

# Weekly Overview of Learning

**Year Group: 5**

**Week beginning: 29.04.24**

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<u>English</u>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b><u>L.I. to explore a character's story and emotions.</u></b>	<b><u>L.I: To explore a narrative from different perspective</u></b>	<b><u>L.I: To explore a narrative from different perspective</u></b>	<b><u>LI: To retrieve information from a text. (google classroom)</u></b>	<b><u>LI: To plan a narrative poem inspired by the Highwayman.</u></b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> Highwayman, poetry, narrative, similes, metaphor, personification, figurative, visualise, moor</p> <p><b><u>Key Questions:</u></b> Can you identify the incorrect use of fronted adverbials here? How was ___ feeling at this point? If you could interview ___ what would you ask them?</p>	<p><b><u>Key Vocabulary:</u></b> Highwayman, poetry, narrative, identify, features, sequence, plot, verse,</p> <p><b><u>Key Questions:</u></b> What do we know about poems already? What makes a poem a narrative poem? Do you know any examples of narrative poetry? Which 2 words do you think are important?</p>	<p><b><u>Key Vocabulary:</u></b> Highwayman, poetry, narrative, identify, features, sequence, plot, verse,</p> <p><b><u>Key Questions:</u></b> What do we know about poems already? What makes a poem a narrative poem? Do you know any examples of narrative poetry? Which 2 words do you think are important?</p>	<p><b><u>Key Vocabulary:</u></b> Observe, wonder, infer, poetry, inferences,</p> <p><b><u>Key Questions:</u></b> How do you successfully answer a find and copy question? What strategy can you use to help you tackle the new vocabulary?</p>	<p><b><u>Key Vocabulary:</u></b> boxing up, narrative, poem, planning, structure</p> <p><b><u>Key Questions:</u></b> What is the structure of the highwayman? What are the significant parts of the poem? What did Tim feel at his part of the poem? Where/what would Tim have seen here? Which part can you alter? Why is boxing up useful to us as writers?</p>
<b>Activities</b>	<p>In pairs, take turns to roleplay as Bess or Tim and an interviewer.</p> <p>Ask them how they were feeling at these 4 points of the story.</p> <p>Record the questions and answers in your English books</p>	<p>Create a picture story map, sequencing The Highwayman either on sugar paper (pairs) or in your books. -Draw an image for each important part of the poem -Pictures are in order ** write a sentence/phrase/key word to explain the image</p>	<p>Create a picture story map, sequencing The Highwayman either on sugar paper (pairs) or in your books. -Draw an image for each important part of the poem -Pictures are in order ** write a sentence/phrase/key word to explain the image</p>	<p>Using the google classroom video and slides, read through the example comprehension questions. Use the highway man text to answer questions about the poem.</p>	<p>Recap the sequence of events in the poem, compare this from Tim's point of view. Look at the structure and plan of The Highwayman poem.</p> <p>Complete 'boxing up' plan of own version of the poem, using own figurative language</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Learning Intention</b>	LI: To identify when a text doesn't make sense	LI: To recognise inconsistencies within a text	LI: To form questions about a text	LI: To evaluate the impact of inconsistencies on the purpose for reading
<b>Activity:</b>	Children will read a number of texts that are unclear or the vocabulary is too complex for them. They will then read a text that is at their level for reading and understanding and explain why they were able to understand it better. They will then answer some comprehension questions on Spy Master to check their understanding.	Children to read through a text with a number of errors in it and are to identify them and correct them. They will do this for a number of texts. They will then discuss how we can check for consistency within a text.	Children will come up with their own questions about a range of subjects. They will then come up with their own questions when given the answers linked to the books. They will then create 5 questions of their own	Children will discuss how we can recognise gaps and inconsistencies in a text and then find the gaps and inconsistencies in a given text.

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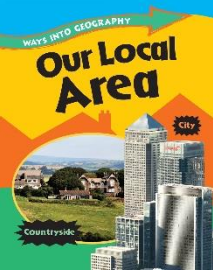

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To identify the properties of 3-D shapes</b>	<b>L.I: Read and plot coordinates using X and Y axis</b>	<b>L.I: To solve problems using coordinates to plot 2D shapes</b>	<b>L.I: Use X and Y axis to translate 2D shapes</b>	<b>L.I: To translate 2D shapes using coordinates</b>
<b>Key vocabulary and key questions</b>	<p>What is the mathematical name for this 3-D shape?</p> <p>How many faces/edges /vertices are there on this 3-D shape?</p> <p>What 3-D shape is shown by this 2-D representation?</p> <p>How can you tell how many faces/edges/vertices there are on this 3-D shape when they are not all visible?</p> <p>What 2-D shapes can you see on the faces of the 3-D shape?</p>	<p>What is a coordinate grid?</p> <p>What are the two axes called?</p> <p>What are coordinates?</p> <p>When reading or plotting coordinates, which axis do you look at first?</p> <p>Does it matter which way round the values of coordinates are written?</p> <p>If the point moves up/down/left/right one place, what happens to the coordinates of the point?</p>	<p>Which axis do you look at first when writing coordinates?</p> <p>If the coordinates of this point are, what does that tell you about the coordinates of the points directly above/ below/to the right/to the left?</p> <p>Do horizontal/vertical lines share a part of their coordinates?</p> <p>What happens to the x-/y-value of the coordinates when you move a point to the left/right /up/down by 1 square? If the perimeter/area of the shape is, what could the missing coordinates be?</p>	<p>What does it mean to translate a shape?</p> <p>How does a shape change when it is translated?</p> <p>How does it stay the same?</p> <p>How can you translate a shape to the left/right/up/down?</p> <p>Can you translate a shape both left/right and up/down?</p> <p>Does it matter which you do first?</p> <p>Does translating the shape one vertex at a time make it easier? Why/why not?</p> <p>How has the shape been translated?</p>	<p>If a point on a coordinate grid moves up or down, what happens to the coordinates?</p> <p>What do you notice about the x-/y-coordinate when a point is translated up/down or left/right?</p> <p>If you know how a point is translated, how can you work out what the new coordinates will be?</p>
<b>Introduction</b>	<p>In this small step, children start by recapping the names of 3-D shapes, and then move on to their properties. Seeing models of 3-D shapes will help to remind children of the differences between faces, edges and vertices. Identifying the 2-D shapes on the faces of the 3-D shapes allows children to compare shapes and will provide a basis for their learning of nets. Finally, children look at drawings of compound 3-D shapes made up of two or three simple 3-D shapes and identify which 3-D shapes were used to make the shape.</p>	<p>Children first saw a coordinate grid in Year 4 when they read and plotted points on a grid. They also translated points and described translations. In this small step, they recap reading and plotting coordinates on a coordinate grid. They still work only within the first quadrant (positive numbers for both coordinates), with the four-quadrant grid being taught in Year 6. Remind children what a coordinate looks like and what each number refers to. Highlight the importance of reading and plotting the x-value of the coordinate first. Children identify the coordinates of given points on a grid, then move on to plotting points with given coordinates. This can lead to drawing shapes on a coordinate grid with given coordinates or working out the coordinates of a shape from known information.</p>	<p>In this small step, children move on from reading and plotting coordinates on a grid to solving problems involving knowledge and understanding of coordinates. Children begin by looking at shapes on a grid where the axes are not fully labelled. By knowing the coordinates of one vertex, children can count up, down or across on the grid to work out the missing coordinates of the other vertices. They can also suggest possible coordinates for vertices based on the area or perimeter of a shape if they know the coordinates of one vertex. Children then move on to problem solving when there are no gridlines, where they need to use the given coordinates to work out any missing coordinates and counting squares is not an option. By knowing that the coordinates of points on horizontal lines have the same y-coordinates and those on vertical lines have the same x-coordinates, children can find missing coordinates in rectilinear shapes.</p>	<p>In Year 4, children translated shapes on a coordinate grid and described translations. This small step revisits that learning, on both a squared grid and a coordinate grid. Children begin by translating a single point, before translating full shapes. Model translations on a grid, telling children that the point or shape moves to a different position, but remains exactly the same size and orientation. Children then translate shapes, starting with either up/down or left/right before moving on to a combination of both directions. Show children two shapes on a grid where one is a translation of the other and ask them to describe the translation that has taken place. It is important to model this by looking at how one vertex has been translated, rather than considering the gap between the two shapes, as children can often confuse the two.</p>	<p>This small step builds on the learning of the previous step, to now include understanding of how coordinates change when points are translated. Begin by getting children to realise that when a point is translated to the left or right, the y-coordinate remains the same and the x-coordinate changes, and when it is translated up or down, the x-coordinate remains the same and the y-coordinate changes. They can then use this understanding to work out the new coordinates of translated points without the help of a grid. They should also be able to describe how a point has been translated to another point both with and without using a grid. Children then move on to looking at shapes on a coordinate grid. If they know where one of the vertices is going to be translated to, they can work out the coordinates of where the other vertices will be translated to.</p>
<b>Main Activity</b>	<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><b>Daily for 20 minutes</b></p>  <p>Use your <b>reading plus login</b>, 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><b>To LI: identify and investigate the effects of air resistance on objects.</b></p> <p>Using difference parachutes, measure the surface area of each and time the time taken to fall when dropped. Investigate the effects of air resistance on each parachute and time with accuracy.</p> <div data-bbox="1144 363 1355 579"> <p style="text-align: center;"><b>FORCES</b></p> </div>	<p><b>L2 LI: To Use 6-figure grid references, symbols and keys to locate landmarks in the local area</b></p> <p>Children will further explore their geographical skills by looking at grid references on a map. children will learn how to use 4 and 6 grid references on a map of their local area - Hounslow. children will identify the features they see in the area and note the grid reference they are in.</p> 
Music/ D&T	PSHE / RE	PE / Spanish
<p><b>L1: To draw in the style of an artist</b> Children will be recreating their own images of King Charles III in celebration of the coronation. Children will choose their own example and resources to recreate.</p> <p><b>L3 LI To create a musical theatre scene</b> 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><b>L3 LI To understand the dangers of online gaming</b> Children will be creating a guide for moderators on acceptable and unacceptable actions in you game, as well as the consequences for those who break the rules (ban etc.) Make sure you include an explanation explaining why these rules are needed in your game.</p> <p><b>L1 LI: To understand how our choices can impact our lives and beliefs</b> Children will be presented with some statements and asked if they agree or disagree with them. They will then have to justify why they agreed or disagreed with them and discuss what influences our choices. They will create a mind-map of the things in their lives that influence their choices and write about what they would do if their beliefs meant not following the rules.</p>	<p><b>L3 LI: To introduce, learning and using the structure "que se llama..." ("that is called...")</b> Children will further consolidate their knowledge of Spanish and progress linguistically by learning to use the structure "que se llama..." ("that is called...") with the language they have learnt in the previous two lessons in this unit. This will enable us to say what our pet is called</p>  <p><b>L3 LI To make decisions about where and when to send the ball to stump a batter out.</b> Children will be learning the skills involved in catching the ball while fielding and handing it to the appropriate stump to enable the batter to be 'out'. They will look at where the batter is and make quick decisions and tump the base the batter is running towards.</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 7<sup>th</sup> May. 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.

**Reading plus**  
**20 minutes**

#### 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 2

#### Words containing the letter string 'ough'

plough

bough

drought

brought

bought

wrought

thought

ought

borough

**thorough**

### Maths

Your homework which is due after the holidays:

## Your route to school.

This week we would like you to use your geography learning to describe some your route from home to school. On this route we would like you to look out for human and physical features.

You can do this as a diary entry, draw a map, or a t-chart of human and physical features.

**Please complete on Google classroom or on paper.**

