

# Weekly Overview of Learning

**Year Group: 5**

**Week beginning: 21.10.24**

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English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To develop a plot (Hot Write plan)</b>	<b>LI: To use a variety of openers (Hot write)</b>	<b>LI: To organise ideas into paragraphs (Hot write)</b>	<b>LI: To use conjunctions</b>	<b>LI: To edit and improve sentences</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> setting, characters, details, introduction, build- up, climax, resolution, ending, events,</p> <p><b>Key Questions:</b> What makes a good plot? How are writers inspired by other writers? What does substitution mean? How do we ensure a plot 'ties up all loose ends'?</p>	<p><b>Key Vocabulary:</b> fronted adverbial, comma, speech, onomatopoeia simile, abstract noun,</p> <p><b>Key Questions:</b> Why is it important that writers start their sentences in a variety of ways? What purpose do fronted adverbials serve? How could onomatopoeia be used as an opener?</p>	<p><b>Key Vocabulary:</b> Paragraph, topic, theme, subject, setting, character, event, time, rules, chunking, cohesion, cause and effect, link</p> <p><b>Key Questions:</b> How do authors make sure the story is in the correct order? What is a paragraph? What are the rules a writer must follow regarding when to start a new paragraph? How long should a paragraph be?</p>	<p><b>Key Vocabulary:</b> Determiner, noun, adjective, noun phrases, expanded noun phrase, describe</p> <p><b>Key Questions:</b> In writing, how is more than one idea linked? What conjunctions can you list? Do different conjunctions perform different functions? Can you classify the conjunctions? In a sentence, are conjunctions found at the beginning, middle or end?</p>	<p><b>Key Vocabulary:</b> edit, proof-read, correct, effect, vocabulary, punctuation.</p> <p><b>Key Questions:</b> What does 'proof-reading' mean? How are proof-reading and editing different? What things should we focus on when editing?</p>
<b>Activities</b>	<p><b>Main Task:</b> Children complete the substitution process for each section of their new story, using the strategies developed in this unit. Teacher to work with a focus group to produce a scaffolded (but more independent) write. <b>Challenge:</b> Inside line drawings, develop the information they need for their new characters</p>	<p><b>Main task:</b> Teacher and children use the skills developed in today's lesson to write the opener for the plot developed yesterday. <b>Challenge:</b> How can we create suspense at the relevant points in the story? Children attempt to use a rhetorical question to make the reader want to read on.</p>	<p><b>Main task:</b> Children use the skills developed in today's lesson to write the build-up and problem parts of their story.</p>	<p><b>Main task:</b> Children use the skills developed in today's lesson to write the resolution and ending parts of their story.</p>	<p><b>Main task:</b> Children use their purple pen and the checklist to edit and improve their writing. This is a guided edit and children will be led through the process by their teacher</p>

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This week's reading focus: <b>Reading Strategy 7- Inference</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>To define 'inference'</b> <b>To identify how to infer</b></p>	<p><b>To use working memory and text evidence to interpret events/ actions</b></p>	<p><b>To infer character feelings/ actions</b></p>	<p><b>To use prior knowledge and text clues to infer implied meaning (<i>vocabulary</i>)</b></p>	<p><b>To use cohesive devices to form inferences (<i>inter-sentence/ cause</i>)</b></p>
<p><b>Starter:</b> Mark my work. What information was in the text that could have helped me to answer the question better? <b>Watch me/ help me/ show me:</b> Give children back their marked reading assessments from last week and go through the common misconceptions as a class, focussing on the inference questions. Model how the correct answers could be gained from: <b>prior knowledge + text evidence = inference</b></p>	<p><b>Starter</b> Recap how inferring skills are the same skills that detectives use. <b>Watch me:</b> How have I used detective skills to infer the answer to these questions? Model slowly, out loud. Include discussion about existing knowledge of social/moral/cultural features. <b>Help me:</b> Work through a question together, like Holmes and Watson. Holmes (teacher) deducing and inferring - Watson (children) double checking. <b>Show me:</b> The children work in pairs as Holmes/Watson, to answer the question and feedback to the class</p>	<p><b>Starter</b> Recap the techniques we use to infer, using the book marks we created on Monday <b>Watch me:</b> Teacher highlights evidence from a text that tells us how a character might be feeling. <b>Help me:</b> Match the images of the facial expressions, to the correct emotion. What other clues might we look for to identify how a character feels? <b>Show me:</b> Children read the passage and select the correct emotion for the character, answering the multiple-choice question.</p>	<p><b>Starter</b> On screen, show a sentence that contains a highlighted word, and 2 definitions of the word: <b>Children match the sentence to the correct meaning- how do they know? (Context clues in the rest of the sentence/ text).</b> <b>Watch me:</b> Explain when words have more than one meaning, it can be tricky for the reader to grasp the intended meaning straight away. This means that they need to do 'close reading', using other clues in the text to infer meaning. <b>Help me:</b> Which of these types of words or phrases do we need to do 'close reading' for? <b>Show me:</b> Infer what the highlighted words in the text mean, using context clues (reading sentence before and after etc)</p>	<p><b>Starter:</b> Show children 3 images: a dog, a ball and a muddy sheet. Use the pictures to create a sequence of events. Children then feedback their ideas to the class. <b>Watch me:</b> Show the pictures sorted into a certain order and use it to answer the question. Model to children that events don't usually happen spontaneously but are caused by another event, within a chain of events. We call this cause and effect and that the language used by authors to express this, helps us make inter-sentence inferences. <b>Help me:</b> Identify the language in the passage that demonstrates the links between events and add to the working wall <b>Show me:</b> Use the new knowledge to answer the question</p>
<p><b>Main task:</b> Children use the template to create their own 'inference' bookmark, including the techniques explored in today's lesson</p>	<p><b>Main task:</b> Children use the skills developed in today's lesson to use their prior knowledge and evidence from the text to answer the questions.</p>	<p><b>Main task:</b> Hotseat - children in 3s (most confident as Hotseater) have to infer, using the text evidence to demonstrate why they acted the way that they did (Little Miss Muffet).</p>	<p><b>Main task:</b> Children complete the task in pairs. <b>Challenge:</b> Create their own vocab definitions for the words they encountered and add to the working wall.</p>	<p><b>Main task:</b> Use today's skills to answer the questions, showing how the outcomes were caused by earlier actions.</p>

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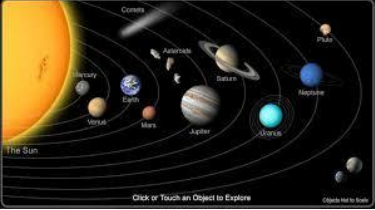


Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To identify multiples of various numbers.</b>	<b>L.I: To recognise common multiples of various numbers.</b>	<b>L.I: To find factors of given numbers.</b>	<b>L.I: To identify common factors of given numbers.</b>	<b>L.I: To establish whether a number is a prime number.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Questions:</b> How do you find the multiples of a number? What do you notice about the multiples of ___? What is the same and what is different about them? Can a number be a multiple of more than one number? How can you tell if a number is a multiple of 2/5/10? What does the word 'divisible' mean? How does it link to multiples?</p>	<p><b>Key Questions:</b> How do you find the multiples of a number? What multiples do and have in common? What is the first multiple that and have in common? How can you tell if a number is a multiple of ___?</p>	<p><b>Key Questions:</b> How do you find the factors of a number? What do you notice about the factors of ___? What is the same and what is different about them? Can a number be a factor of more than one number? How can you tell if a number is a factor? What does the word "divisible" mean?</p>	<p><b>Key Questions:</b> How do you find the factors of a number? What factors do and have in common? How? What is the factor that and have in common? How can you tell if a number is a factor of x? Given any two numbers, can you always find a common factor?</p>	<p><b>Key Questions:</b> How do you find a number is a prime number? How can we check if a number is a prime number? What are some rules that can help us identify the prime numbers?</p>
<b>Introduction</b>	Children now find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning	Building on their knowledge from the previous step, children find common multiples of any pair of numbers. They do not need to be able to formally identify the lowest common multiple, but this idea can still be explored by considering the first common multiple of a pair of numbers.	In this small step, they explore further the relationship between multiplication and division and consolidate their understanding of the words "factor" and "multiple".	In this small step, children learn that common factors are factors that are shared by two or more numbers.	Building on their knowledge of factors, in this small step, children learn that numbers with exactly two factors are called prime numbers. They also learn that numbers with more than two factors are called composite numbers.
<b>Activities</b>	<p>Starter – Flashback 4 - Introduction to activity or learning, consolidating previous understanding of mathematical concepts. Ping-Pong 1 main teaching point for the lesson with the new skill/ skills being clearly demonstrated and explained.</p> <p>Main Task – 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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PE	Science	Topic - History
<p><b>Football</b> <u>LI: To apply skills, principles and tactics to a game situation</u></p>  <p>Children will be using all the skills they have learnt this term to work in teams and play in a football tournament. Children will be asked to reflect on what they did well and what they could do better next time.</p> <p><b>Dance</b> <u>LI: To work collaboratively with a group to choreograph a dance</u> <u>LI: To copy and repeat movements</u></p> <p>This week, pupils will add their independent piece of dance to the choreographed space dance created by the teacher. They will be asked to provide feedback using the correct dance terminology.</p>	<p><u>LI: To consolidate our learning</u></p>  <p>Children will be consolidating all their learning over our topic of space by creating a poster presenting everything they have learnt in this topic about Earth &amp; Space!</p>	<p><u>LI To communicate knowledge</u></p>  <p>Children will showcase their learning from this unit by creating a double page spread answering the questions 'What was life like in Anglo Saxon Britain?' Children will present their work however they wish, identifying the key features of life in Anglo Saxon times.</p>
D&T	PSHE	Spanish
<p><u>LI: To create my final electronic greeting card with a functional series circuit</u></p> <p>Using the design sheet from the previous lesson children will choose their favourite design. Children will make an improved version with annotations, explaining the materials they will need and how their design meets their design brief. Children will then make their final design including an electrical circuit.</p>	<p><u>NSPCC workshop</u></p> <p>To follow on from our virtual 'Speak Out. Stay Safe.' assemblies and follow-on work in class, we will have visitors from the NSPCC in school to carry out a workshop. Children will get to meet Buddy, the speech bubble! The workshop will reinforce the importance of children's right to be safe. It aims to ensure that each child knows that all children have the right to speak out and have their views taken seriously, to be kept safe and that each child knows how to get help when they need it.</p>	<p><u>Mi Casa</u></p>  <p><u>LI To revise all language covered in "Mi Casa" unit</u></p> <p>Children will consolidate their learning over our topic this unit by completing an end-of-unit assessment which will include speaking, listening, writing, and reading activities for the key vocabulary we have learnt this term.</p>

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## Homework

Hello Year 5!

This grid contains homework for you to complete over the half-term break. We expect to see it completed by Tuesday 5th November (first Tuesday after the half-term break). Remember to **upload your work to Google Classroom**. Ask your teacher if you need lined paper to take home. Please continue to practise your times tables and develop your love of reading further!

Thank you,  
Mr Severn, Miss Hynes and Miss Conway

### 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. Your planner will be checked every week.

Reading Plus

Use your Reading Plus login, Bug Club or Doodle English to read and answer questions about a text. Remember to write this into your pupil planner each time!

### Spelling and dictation –

**This week, we would like you to review all of the spelling patterns we have looked at this half term!**

See the complete list on the page below..

The words in **pink** are from the Year 5/6 statutory spelling list.

How many did you get correct? Which ones did you find trickiest? Which words will you be able to use in your writing next half term?

### Maths



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

**We would like you to achieve at least 80%.**

### Topic/Other foundation subjects including writing

This week, we would like you to:



Research all about our new topic for Autumn 2: 'South Africa'

You might want to find out about

- famous people
- food
- landmarks
- culture
- weather
- sport

**Remember to put your research into your own words or find a definition of a word you are unsure of.**

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Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones
vicious	ambitious	symbol	apply	past	farther
gracious	cautious	mystery	supply	passed	father
spacious	fictitious	lyrics	identify	proceed	guessed
malicious	infectious	oxygen	occupy	precede	guest
precious	nutritious	symptom	multiply	aisle	heard
conscious	contentious	physical	rhyme	isle	herd
delicious	superstitious	system	cycle	aloud	led
suspicious	pretentious	typical	python	allowed	lead
atrocious	anxious	crystal	hygiene	affect	mourning
ferocious	obnoxious	rhythm	hyphen	effect	morning