

Weekly Overview of Learning

Year Group: 5

Week beginning: 16.12.24

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 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
	<u>LI To identify features of a particular text type</u>	<u>LI To re tell a story using graphics</u>	<u>LI To apply descriptive writing techniques to describe a setting</u>	<u>LI To apply descriptive writing techniques to describe a setting</u>
Key vocabulary and key questions	<p>Key Vocabulary: Features, identify, culture, narrative, setting, vocabulary,</p> <p>Key Questions Can you identify any features from this example? What narrative features can you identify? Can you compare this to any other genre?</p>	<p>Key Vocabulary, Fiction, structure, chronological order, images, imitate</p> <p>Key Questions: What are the main features of our story? Who are the main characters? What are the main parts of our story? Which images can help represent this?</p>	<p>Key Vocabulary: Description, setting, images, adjectives, expanded noun phrases, figurative language, senses</p> <p>Key Questions: What techniques can we use to describe a setting? How can we describe this setting? Which language features will help to create this setting?</p>	<p>Key Vocabulary: Description, setting, images, adjectives, expanded noun phrases, figurative language, senses, shades of meaning</p> <p>Key Questions: How can you improve your vocabulary? What techniques can we use to describe a setting? How can we describe this setting? Which language features will help to create this setting? What does this word mean? Can it have different meanings? Where would you place this word on a chart?</p>
Activities	Children annotate chapter 1 of our text of features of a narrative from another culture.	Children will create a story map using images to represent the story they have been reading 'Journey to Jo' Burg'	Children will create a list of setting descriptions using all the grammar features they have learnt so far this year (and in previous years). Children will think about their senses to help them describe the settings in our class text.	Children will use their vocabulary work from the previous lesson to help write a short setting description. Children will be focusing on their vocabulary choices and choosing ambitious vocabulary.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To recall monitoring comprehension and fix it strategies.</u>	<u>LI: To identify how misunderstandings occur within texts.</u>	<u>LI: To evaluate how gaps and inconsistencies effect the reader.</u>	<u>LI: To identify gaps in a text and pose questions about the text.</u>
Activity:	Children will be recalling monitoring comprehension from last term and the fix it strategies they decided on as a class.	Children will be discussing why misunderstandings can occur in a text due to gaps or inconsistencies a writer has made within their text.	Children will discuss what gaps and inconsistencies are in a text and how they might occur. Children will then discuss what effects it can have on a reader when the gaps occur. Children will discuss strategies to avoid pitfalls both in their reading and as writers.	Children will be looking at texts with gaps or inconsistencies in them. Children will be asked to identify the gaps and inconsistencies and what questions they provide for the reader.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To add whole numbers with more than 4 digits	LI: To subtract whole numbers with more than 4 digits	LI: To use inverse operations for addition and subtraction	L.I: To solve addition and subtraction multi-step problems	L.I: To solve addition and subtraction missing number problems
Key vocabulary and key questions	<ul style="list-style-type: none"> • Does it matter which number goes at the top when using the column method? • Will you need to make an exchange? Which columns will be affected if you do? How do you know? • Does it matter if the numbers have different numbers of digits? • How do you know which digits to "line up" in the calculation? • How do you know if the calculation is an addition? 	<ul style="list-style-type: none"> • Which number goes at the top when using the column method? Does this affect the final answer? • Will you need to make an exchange? Which columns will be affected if you do? How do you know? • Does it matter if the numbers have different numbers of digits? • How do you know which digits to "line up" in the calculation? • How do you know if the calculation is a subtraction? 	<ul style="list-style-type: none"> • If I add a number to another to get a total, what do you need to do to the total to find my original number? • If I subtract a number from another to find the difference, what do you need to do to the difference to find my original number? • What does an inverse operation do? • What operation is the inverse of addition? • What operation is the inverse of subtraction? 	<ul style="list-style-type: none"> • What is the key information in the question? • What can you work out straight away? How does this help you to answer the question? • How can you represent this problem using a bar model? Which bar will be longer? Why? • Do you need to add or subtract the numbers at this stage? How do you know? • How can you check your answer? 	<ul style="list-style-type: none"> • What is the same and what is different about the numbers in the two calculations? • If the two additions/subtractions have the same result, what does that tell you about the numbers in the additions/subtractions? • If you increase/decrease the first number by ..., what do you need to do to the second number for the total/difference to stay the same?
Introduction	In this small step, children revisit the use of the column method for addition and learn to apply this method to numbers with more than four digits.	In this small step, children revisit the use of the column method for subtraction and learn to apply this method to numbers with more than four digits.	Children can use bar models or part-whole models to establish families of facts that can be found from one calculation and then use inverse operations to check the accuracy of their calculations.	In this small step, children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step.	This small step begins with revision of the use of inverse operations to find a missing number in a calculation. Children then build on the previous small step to solve missing number problems by comparing calculations.
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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Spanish	Science	Topic - Geography
 <p><u>La fecha</u> 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><u>LI: To consolidate all knowledge from the unit and complete the end of unit assessment</u></p>	<p><u>LI: To use information to predict the gestation period of different animals</u></p> <p>In this week's lesson, we will explore how mammals spend a gestation period growing and developing inside their mothers before they are born. We will see that, generally, larger animals have longer gestation periods, as they tend to produce larger offspring. Scientists can find out about animal gestation periods by observing them or carrying out research. We will make predictions using patterns in their results.</p>	<p><u>LI: To review our learning about the physical and human geography of South Africa</u></p>  <p>Children will revise their knowledge on physical and human features of South Africa. They will complete an end-of-unit assessment and then produce a double-page-spread to show all that they have learnt in this unit. They will reflect on what they have learnt and discuss any further questions they may still have about South Africa.</p>
Music/ D&T	PSHE / RE	PE
<p><u>Music</u> <u>LI: To play call and response rhythms using percussion instruments</u></p> <p>Children will be looking at techniques to play the drums and using them to play along to a rhythm that is being played to them.</p> <p><u>Art</u> <u>LI: To use light and dark tones.</u> Children will be looking at an image and recreating the image by using a range of colours and different tones.</p>	<p><u>PSHE</u> <u>LI: To compare my life with others around the world</u></p> <p>Children will be looking at the life of children from other countries and thinking about what children will prioritise in their life. Children will think about what they would prioritise in their life and how they compare to the children from other cultures.</p> <p><u>RE</u> <u>LI: To revise our knowledge of the origins of Christianity.</u> Children will be considering their learning over the last few weeks. Children will be discussing how Christianity came to be and began spreading across the world.</p>	<p><u>Tag Rugby</u> <u>LI: To apply rules and skills to take part in competitive games</u></p> <p>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><u>Gymnastics</u> <u>LI: To create a partner sequence using apparatus</u> 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>

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Christmas Holiday Home Learning

Dear Year 5,
This grid contains homework for you to complete over the holiday period. We expect to see it completed by Tuesday 7th January 2025. Remember **to upload your work to Google Classroom**.
Thank you,
Miss Hynes, Miss Conway 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-
spend 20 minutes
this holiday on
your Reading Plus
account**

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

Spelling words:

community	activity
curiosity	eternity
ability	flexibility
visibility	possibility
captivity	sensitivity

Maths



Doodle English – Log on to your account, - at least **three times** this holiday.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the **green** yet?

Doodle maths - Log on to your account, - at least **three times** this holiday.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the **green** yet?

Topic/Other foundation subjects including writing

For your homework over the next two weeks, we would like you to create a poster, a fact file or a PowerPoint, all about one topic you have learnt this term:

Let's
Recap


- South Africa
- Living things and their habitats
- Space
- Anglo Saxons

Include
fun facts
information,
images/pictures
diagrams

Once you have created it, please upload it to Google Classroom.