

Weekly Overview of Learning

Year Group: 5

Week beginning: 24.06.24

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
	<u>LI To plan my historical narrative (Boxing up Plan)</u>	<u>LI : To describe a setting from my historical story</u>	<u>LI To use an apply conjunctions in my writing)</u>	<u>LI To identify features of a biography</u>	<u>LI To organise my research into paragraphs</u>
Key vocabulary and key questions	<p>Key Vocabulary: Structure, opening, build up, problem, resolution, ending,</p> <p>Key Questions: What does summarise mean? Can you summarise the main part of our story? Which features can you adapt for your own story?</p>	<p>Key Vocabulary: Figurative language, simile, metaphor, personification, setting, conjunctions</p> <p>Key Questions: 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>Key Vocabulary: Structure, sentences, coordinating, subordinating, clauses, main, subordinate</p> <p>Key Questions: What is the purpose of ____ conjunction? Can you recall your FANBOYS? When do we use a coordinating conjunction?</p>	<p>Key Vocabulary: biography identify, feature, facts, third person, factual,</p> <p>Key Questions: What is a biography? What does the suffix and root word mean? What features can you identify? Is there anything similar to other texts you have seen? Why might a biography be written?</p>	<p>Key Vocabulary, Categorise, paragraph, key information, summary, facts, nonfiction, box up</p> <p>Key Questions: Can you organise your research into sections? What subject would you like each paragraph to be about? Have you repeated any information in more than one section?</p>
Activities	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 re cap our knowledge of co ordinating and subordinating conjunctions. We will complete sentences using the examples of these conjunctions.	In pairs, highlight and label the features of the newspaper report you are given. Then answer the questions about the reports	To help plan your biography you need to organise your research into sections. Today, we would like you to "box up" your independent research. Read through the information you found and organise it into sections in your books.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To identify key information in a text</u>	<u>LI: To identify the causal links between events in a text</u>	<u>LI: To form questions about a text</u>	<u>LI: To use details in a text to form predictions / speculations</u>	<u>LI: To select appropriate evidence from a text to justify predictions</u>
Activity:	Children will look at the title of a text and make predictions about what it could be. They will fill in a "Wondering and Waiting" chart with their predictions.	Children will read the text again for this week. They will then answer some comprehension questions to ensure they have a good understanding of the text.	Children will read the text again, they will then come up with five questions of their own about the text using the sentence stems provided.	Children will read the text again to continue to embed it. They will then write down their prediction for what happens next in the text.	Children will answer three key questions about the text on their whiteboards about the text we have been reading. They will answer some prediction questions and then fill in the final column on their grids from earlier in the week

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI To convert kilograms and kilometres</u>	<u>LI To convert millimetres and millilitres</u>	<u>LI To convert units of length</u>	<u>LI To convert between metric and imperial units</u>	<u>LI To convert between metric and imperial units</u>
Key vocabulary and key questions	<p><u>Key Vocabulary</u> Convert, units of metric measure, kilometre and metre; gram and kilogram</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary</u> Convert, metric measure, centimetre and metre; centimetre and millimetre; litre and millilitre</p> <p><u>Key Questions:</u> 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 1m? What unit of measure would you use for measuring?</p>	<p><u>Key Vocabulary</u> Convert, multiply, divide,</p> <p><u>Key Questions:</u> 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>	<p><u>Key Vocabulary</u> Convert, multiply, divide, imperial, metric, units, measure, convert</p> <p><u>Key Questions:</u> How can you sort the units of measure into groups? What is the difference between imperial and metric units of measure? What does "approximately equal to" mean? What symbol is used to mean "approximately equal to"? •How can you convert from cm/kg/ml to inches/lb/pints?</p>	<p><u>Key Vocabulary</u> Convert, multiply, divide, imperial, metric, units, measure, convert</p> <p><u>Key Questions:</u> How can you sort the units of measure into groups? What is the difference between imperial and metric units of measure? What does "approximately equal to" mean? What symbol is used to mean "approximately equal to"? How can you convert from cm/kg/ml to inches/lb/pints?</p>
Introduction	<p>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 1/2 kg = 500 g and 3/4 km = 750 m.</p>	<p>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.</p>	<p>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</p>	<p>children are introduced to imperial units of measure and learn to convert between metric and imperial units. Explain that the metric and imperial systems are different ways of measuring the same type of thing and it can depend on where you are as to which you use, for example road signs in England are in miles, but in France they are in kilometres. Explain the meaning of "≈" as "approximately equal to"</p>	<p>children are introduced to imperial units of measure and learn to convert between metric and imperial units. Explain that the metric and imperial systems are different ways of measuring the same type of thing and it can depend on where you are as to which you use, for example road signs in England are in miles, but in France they are in kilometres. Explain the meaning of "≈" as "approximately equal to"</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 - History
<p><u>Daily for 20 minutes</u></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><u>L4: LI: To understand changes through old age.</u></p> <p>Children will discuss the change that happens to humans throughout their lives. Children will focus on how their bodies will change to their bodies as they become elderly.</p>	<p><u>L5 LI: To examine how religion changed during the Tudor reign</u></p> <p>Children will learn about the change of religion during the Tudor period and create a 'Tudor Religion Rollercoaster.' They will annotate each monarch and different parts of the rollercoaster with the information they have learnt about.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L3: LI To learn and perform a Tudor song</u></p> <p>Children will listen to and learn the song "Greensleeves" which was written by Henry VIII. They will then perform all 3 songs they have learnt this term seeing which ones they can remember.</p> <p><u>L3 LI: To join fabric using a blanket stitch</u></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><u>L5 LI: To reflect in achievements in Year 5</u></p> <p>Children will think about role models and why they are important. They will think about how they can be good role models for the rest of the school. They will think about what they are looking forward to in Year 6 and create a spinning top with some concerns on and discuss them in groups.</p> <p><u>LI: To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.</u></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><u>L4 LI: To build momentum and power in the triple jump</u></p> <p>Children will work in pairs to practice the technique for the triple jump and will coach each other in how to improve and do it better. They will then add a run-up to their technique and see what this adds.</p> <p><u>LI: To develop balance and positioning across a variety of gymnastic poses.</u></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><u>L5 LI: To revise</u></p> <p>Children will revise all their learnt Spanish from this Tudor topic and create a zigzag book which presents their learning.</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 3rd July. 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	Maths	Topic/Other foundation subjects including writing											
<p>Please read every day and record this in your pupil planner as a reading log.</p> <p>Remember to bring your planner every day. Every Monday, your planners will be checked and signed off by your teacher.</p>	<p>Spelling and dictation – What is the spelling pattern this week?</p> <p>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> <table border="1" data-bbox="651 679 963 1490"> <tr> <td style="text-align: center;"> <p>Week 4 Convert nouns or verbs into adjectives using suffix -ful</p> </td> </tr> <tr> <td style="text-align: center;">boastful</td> </tr> <tr> <td style="text-align: center;">faithful</td> </tr> <tr> <td style="text-align: center;">doubtful</td> </tr> <tr> <td style="text-align: center;">fearful</td> </tr> <tr> <td style="text-align: center;">thankful</td> </tr> <tr> <td style="text-align: center;">beautiful</td> </tr> <tr> <td style="text-align: center;">pitiful</td> </tr> <tr> <td style="text-align: center;">plentiful</td> </tr> <tr> <td style="text-align: center;">fanciful</td> </tr> <tr> <td style="text-align: center;">merciful</td> </tr> </table>	<p>Week 4 Convert nouns or verbs into adjectives using suffix -ful</p>	boastful	faithful	doubtful	fearful	thankful	beautiful	pitiful	plentiful	fanciful	merciful	<div data-bbox="996 635 1384 751" data-label="Image"> </div> <p>This week we would like you to complete the converting units task set on my maths. We would like you to achieve at least 80% on this task. We will be checking your results.</p>	<p>Your homework for this week: Your homework for this week:</p> <div data-bbox="1408 679 1883 895" data-label="Image"> </div> <p>This weeks homework we would like you to research the Normans and the Middle ages.</p> <p>Key areas to research are:</p> <ul style="list-style-type: none"> • Kings and queens • Everyday life • crime and punishment • Significant events <p>Famous battles</p> <p>You can create a fact file, poster, presentation about the eras.</p> <p>Please complete on Google classroom or on paper.</p>
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