

Weekly Overview of Learning

Year Group: 5

Week beginning: 20.1.25

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
	<u>LI: To compare and analyse poems</u>	<u>LI: To retrieve information from a text</u>	<u>LI: To use a range of prefixes and suffixes to change the meaning of words</u>	<u>LI: To explore and generate language</u>	<u>LI: To write a text independently</u>
Key vocabulary and key questions	<u>Key vocabulary</u> Kennings, poetry features, comparison, <u>Key questions</u> What is similar about these poems? How can we compare them?	<u>Key Vocabulary</u> Retrieve, skim and scan, comprehension. <u>Key questions</u> What was the text about? How can I retrieve key information from the text? What skill can I use to retrieve the information from the text? How am I being asked to answer each question?	<u>Key vocabulary</u> Prefix, suffix, root word <u>Key questions</u> What is a prefix? What is a suffix? How can we use prefixes and suffixes? How does adding the prefix and suffix change the meaning of the root word?	<u>Key vocabulary</u> Vikings, vocabulary, adjectives, verbs, nouns <u>Key questions</u> What vocabulary can I use to describe the Vikings? Does my vocabulary relate to the Vikings? How can I improve my language choices?	<u>Key vocabulary</u> Hot task, independent, Kenning, features, punctuation <u>Key questions</u> How should I structure my poem? What features would you need to include in your own poem?
Activities	Read and compare two Kennings about the same topic and review. Which was better and why? Complete an analysis grid with these comparison	Children will be looking at a text about the Vikings. Children will then use their comprehension skills to answer questions about the text they have been given.	Children will be discussing the use of suffixes and prefixes in words. Children will then be looking at a range of root words and adapting the words by including either a prefix or a suffix. Children will discuss how the inclusion of these elements can change the meaning of the root word.	Children will be looking at a range of photos related to the Vikings. Children will then be creating descriptions of the photos and Vikings to support their plan for their kenning poem in the following lesson. Children will be considering their language choices and considering if improvements could be made to their language.	Children will be using their knowledge of Kennings and Vikings to independently create their own kennings poem. Children will need to consider how they can structure their poems, how they can include language features, and how they can ensure their poem is punctuated correctly.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To connect with a text</u>	<u>LI: To identify features and the purpose of a text</u>	<u>LI: To connect with a new text</u>	<u>LI: To compare texts</u>
Activities	Children will be introduced to a new text and will be asked to make the three connections they can make with a text. Text to world. Text to text. Text to self.	Children will be using the text they looked at in the previous lesson and identifying the purpose of the different features the author has used within their text.	Children will be introduced to a new text and will be asked to make their connections: text to world, text to text, text to self. Children will also identify the purpose of the text and the different features used within the text.	Children will be comparing the two texts they have explored this week. They will identify all the similarities and differences between the texts, including the features and the connections they made.

Weekly Overview of Learning

Year Group: 5

Week beginning: 20.1.25

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.




Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To use multiplication facts to solve division questions</u>	<u>LI: To apply formal written methods to solve division word problems</u>	<u>LI: To consolidate multiplication and division learning</u>	<u>LI: To multiply mixed numbers by an integer</u>	<u>LI: To calculate a fraction of a quantity</u>
Key vocabulary and key questions	<p>Key vocabulary factor, factor pairs, efficient</p> <p>Key questions -Which method do you find the most efficient? -How would you explain how this method works? -How can you use factor pairs to help you?</p>	<p>Key vocabulary formal method, remainder</p> <p>Key questions -What does the remainder represent in this problem? - Which operation is needed?</p>	<p>Key vocabulary efficient, factor, factor pairs</p> <p>Key questions -Which method do you find the most efficient? -How would you explain how this method works? -What is the most efficient way to divide by ?</p>	<p>Key vocabulary partition, mixed number, numerator, denominator, integer</p> <p>Key questions -How could you partition this mixed number? -When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? -What do you need to do if you have an improper fraction in your answer?</p>	<p>Key vocabulary partition, mixed number, numerator, denominator, integer</p> <p>Key questions -How can you share equally? -How do you know the counters are in equal groups? - If you know $1/?$ of a number, how do you find $2/?$ of the number? -How do you find a fraction of an amount?</p>
Introduction	Children consolidate their knowledge and understanding of division and begin to make decisions regarding the most efficient or appropriate methods to use in a range of contexts.	Children apply their knowledge of multiplication and division to solve problems. Children need to apply/ choose the correct operation in order to answer a particular problem, and then to solve the problem.	Children will complete an end-of-unit consolidation lesson before answering questions using a variety of methods such as column method, area model, short division and efficient division.	Children multiply mixed numbers by integers. They will explore questions where, in the answer, the fractional part of the calculation is greater than 1 and needs converting to a mixed number before combining the totals.	Children calculate a fraction of a quantity. First, they will find unit fractions of amounts and, when they are secure in their understanding, they will move on to non-unit fractions
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: 20.1.25

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.

Spanish	Science	Topic - History
<p><u>¿Qué tiempo hace? ('what is the weather like?')</u></p>  <p>By the end of this unit pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecast to the class. This enables them to link the weather vocabulary with map work, compass points and general geography.</p> <p><u>LI: To use new language in a listening activity about weather and days of the week</u></p>	<p><u>LI: To investigate modern materials and how they affect our daily lives</u></p>  <p>Children will be continuing on with their learning in this topic about materials. Children will understand the difference between natural and manmade materials. Children will understand the work of John McAdams and how his work still impacts our lives now.</p>	<p><u>LI: To select relevant information to present an aspect of historic life.</u></p>  <p>Children will be looking at why the Vikings came over to Britain and how they were able to make the journey. Children will be considering the factors as to why they came over and writing a diary entry from the perspective of someone who was raided and another from the Vikings.</p>
Music/ D&T	PSHE / Religion & Worldviews	PE
<p><u>LI: To create vocal compositions based on a picture</u></p> <p>Children will be presented with an image, and then collaboratively as a class they will be creating a vocal composition that matches the picture.</p> <p><u>LI: To practise making mechanisms</u></p> <p>Children will be looking at the different mechanisms they can use for their pop-up book and the different purpose of each mechanism. Children will then practise creating the mechanisms for them to use in their book.</p>	<p><u>PSHE</u></p> <p><u>LI: To understand how to achieve our dreams</u></p> <p>Children will be discussing their dreams for the future and how they will try to achieve those dreams. Children will research their dream jobs and present what their dream requires and how they plan to achieve those dreams.</p> <p><u>Religion & Worldviews</u></p> <p><u>LI: To explore Muslim beliefs about the afterlife by investigation sources</u></p> <p>Children will be looking at the different view's religions can have after a loved one has passed. Children will be looking at what Muslims believe may happen using the Qu'ran as a source.</p>	<p><u>Dodgeball</u></p> <p>In this unit, pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They will learn how to select and apply tactics to the game to outwit their opponent. We will focus on the importance of fair play, independence and honesty while playing to the rules of the game.</p> <p><u>LI: To develop catching skills and apply them appropriately to the situation</u></p> <p><u>Tennis</u></p> <p>In this unit, pupils develop their understanding of the principles of net and wall games. People will have to think about how they use skills, strategies and tactics to outwit the opposition. They will be given opportunities to work co-operatively with others as well as independently.</p> <p><u>LI: To use a variety of shots to keep a continuous rally going</u></p>

Weekly Overview of Learning

Year Group: 5

Week beginning: 20.1.25

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.

Homework

Hello Year 5!

See below for the homework we would like each of you to complete over the next week. We expect to see it completed by Tuesday 28th January. Continue to practise your times tables and read a variety of texts to develop your reading skills and to further expand your knowledge. Don't forget to log in to your Doodle Learning app to stay on green and to have a go on Writer's Toolbox and MyMaths.

Have a great week,

Miss Hynes, Miss Conway and Mr Severn

Spelling/dictation

What is the spelling pattern this week?

Creating nouns using -ship suffix

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

membership	ownership
partnership	dictatorship
championship	craftsmanship
fellowship	apprenticeship
citizenship	sponsorship

Reading, Maths, Writing etc

Doodle Maths and Doodle English: Work hard each day to turn your tracker green.



Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. This can include a session on **Reading Plus**.

Times Tables Rockstars: Which class will be the Year 5 champions this week?

MyMaths:

Please log on to My Maths and complete the allocated tasks.



Writer's Toolbox:

Log into your Writer's Toolbox account and complete at least two more sessions on your learning journey over the course of this week.



English homework: Kennings

This week, we would like you to use kennings to create poetry. It could be about an object in your home, someone you live with or a character from a book or film!

Try to be as creative as you can and to be ambitious with your vocabulary!

Remember:
Start with a determiner (A or An)
End with suffix -er
Use exciting verbs
Start with the trickiest clues!

We can't wait to read them and share them
😊