

Weekly Overview of Learning

Year Group: 5

Week beginning: 18.11.24

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	Lesson 5
	LI: To combine information from various sources.	LI: To draw a clear and explanatory diagram	LI: To organise information in a logical order (hot write plan)	LI: To use language to demonstrate cohesion (hot write)	LI: To edit and improve sentences
Key vocabulary and key questions	<p>Key Vocabulary: questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions: Why must we consider purpose and audience carefully? What reading strategies do we use when researching? How can we decide what information to record, when researching, and which to discard?</p>	<p>Key Vocabulary: labels, cross-section, arrows, numbers, component</p> <p>Key Questions: Why do explanation texts need a labelled diagram? When explaining how something works, why is a cross sectional diagram better? As well as a diagram being labelled, why might parts being numbered be useful?</p>	<p>Key Vocabulary: flowchart, process, sequence, plan, template</p> <p>Key Questions: How is an explanation text structured? What planning grid is best to show a 'process'?</p>	<p>Key Vocabulary: adverbials, conjunctions, openers</p> <p>Key Questions: How do writers show cause and effect? What language helps authors demonstrate the order in which events happen?</p>	<p>Key Vocabulary: edit, proof-read, correct, effect, vocabulary, punctuation.</p> <p>Key Questions: What does 'proof-reading' mean? How are proof-reading and editing different? What things should we focus on when editing?</p>
Activities	<p>Starter: Look at the inventions on-screen. What do you think they are for?</p> <p>Watch me: Explain that this week, we will be writing our own explanation text. However, it won't be about something we already know- we will invent our own spacecrafts and write about them.</p> <p>Help me: Let's think about the purpose and audience-</p> <p>KQ. Who would be the target audience for our invention and text? What questions would they have?</p> <p>children jot down their ideas and then, feedback to the class. Using the questions generated, create a graphic organiser to record our notes</p> <p>Show me: When we research, we scan for relevant information, isolating it from other information. Help me scan the text to record facts about rockets and spacecrafts from the book on-screen.</p>	<p>Starter: Which of the following labelled diagrams are better and why?</p> <p>Watch me: explain the use of labelled diagrams, within explanation texts.</p> <p>Help me: write appropriate labels for a diagram.</p> <p>Show me: when explaining how a gadget works, why is a labelled diagram improved by being cross-sectional?</p>	<p>Starter: show children an explanation text (the digestive system) that has been jumbled up. In pairs, use what they know about the text type to put the text into the correct order.</p> <p>Watch me: recap how explanation texts are structured and the flow-chart template that is best to plan an explanation text. Refer to the plan for the <i>'The Truth Is Out There'</i> that we devised last week for our shared writing.</p> <p>Help me: Point out that organisational devices such as numbered points, subheadings and signal language helps us to organise our text. Together, identify examples of these in the model text and add to the working wall as needed.</p>	<p>Starter: Sort the language into the class it belongs to e.g. adjectives, nouns, verbs</p> <p>Watch me: Using a sample plan produced by one of the children yesterday, model how to expand on ideas fully, when writing the text.</p> <p>Help me: Ensure that a balance of adverbials of time and causal conjunctions have been used to create order and cohesion across the paragraphs, especially in the mid-section that focuses on the process.</p> <p>Show me: How brackets can be used to explain technical vocabulary, in lieu of a glossary.</p>	<p>Starter (Mark my work): Children read the text on the screen and identify errors that need correcting and aspects of the text that need improving so that the story has the desired effect on the reader.</p> <p>Watch me Model improving the paragraph on the screen so that correct conjunctions have been used.</p> <p>Help me: Rewrite the paragraph so that it includes a relative clause</p> <p>Show me: Rewrite the sentences putting commas where needed.</p>

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	<p>Show me: Sometimes, we don't get all the information from one source, and we have to summarise and 'put together' information from various sources. This is called <i>synthesis</i>. Children scan, summarise and synthesise information from various texts to gather appropriate information about spacecrafts and rockets before they design their own together.</p> <p>Challenge: Each time children encounter technical vocabulary, record it on the appropriate box on the graphic organiser.</p>	<p>Main task: Using the notes made yesterday, design a spacecraft/ rocket of your own and create a cross-sectional labelled diagram of it. Make sure to refer to the success criteria so that your diagram is useful.</p> <p>Challenge: Write a brief sentence to accompany each of the labels for your diagram, explaining the purpose of that component.</p>	<p>Main task: Using the labelled diagram you drew yesterday, produce a plan for the explanation text you will write tomorrow. Plot the main points of the process onto the flowchart. Then bullet point the facts that will need to be included in the introduction and conclusion.</p> <p>Challenge: Annotate the plan you wrote yesterday with adverbials of time and causal conjunctions to show how the events on the process are linked. explaining how your invention works</p>	<p>Main task: Using all of the features the children have explored through the topic, children write up their explanation text.</p> <p>Challenge: Using purple pen, children edit their work, ensuring their own personal common errors (e.g. tense, capital letters) have been addressed.</p>	<p>Main task: Children use their purple pen and the checklist to edit and improve their work. They will use the editing stations and their peers to help with this.</p>
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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To infer information using context clues.</u>	<u>LI: To make connections with a text.</u>	<u>LI: To make connections with a text and ourselves.</u>	<u>LI: To identify similarities and differences with texts.</u>
Activity:	Children will be discussing context clues that can appear within texts and photos. Children will then be using the context clues to infer information about photos from different cultures.	Children will be reading two poems and making connections with the poems they have read using their background knowledge of the context and other texts they may have read.	Children will be reading a poem together as a class and connecting with parts of the text with themselves. Children will be relating to the poem through their past experiences, likes and dislikes.	Children will be looking at another poem in this lesson and will make their connections with themselves. Children will then compare the two poems they have read in the reading lessons and make comparisons with the text and their connections.

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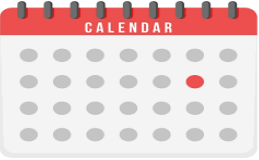


Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To compare and order fractions greater than 1</u>	<u>LI: To add and subtract fractions with the same denominator</u>	<u>LI: To add fractions within 1</u>	<u>L.I: To add fractions with a total greater than 1</u>	<u>L.I: To add to a mixed number</u>
Key vocabulary and key questions	<ul style="list-style-type: none"> • How can you represent the fractions? • What does the number of wholes tell you about the overall sizes of the numbers? • Do you need to make any conversions? • How do you convert from an improper fraction/mixed number to a mixed number/improper fraction? • How can you use your knowledge of multiples to help? 	<ul style="list-style-type: none"> • How can you represent this calculation using a bar model? • Will you need more than one bar? How do you know? • How many parts do you split the bar(s) into? • What could you do if the answer is an improper fraction? • What type of calculation is this? • When adding/subtracting fractions with the same denominators, what will the denominator of the answer be? Why? 	<ul style="list-style-type: none"> • Do the fractions have the same denominator? • What does it mean for two fractions to be equivalent? • How can you tell when two fractions are equivalent? • Why do the denominators need to be the same? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add the fractions? 	<ul style="list-style-type: none"> • Do the fractions have the same denominator? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add the fractions? • How can you tell the answer is greater than one whole? • How can you convert the answer to a mixed number? 	<ul style="list-style-type: none"> • How can you partition a mixed number? • How can the addition be written so that similar parts are next to each other? • How can the parts be combined to produce a mixed number? • Do you need to combine whole numbers or fractions? • Why can you swap the order of the numbers in an addition?
Introduction	In this small step, children consolidate their knowledge from all the earlier steps in this block, using their skills in converting between forms to help compare and order fractions greater than 1	In this small step, children add and subtract fractions with the same denominator. For adding, this will include adding three or more fractions as well as pairs of fractions.	In this small step, children add two or three fractions with different denominators. The fractions are such that one denominator is a multiple of another and the total remains within 1.	In this small step, children continue to add fractions where one denominator is a multiple of the other, but progress to additions where the total is greater than 1.	In this small step, children add either a whole number part or a fractional part to a mixed number as a precursor to adding two mixed numbers in the next step.
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>La fecha 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>LI: To recognise, recall and use the numbers 1-31 in Spanish</p>	 <p>L.I: To research and present the life cycle of different plants</p> <p>To follow on from and reinforce our learning about sexual and asexual reproduction in plants, we will learn the flowering plant life cycle stages including germination, seed formation and dispersal, pollination and growing.</p> <p>Children will create scientific diagrams to show the stages in a life cycle. They will then research the life cycle of some different plants and show their research and comparisons in a table.</p>	 <p>LI: To interpret a topographical map LI: To describe some aspects of the physical geography of South Africa</p> <p>After a brief recap of our learning from the past two weeks, children will be shown a topographical map of South Africa (this shows the elevation of the land) and they will be shown that the various colours on the map indicate the height of the land above sea level. What do they notice about the land near the coastline? Can they identify the location of the Drakensberg Mountains?</p> <p>Children will use the internet and books to research at least one of the landscapes given and to answer questions on their chosen landscape(s).</p>
Music/ Art	PSHE / RE	PE
<p>LI: To use vocals to perform a piece of music as an ensemble. Children will be revisiting the song 'shosholozá' and learning a dance to go along with the song. Once children have learnt the dance they will be performing the dance whilst singing along to the music.</p> <p>LI: To choose specific techniques for style. Children will be looking at different sketching techniques and styles completed within art pieces. Children will then incorporate a variety of techniques into their own drawings and recreating sketches of animals.</p>	<p>PSHE LI: To understand what bullying is. Children will be looking at what bullying is and the different types of bullying people can experience. Children will then look at different scenarios and discuss what kind of bullying it is and how they can help those experiencing bullying.</p> <p>RE LI: To identify some of the features of a Roman catholic church. Children will be looking at how Roman catholic became a fundamental element of christianity. Children will be looking at what the roman catholic church is and the features that are contained within its walls.</p>	<p>Tag Rugby 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>LI: To use a backwards pass effectively when attacking!</p> <p>Gymnastics 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> <p>LI: To explore different travelling actions using both canon and synchronisation</p>

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Homework

To our Year 5 superstars,

This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 26th November. Remember **to upload your work to Google Classroom**. Please continue to practise your times tables and read a variety of texts to develop your reading skills and to further expand your knowledge.

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 week, your planners will be checked and signed off. Don't forget to include at least one Reading Plus session as one of your reading sessions each week!

Spelling and dictation –

This week, there is no spelling pattern; we are looking at modal verbs. Can you remember what that means?

Modal verbs are auxiliary (helping) verbs which cannot usually work alone. They are used within sentences with another main verb.

Can you pronounce each one correctly?!

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

can	could
may	might
must	ought
shall	should
will	would

Maths



Please log on to My Maths and complete the allocated consolidation lesson:

Equivalent fractions

70% target

Topic/Other foundation subjects including writing

This week, we would like you to:

Create your own brochure for visitors to read when they visit one of these **landmarks in South Africa**



- Kruger National Park
- Table Mountain
- Voortrekker Monument
- Kirstenbosch National Botanical Garden

Remember these requirements for a good brochure:

- Picture to catch the attention of the reader
- Large font for title of brochure
- Subheadings to tell the reader what each section of the brochure is about
- A brief introduction to what the brochure is about