

Weekly Overview of Learning

Year Group: 5

Week beginning: 20.5.24

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
	<u>LI: To understand and apply reported speech</u>	<u>LI: To plan my own newspaper report using the boxing up method</u>	<u>LI To write a newspaper report independently</u>	<u>L.I. To understand context and conventions of a particular style</u>	<u>LI To identify features of poetry</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> direct, speech, reported, indirect, inverted commas</p> <p><u>Key Questions:</u> What is direct speech? What are the rules of speech? How can you convert this? Why do newspapers use reported speech?</p>	<p><u>Key Vocabulary:</u> boxing up, planning, recap, order, main events, headline, quotes</p> <p><u>Key Questions:</u> Can you recap the main events of Robin Hood? Can you re call the events of the Highwayman narrative poem? What is similar and wat is different about the story or characters?</p>	<p><u>Key Vocabulary:</u> features, news, by line, headline, success criteria, quotes, formal,</p> <p><u>Key Questions:</u> What text type do you think this is? How do you know? Which features do you already know? Are there features which compare to other text types? Can you list some of the features? What is its purpose? Who is the audience?</p>	<p><u>Key Vocabulary:</u> Poetry, performing, gesture, expression, audience</p> <p><u>Key Questions:</u> What poems are you familiar with? Which parts of poetry do you like? From watching these poets, what do you notice about their performance style?</p>	<p><u>Key Vocabulary:</u> Alliteration, features, identification, rhyme, rhythm, onomatopoeia</p> <p><u>Key Questions:</u> What features do you know for poetry? Are all poems the same? Which features do you expect to see? And if you didn't see them, would this confuse you?</p>
Activities	Look at reported speech and how it is used. Act out a scene / look at an image of Robin Hood. Create a piece of writing reporting what was said about this event involving Robin Hood.	Recap the sequence of events in the Highwayman and Robin Hood. Look at the structure and plan of both newspaper reports Complete 'boxing up' plan of own version of a newspaper report using own features of news report.	Using your Boxing Up plan from last lesson, write your own newspaper report, reporting the events from the Highwayman poem -Use the checklist to guide you	Children will look at a variety of performance poems from poets such as; Benjamin Zephaniah, Michael Rosen and Allan Ahlberg. Children will then choose their own poem to practise to perform – using the features; facial and voice expressions.	Children will look at a variety of different styles of poems; such as limericks, acrostics, haikus. Children will discuss what they already know about poetry, and the features of these. We will look at a Tudor poem, that children will be recreating later in the week. Children will identify the features of the poem.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To make connections with a text.</u>	<u>LI: To answer questions about a text.</u>	<u>LI: To make connections with a new text.</u>	<u>LI: To compare differences and similarities within a text.</u>	<u>LI: To make connections with a text.</u>
Activity:	Children will be looking at a text and annotating it with the connections they can make. Text to world, text to text, text to self.	Children will be using the text from the previous lesson and answering comprehension-based questions about the text they have read.	Children will be looking at a new text in this lesson and will be making new connections with the text they have been given. Children will be using their text to world, text to text and text to self-connection.	Children will be using the two different texts they have looked at this week and discussing the similarities and differences with the texts including the connections they have made.	Children will be looking at a text and annotating it with the connections they can make. Text to world, text to text, text to self.

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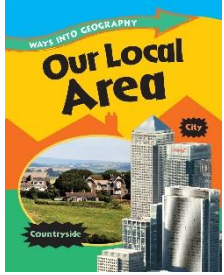
Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI To subtract decimals with the same number of decimal places</u>	<u>LI To add decimals with different numbers of decimal places</u>	<u>LI To subtract decimals with different numbers of decimal places</u>	<u>LI To use various efficient strategies for adding and subtracting decimals</u>	<u>LI To explore decimal sequences</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u> Hundredths, tenths, decimals, place value, exchange, subtract, minus,</p> <p><u>Key questions</u> Will you need to make an exchange in this subtraction? How do you know? What can you exchange 1 one/tenth/hundredth for? Why is the position of the decimal point important? What does zero in a place value column mean? How does this affect a subtraction?</p>	<p><u>Key vocabulary</u> Hundredths, tenths, decimals, place value, exchange, addition, plus</p> <p><u>Key questions</u> What happens when there are 10 or more counters in a place value column? Why is the position of the decimal point important? Why is it important to line up the columns? Will this addition involve an exchange? How do you know? What could you add to the spaces that do not contain a digit to help you?</p>	<p><u>Key vocabulary</u> Hundredths, tenths, decimals, place value, exchange, subtract, minus,</p> <p><u>Key questions</u> How should the digits be lined up in a column subtraction? How do you show that there is nothing in a place value column? Do you need to make an exchange? How do you know? How do you make an exchange if there is a zero in the column that you want to make the exchange from?</p>	<p><u>Key vocabulary</u> Hundredths, tenths, decimals, place value, exchange, subtract, minus,</p> <p><u>Key questions</u> Which is most efficient for this calculation? When would you use a mental method? When would you use an informal jotting such as a number line? When would a formal method be more efficient? What integer is 9.9 close to? How can this help with the calculation? How could partitioning help with this calculation?</p>	<p><u>Key vocabulary</u> Hundredths, tenths, decimals, place value, exchange, subtract, minus,</p> <p><u>Key questions</u> Are the terms increasing or decreasing in value? Are the terms increasing or decreasing by the same amount each time? If so, by how much? What will the next term in the sequence be? What will the term in the sequence be? How can you tell if you need to make an exchange?</p>
Introduction	<p>Children subtract numbers with the same number of decimal places, using the formal written method for the first time.</p> <p>As with addition, children first look at calculations with no exchanges, before moving on to calculations that involve exchanges and numbers up to 3 decimal places</p>	<p>Children extend their knowledge of adding decimal numbers to include numbers with a different number of decimal places.</p> <p>Emphasise the importance of lining up the decimal point in order to ensure that digits with the same place value are also aligned.</p>	<p>Children extend their knowledge of subtracting decimal numbers to include numbers with a different number of decimal places.</p> <p>It is important that children continue to practise lining up the decimal point carefully and ensure that each digit is in the correct column.</p>	<p>Children explore a range of different calculation strategies to solve addition and subtraction problems, making decisions about which strategy would be the most effective for each problem.</p>	<p>Children combine their knowledge of number sequences and decimals to explore decimal sequences.</p> <p>Given a range of sequences, children look for patterns and use and find simple rules that involve adding or subtracting a decimal each time. It is important to note that they are not expected to generate algebraic expressions at this stage. Children should, however, use the language associated with sequences such as "term" and "rule".</p>
Main Activity	<p>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>				

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Reading	Science	Topic - Geography
<p>Daily for 20 minutes</p>  <p>Use your reading plus login, 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>L5 : LI: To understand how water resistance effects objects</p> <p>Children will further develop their knowledge on forces – this week focusing on water resistance. Children will think about which objects are more successful in water due to being streamlined. Children will complete 2 experiments using foil to test shapes in the water.</p> 	<p>L5 LI: To identify patterns of land use in our local area</p> <p>Children will look at the different used of land in our local area; residential, commercial, industrial etc. Using a map of the local area, children will identify the different types of land and its uses, additionally thinking about how the land use would have changed overtime...</p> 
Music/ D&T	PSHE / RE	PE / Spanish
<p>L5 LI To explore and evaluate the intention of a design</p> <p>Children will be designing their own monument after looking at and giving opinions on monuments that already exist. They will decide on the subject of their monument and draw designs in sketchbooks. They will annotate designs with detail about the meaning of individual elements within the designs and ideas for where they could be displayed.</p> <p>L4 LI To create a musical theatre scene</p> <p>Children will recap their knowledge of musical theatre and what features make a theatre production. This will be a first lesson of 2, for children to create their own musical theatre piece in groups which will tell the story of a 'journey.' Children will begin to write a script based on this title.</p>	<p>L5 LI: To understand screen time moderation</p> <p>Children will continue their understanding of staying safe online. This week focusing on how much screen time is safe. Children will discuss why spending too long online is not safe for them and think about what are 3 things you normally do online, and what could you replace them with?</p> <p>L6 LI To learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in Sikhism</p> <p>Children will be learning about Guru Gobind, discussing who he was and why he was important. Children will consider the virtues and leadership qualities Guru Gobind and Guru Granth Sahib possessed and why they are important to Sikhs.</p>	<p>L5 LI: To use the new connective "pero" ("but") that</p> <p>Pupils will progress their Spanish knowledge further by learning how to use the connective word "pero" ("but") to enable them to say what pet they have and what it is called "but" also what pet they do not have.</p> <p>L6 LI To apply the rules and skills you have learnt to play in a rounder's tournament.</p> <p>Children will put their previous weeks learning of fielding, batting and back stop techniques into use into small games. Each team will bat for 4 minutes and then swap over between batting and fielding. Teams can have as many bats as they can complete in the 4 minutes. In between games ask the pupils to reflect on their team's performance.</p>

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Homework

Dear Year 5,
This grid contains homework for you to complete over the next week. We expect to see it completed by 4th 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

Week 6
Statutory Spelling
Challenge Words

amateur

ancient

bargain

muscle

queue

recognise

twelfth

identity

develop

harass

Maths



This week on my maths your task is **Adding and subtracting decimals**.

We would like you to achieve at least 80% on this task.

Topic/Other foundation subjects including writing

Your homework for this week:

Half term homework



Our new topic will be 'The Tudors'.

We would like you to create a fact page about the life of a Tudor person

-Food
-clothes
-entertainment
-houses

Make it interesting, eye catching, images, sub headings.

Please complete on Google classroom or on paper.