

# Weekly Overview of Learning

Year Group: 5

Week beginning: 17.06.24

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
	<b><u>LI: To plan my historical narrative (Boxing up Plan)</u></b>	<b><u>LI: To describe a setting from my historical story</u></b>	<b><u>LI: To use an apply conjunctions in my writing)</u></b>		<b><u>LI: To structure my historical story</u></b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> Structure, opening, build up, problem, resolution, ending,</p> <p><b><u>Key Questions:</u></b> What does summarise mean? Can you summarise the main part of our story? Which features can you adapt for your own story?</p>	<p><b><u>Key Vocabulary:</u></b> Figurative language, simile, metaphor, personification, setting, conjunctions</p> <p><b><u>Key Questions:</u></b> What senses can you use to describe this image? Can you give an example of personification for this image? When would we use a semi colon? Which features have you included today?</p>	<p><b><u>Key Vocabulary:</u></b> Structure, sentences, coordinating, subordinating, clauses, main, subordinate</p> <p><b><u>Key Questions:</u></b> What is the purpose of ___ conjunction? Can you recall your FANBOYS? When do we use a coordinating conjunction?</p>	<h1>Sports Day</h1>	<p><b><u>Key Vocabulary:</u></b> Beginning, middle end, narrative, structure, problem, suspense</p> <p><b><u>Key Questions:</u></b> What was the problem for our main character?</p>
<b>Activities</b>	Today we will summarise the main of our class story. From this, you will create your own version of the story using the 'Boxing up' plan structure.	Today we will refresh our knowledge of the rules of dialogue, clauses and the use of semi colons. Main task – we will be describing two of the settings from our story, using our previous lesson's descriptive vocabulary. We will be applying our figurative language skills and other sentence grammar features.	Today we will recap our knowledge of co ordinating and subordinating conjunctions. We will complete sentences using the examples of these conjunctions.		We will be structuring our story, with the problem of our historical narrative

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b><u>LI: To identify key information from a text.</u></b>	<b><u>LI: To identify causal links between events in a text.</u></b>	<b><u>LI: To form questions about a text.</u></b>	<b><u>LI: To use details and information to from predictions/ speculations.</u></b>	<b><u>LI: To select appropriate evidence from a text to justify predictions.</u></b>
<b>Activity:</b>	Children will read a new text, and using evidence from within the text they will make appropriate predictions about events that might happen.	Children will be using the same text, and answering questions based on the text using evidence to suggest why something happened.	Using the text from this week, children will think about what questions come to mind after reading it.	Children will read a new text, and using evidence from within the text they will make appropriate predictions about events that might happen.	Children will read a new text, and using evidence from within the text they will make appropriate predictions about events that might happen.

# Weekly Overview of Learning

**Year Group: 5**

**Week beginning: 17.06.24**

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


Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI To find the difference between positive and negative numbers.</u>	<u>LI To convert kilograms and kilometres</u>	<u>LI to convert millimetres and millilitres</u>		<u>LI To convert units of length</u>
Key vocabulary and key questions	<p><b>Key Vocabulary</b> Interpret, negative numbers, count forwards and backwards, positive, whole numbers.</p> <p><b>Key Questions:</b> How can you use a number line to find the difference between two numbers? Does it matter if you count forwards or backwards? How far away from zero is? If the jump from to zero is and the jump from zero to is, what is the overall difference?</p>	<p><b>Key Vocabulary</b> Convert, units of metric measure, kilometre and metre; gram and kilogram</p> <p><b>Key Questions:</b> What might you measure using kilograms/kilometres? What is the same about kilograms and kilometres? What does the prefix "kilo-" mean? How many grams are there in kilograms? How can you convert from kilometres to metres? What is the same and what is different about converting from metres to kilometres?</p>	<p><b>Key Vocabulary</b> Convert, metric measure, centimetre and metre; centimetre and millimetre; litre and millilitre</p> <p><b>Key Questions:</b> What does the prefix "milli-" mean? What is the same and what is different about the prefixes "milli-" and "kilo-"? How can you convert from litres/metres to millilitres/millimetres? How many litres are equivalent to millilitres? Which is the greatest length, 1 mm, 1 km or 1 m? What unit of measure would you use for measuring?</p>	<h2>Sports Day</h2>	<p><b>Key Vocabulary</b> Convert, multiply, divide,</p> <p><b>Key Questions:</b> What objects would you measure with millimetres/centimetres /metres? Which unit of measure would you use to measure? How many mm/cm are there in cm/m? How can you convert from mm/cm/m to mm/cm/m? When do you need to divide/multiply by 10/100/1,000?</p>
Introduction	Children look at finding the difference between positive and negative numbers. To begin with, children count either forwards or backwards in 1s through zero, seeing that the difference is the number of jumps between the two numbers. They then look at more efficient strategies by jumping to and from zero and adding the two jumps together to find the difference. For example, to find the difference between -4 and 3, they can jump 3 from 3 to 0 and then 4 from 0 to -4.	This lesson is to revisit both kilograms and kilometres and their relationships to grams and metres, respectively. explain that the prefix "kilo-" always means one thousand, so 1,000 grams is equivalent to 1 kilogram and 1,000 metres is equivalent to 1 kilometre. Make links to multiplying and dividing integers and decimals by 1,000, covered earlier in the year. Children should also be confident with conversions of simple fractions such as 12 kg = 500 g and 34 km = 750 m.	Children will convert between millimetres and metres and between millilitres and litres. Model conversions by multiplying amounts given in litres and metres by 1,000 and dividing amounts given in millimetres and millilitres by 1,000. The use of bar models and double number lines will help children's understanding of these conversions. Children then move on to converting amounts given in litres and metres, including decimals and fractions.		Children to convert the units of metric lengths – millimetres, centimetres and metres. Recap what types of things would be measured by each unit of measure, and when each one would be inappropriate. Model how to convert between these units. Begin by discussing the difference between milli- and centi-, meaning that they multiply a length given in metres by 100 to convert it to centimetres, and by 1,000 to convert it to millimetres
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.				

# Weekly Overview of Learning

Year Group: 5

Week beginning: 17.06.24

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

Reading	Science	Topic - History
<p><b><u>Daily for 20 minutes</u></b></p>  <p>Use your <b>reading plus login</b>, 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><b><u>L3: LI: To explore gestation periods in animals</u></b></p> <p>Children will learn about gestations (pregnancy) in mammals. Children will look at a table of data involving gestation in mammals, noticing which animals have the longest gestation period. From this data children will create a bar graph using this data.</p>	<p><b><u>L3 LI: To sequence historical eras in chronological order</u></b></p> <p>Children will create a timeline of their previous historical learning (Anglo Saxons and Vikings) and add the Tudors time period onto this. Children will also place the Normans and middle ages.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><b><u>L2: LI To learn and perform a song in the round</u></b></p> <p>Children will listen to and learn a new song called "Why doth not mine goose?" They will then sing this in the round with the class split into smaller groups and trying to maintain time and correct tune.</p> <p><b><u>L3 LI: To join fabric using a blanket stitch</u></b></p> <p>Children will learn how to sew using a blanket stitch and will then have a go at sewing their two pieces of fabric together to make their cushion shapes that they will then fill with stuffing for the inside.</p>	<p><b><u>L3 LI: To identify what I am looking forward to about becoming a teenager</u></b></p> <p>Children will think about how the media portrays teenagers and then what stereotypes people have as teenagers. They are then going to design a birthday card for a teenager, thinking about what matters to a teenager and what would</p> <p><b><u>LI: To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.</u></b></p> <p>Children will link their learning about the Sikh's from last half term to this lesson. Children will learn about the Harmandir Sahib, and why it is important to Sikh's. Children will then look for where they are able to find examples or Sikh teachings within the Harmandir Shaib.</p>	<p><b><u>L3 LI: To develop technique in relay changeovers.</u></b></p> <p>In groups of four with one relay baton. Pupils begin in a line, each standing at cones spaced 2m apart.</p> <p>The run to pass the baton on to the pupil in front of them who runs to pass the baton on to the pupil in front of them and so on until the last pupil has the baton. This pupil runs up to and around the end cone, back past all of their team to start the process again.</p> <p><b><u>LI: To develop balance and positioning across a variety of gymnastic poses.</u></b></p> <p>Children will be practicing a variety of rolls, poses and movements within gymnastics using their balancing, positioning and strength to hold the positions for at least 5 seconds.</p> <p><b><u>L3 LI: To try and find particular words in longer text</u></b></p> <p>The children will recap previous Tudor vocabulary in Spanish. Then children will go through the PP, practising new words orally. Children will look at a text about Henry's wives and then identify the adjectives used for each wife.</p>

# Weekly Overview of Learning

**Year Group: 5**

**Week beginning: 17.06.24**

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

## Homework

Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by 25th June. 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.**  
**Remember to try and use these words in sentences to show that you understand their meanings**

<p>Week 3 Adding verb prefix over-</p>
overthrow
overtum
overslept
overcook
overreact
overestimate
overuse
overpaid
overlook
overbalance

### Maths



**This week we would like you to complete the negative numbers task set on my maths. We would like you to achieve at least 80% on this task. We will be checking your results.**

### Topic/Other foundation subjects including writing

**Your homework for this week:**

**Having learned about the Tudor family tree leading up to Henry VII, can you draw your own family tree?**

**See how far back you can go in your family. We wonder if you can go back as far as your great-grandparents or maybe even further?**

**Please complete on Google classroom or on paper.**

