

Weekly Overview of Learning

Year Group: 5

Week beginning: 25.11.24

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English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To compose a poem about the weather (cold write)	LI: To write from a different perspective	LI To infer and discuss different viewpoints	LI To summarise a poem (story map)	LI To identify features of a poem
Key vocabulary and key questions	<p>Key Vocabulary: Independent, compose, poetry,</p> <p>Key Questions: What poetic devices can you remember? What makes a good poem? From the image, what do you think is happening?</p>	<p>Key Vocabulary: Perspective, diary, emotions, journey, recount, first person,</p> <p>Key Questions: What journey do you think a raindrop goes on? Can you think of all the places it may visit? Why are diaries a useful genre of writing? Which emotions might the raindrop feel and why?</p>	<p>Key Vocabulary: Perspective, opinions, evidence, support, views, emotions</p> <p>Key Questions: What do you think is the poet's point of view about rain? From the poem, what evidence tells you this? Why do these characters have differing views on this? Can you compare the two opinions?</p>	<p>Key Vocabulary: events, skim, retrieve, orders, connections, importance, summarise</p> <p>Key Questions: What does summarise mean? What skills do we use when we summarise? When we summarise, do we need to include superfluous information?</p>	<p>Key Vocabulary: Features. Identify, annotate, poetry, personification, similes</p> <p>Key Questions: What do you like about this poem? Recall the poetic features. Which features can you identify here? Are there any features you would expect to see?</p>
Activities	Children use the information given, the pictures and the word banks to complete their task – a poem. This is a cold task and will be on blue paper. From this task, teachers will set the targets for the rest of the unit.	Children will look at video and picture stimulus to help aid their writing. Children will write a diary entry from the point of view of a raindrop. They will think about its emotions while on its journey.	While looking at our class poem 'Sometimes when it rains' children will think about the poet's point of view on the theme of the poem. Children will ask questions about other characters' points of view and use evidence to support their ideas.	Children help complete the story map by recording the rest of the events from the story with arrows used to aid chronology	Children will re-read our poem 'Sometimes when it rains' and look for poetic features. Children will identify and annotate these features using a key. Children will think about which features are not in the poem that they might expect.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To explore descriptive language	LI: To identify key words and phrases in a text.	LI: To explore the impact of synonyms	LI: To understand how we answer questions about a text using key words and phrases.	LI: To answer questions about a text
Activity:	children will discuss the impact that descriptive language has on the reader's ability to visualise. Match the phrases to the images.	Children will explore how we can identify key words and phrases within a text. Using the key, they will identify any descriptive language.	Children will be reading a setting description and identifying key words and phrases which help us to visualise the setting. Children will then discuss if the word choice was different how the setting would change.	Children will read the text and using their schema (connections, prior knowledge and text evidence) will visualise and draw the setting and character.	Children will explore texts and will use the skills from the previous lesson to answer questions.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To add two mixed numbers	LI: To subtract fractions with different denominators	LI: To subtract from a mixed number	L.I: To subtract from a mixed number – breaking the whole	LI: To subtract two mixed numbers
Key vocabulary and key questions	<p>Key vocabulary: Fractions, numerator, denominator, addition, equals</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can you partition the mixed numbers? • How can the addition be rewritten to make it easier? • Do you need to combine whole numbers, fractions or both? • Are there any improper fractions in the answer? What can you do about this? • How do you change a mixed number into an improper fraction? • In this question, is it easier to deal with mixed numbers or to use improper fractions? Why? 	<p>Key vocabulary: Fractions, numerator, denominator, subtraction, equals</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Do the fractions have the same denominator? • When are two fractions equivalent? • 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 subtract the fractions? • How can you represent the problem using a diagram? 	<p>Key vocabulary: Mixed numbers, fractions, addition, subtraction, equals, improper fractions, denominator, numerator</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can you partition a mixed number? • Can the subtraction be written in a different form to make it easier? • If the denominators are different, what do you need to do? • How can the parts be combined to produce a mixed number? • Do you need to combine whole numbers or fractions? • Can you change the order of the numbers in a subtraction? 	<p>Key vocabulary: Mixed numbers, fractions, addition, subtraction, equals, improper fractions, denominator, numerator</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which fraction is greater? • How can you show the calculation as a diagram/on a number line? • If the denominators are different, what do you need to do? • How can you partition the mixed number? Is there more than one way? • Is it easier to partition or to convert the mixed number to an improper fraction? • Can you change the order of the numbers in a subtraction? 	<p>Key vocabulary: Mixed numbers, fractions, addition, subtraction, equals, improper fractions, denominator, numerator</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Is it possible to subtract the whole parts and fractional parts separately? Why or why not? • Will you need to “break the whole”? Why or why not? • Does making the whole numbers greater make the calculation more difficult? Why or why not? • Is it easier to partition or to change the mixed number to an improper fraction? • What diagrams could you use to support you?
Introduction	Building on the previous step, children add two mixed numbers by adding the wholes and fractional parts separately. This is usually the most efficient method of adding two mixed numbers, but converting to improper fractions and adding them is included as an alternative.	In this small step, they now move on to subtract fractions where one denominator is a multiple of the other, using the same skills they learned for adding fractions of this type.	In a previous step, children added to a mixed number as a prerequisite for adding mixed numbers; in this small step, they look at a similar process for subtracting.	There are many ways to subtract a fraction from a mixed number crossing the whole, and this small step encourages children to think flexibly about how to approach problems of this kind.	In this final small step of the block, children learn to subtract one mixed number from another.
Main Activity	Children will complete a range of conceptual variation questions in their books to practise 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</p> <p>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 apply the knowledge learnt so far in the unit to say the date in full in Spanish</p>	<p>LI: To name and group a wide variety of common animals, including fish, amphibians, reptiles, birds and mammals</p>  <p>This week, we will look at the common vertebrate groups of fish, amphibians, reptiles, birds and mammals before using our classification skills to group animals based on their characteristics.</p>	<p>LI To compare schools in South Africa and the UK</p>  <p>In today's lesson, we will be finding out about what school is like in South Africa. As their main task, children should imagine they are a child in South Africa. They should write a diary entry about their day in a South African school. As a next step, children will have the opportunity to reflect on which country they would prefer to go to school in and why.</p>
Music/ Art	PSHE / RE	PE
<p>LI: To play call and response rhythms using percussion instruments</p> <p>Children will be looking at techniques to play the drums and using them to play along to a rhythm that is being played to them.</p> <p>LI: To choose specific techniques for style.</p> <p>Children will be looking at the different sketching types they can use for sketching. Children will then be using their techniques to sketch images of animals.</p>	<p>PSHE</p> <p>LI: To understand the different types of bullying.</p> <p>Pupils will be looking at the difference between direct and indirect bullying and making a story board based on the different types how we can prevent these scenarios.</p> <p>RE LI: To recognise why Christianity changed over time.</p> <p>Children will be looking at the origin of Christianity and how/ why it changed over time. Children will understand the different branches of Christianity and why they were created.</p>	<p>Tag Rugby</p> <p>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 work as a team to stop the opposition from scoring, applying the 'offside' rule</p> <p>Gymnastics</p> <p>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 perform progressions of inverted movements</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 3rd December. 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

You are expected to 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 planner will be checked.

Remember that Reading Plus counts towards your daily 20 minutes!

Spelling and dictation –

This week's words are all words ending with -ment.

***Some of them also contain silent letters!
Can you identify which ones? ***

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

equipment	environment
government	parliament
enjoyment	document
management	movement
replacement	statement

Maths



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

Adding and subtracting fractions
70% target

Topic/Other foundation subjects including writing

This week, we would like you to:

Be an extreme reader!

Choose your favourite book (or the book you are currently reading) and take a picture of you reading it in a fun and unusual spot!

Then write a book review about the book you chose.

Make sure to tell us

- What the book was about.
- What you liked about it.
- Who you would recommend it to and why.
- Who the author is.
- What made you want to read/ buy the book?
- Your own illustration of the book cover.

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