Give an example of a simile / metaphor Which is more effective in your writing? Which shapes or objects can you compare your sun/planet to? what structure can we use for our poem?</p>
Activities	<p>Watch the poetry performance and review it using the following prompts: What was the purpose? Was it engaging? Did the performance support the theme/ tone of the poem? How did it make you feel? What improvement tip would you give the performer?</p>	<p>Children will create a list of nouns, adjective and verbs to describe your planet</p>	<p>Children will create similes about your chosen space object from the previous lesson.</p>	<p>Create metaphors about your chosen space object from the previous lesson. Each metaphor should include expanded noun phrases and for a challenge a fronted adverbial</p>	<p>Using the 'Boxing up' method imitate the poem used in class '6 ways to look at the moon' Change the noun and the metaphor to form own poem. Follow same structure as the poem</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To identify key information in a text	LI: To identify the causal links between events in a text	LI: To form questions about a text	LI: To use details in a text to form predictions/speculations	LI: To select appropriate evidence from a text to justify predictions
	Children will make predictions about the text "Cosmic"	Children will answer retrieval questions and identify links	Children will write their own questions that they want answers to from the text	Children will make a prediction as to how they think the main character Liam will try to get back to Earth	Children will answer some prediction questions based on what they have read so far

Weekly Overview of Learning

Year Group: 5

Week beginning: 16.09.24

Every **Monday**, 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






Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To read and write number lines to 1,000,000	L.I: To compare and order numbers to 100,000	L.I: To compare and order numbers to 1,000,000	L.I: To round to the nearest 10, 100 or 1,000	L.I: To round within 100,000
Key vocabulary and key questions	<p>What are the values at the start and the end of the number line? How many large intervals are there in the whole number line?</p> <p>What is each large interval worth?</p> <p>How many small intervals are there between each of the large intervals on the number line? What is each small interval worth?</p> <p>What is the midpoint between _ and _?</p>	<p>Which digit in each number has the greatest value?</p> <p>What are the values of these digits?</p> <p>When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look at next?</p> <p>What is the difference between ascending and descending order?</p> <p>What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?</p>	<p>Which digit in each number has the greatest value?</p> <p>What are the values of these digits?</p> <p>When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look at next?</p> <p>What is the difference between ascending and descending order?</p> <p>What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?</p>	<p>Which multiples of 10/100/1,000 does the number lie between?</p> <p>Which multiple on the number line is the number closer to?</p> <p>What is the number rounded to the nearest 10/100/1,000?</p> <p>Which place value column should you look at to round the number to the nearest 10/100/1,000?</p> <p>What happens when a number is exactly halfway between two numbers on a number line?</p>	<p>Which multiples of 10,000 does the number lie between?</p> <p>Which division on the number line is the number closer to?</p> <p>What is the number rounded to the nearest 10,000?</p> <p>Which place value column should you look at to round the number to the nearest 10/100/1,000/10,000?</p> <p>What happens if a number lies exactly halfway between two multiples of 10,000?</p>
Introduction	This step begins with a recap of number lines to 10,000, before moving on to explore number lines up to 100,000 and 1,000,000	In this small step, children build on their learning of comparing and ordering numbers in earlier years to compare and order numbers up to 100,000	In this small step, children build on the previous step to compare and order numbers up to 1,000,000	In this small step, children build on their knowledge of rounding to the nearest 10, 100 and 1,000 from Year 4, now also rounding numbers beyond 10,000 to these degrees of accuracy.	In this small step, children build on their learning in the previous step to round any number within 100,000 to the nearest 10, 100, 1,000 or 10,000. Rounding to the nearest 10,000 is the new learning.
Activities	<p>Starter – Flashback 4 - Introduction to activity or learning, consolidating previous understanding of mathematical concepts. Ping-Pong 1 main teaching point for the lesson with the new skill/ skills being clearly demonstrated and explained.</p> <p>Main Task – 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.</p>				

Weekly Overview of Learning

Year Group: 5

Week beginning: 16.09.24

Every **Monday**, 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

Reading	Science	Topic - History
<p><u>Daily for 20 minutes</u></p>  <p>Use your Reading Plus 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>L.I: To name and describe features of the planets in our solar system.</u></p>  <p>Children will learn about the planets and draw the planets in order, and create a mini non-chronological report about each planet using heading and facts.</p>	<p><u>L.I: To interpret information about historical people</u></p>  <p>Children will look at various items from Anglo Saxons period, shields, spear, jewellery. Children will use items to decipher what the Anglo-Saxon people were like.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L1 To explore how sound can be layered using loops</u></p> <p>Children will create loops of music using music lab song maker. They will build layers of sound that work well together, based on a song.</p> <p><u>L2 L1: L1: To experiment and construct a functional series circuit.</u></p> <p>Children will continue their learning with electronic greeting cards. They will construct a series circuit, first by drawing diagram and symbols. They will explain how a series circuit will work in their own card.</p> <p>They will start to identify the negative and positive leg of an LED.</p>	<p><u>PSHE</u></p> <p><u>L1: To understand my rights and responsibilities</u></p> <p>Students discuss stereotypical ideas of refugees, and how our ideas can be influenced by the media. They then look at the UNCRC, and consider the responsibilities that link to each right.</p> <p><u>Religion and worldviews</u></p> <p><u>L1: To recognise the importance of religious freedom by interpreting news reports</u></p> <p>Children will be discussing what religious freedom is and how people can support others in maintaining religious freedom for all. Children will be reading newspaper clippings and understanding if those in the headlines had religious freedom and why.</p>	<p><u>Mi Casa</u></p>  <p><u>L.I to introduce the first five nouns for rooms of the home</u></p> <p>We will learn to recognise, say and attempt to spell five rooms of the home. Then we will use these words/nouns in the structure "En mi casa hay ..." ("In my home there is... / there are...") therefore starting to use short sentences.</p> <p><u>L2 Football – L.I to develop a variety of passing techniques.</u></p>  <p>Children will work collaboratively in outdoor PE using footballs. They will work individually and in pairs to use the technique of passing in groups and partners to develop their accuracy.</p>

Weekly Overview of Learning

Year Group: 5

Week beginning: 16.09.24

Every **Monday**, 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

Homework

Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by Monday 23rd September . Remember **to upload your work to Google Classroom**. Please continue to practise your times tables and develop your love of reading further!

Thank you,

Miss Conway, Miss Hynes and Mr Severn

Reading

Please 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. Every **Monday**, your planners will be checked 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?

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

words with /shuhs/ spelt with tious/ious

ambitious	contentious
cautious	superstitious
fictitious	pretentious
infectious	anxious
nutritious	obnoxious

Maths



Can you get a full week streak?
Will you end the week on green?

Topic/Other foundation subjects including writing

This week for your homework, we would like you to;

Research **another planet** in our solar system.

- appearance
- size
- distance from earth
- special qualities
- diagram
- most interesting fact

Homework will be set on a Monday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.