


Weekly Overview of Learning

Year Group: 5

Week beginning: 02.10.23

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
	LI To re tell a story using actions	LI To identify features of a particular genre.	LI To apply the rules of inverted commas	LI To understand the structure of a story	LI To use adverbials in my writing
Key vocabulary and key questions	Key Questions: What visual clues tell us when the tale is set? How will you assign roles? How will you make the role play engaging? How will you vary your expression and tone? What will you focus on when practising?	Key Vocabulary: Identify, features, adverbials, dialogue, Key Questions: What features can you identify? What is a feature? What key could we use to identify? Can you think of your own example?	Key Vocabulary Inverted commas, speech marks, reported clause, verbs, direct and indirect Key Questions Which words do the inverted commas go around? Which synonyms do we have for said?	Key Vocabulary: Boxing up, story, narrative, planning, Key Questions What is the structure of our story? Who are the main characters? Where does it take place? What is the problem? How is this resolved?	Key Vocabulary: Adverbial, adverbs, fronted adverbials, sentence structure, commas Key Questions When do we use fronted adverbials? How do we use them correctly? What impact do they have on our writing? What different types of fronted adverbials are there?
Activities	Children will act out, role play a small section of the story in each group. When performed as a carousel the whole story will be performed.	Children will read the story as a class. They will unpick new vocabulary. Children will annotate their copy of the story with the language features identified.	Children will recap their knowledge of the rules of using inverted commas within their writing.	Children will create a Boxing Up plan of the story 'Alien Landing' children will unpick each structure of the story and write the main parts.	Children will use their knowledge from today's learning to use fronted adverbials in their writing, related to our science fiction story

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To explain what monitoring comprehension is	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 recognise and fix inconsistencies within a text
Activity: 	Children will answer the question 'How do we know that we have understood what we read?' They will then think about what barriers they might have to comprehension and understanding a text. They will complete an anchor chart about their barriers and how they can monitor them.	Children will see a sentence on the screen that doesn't make sense and explain why it doesn't. They will then go through a complicated text and highlight everything that doesn't make sense to them.	Children will see a picture that has a large anomaly/inconsistency in it and have to work out what is anomalous in the picture. They will then have a set of sentences all of which have an inconsistency in them and have to identify it and explain why the sentence doesn't make sense.	Children will begin by matching structure pictures to the text types that they are. Children will then fill in their anchor charts with their strategies to fix their misunderstandings.	Children will highlight a text that has inconsistencies and will rewrite the inconsistent parts of that text.

Weekly Overview of Learning

Year Group: 5

Week beginning: 02.10.23


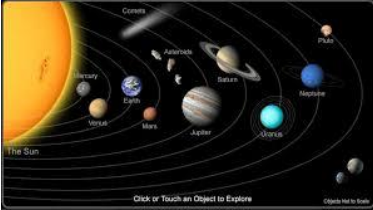



Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. Homework will 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

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To use the inverse operation to solve addition and subtraction problems	L.I: To solve addition and subtraction multi-step problems	L.I: To compare addition and subtraction calculations	L.I: To identify missing numbers in addition and subtraction problems	L.I: To identify multiples of various numbers
Key vocabulary and key questions	<ul style="list-style-type: none"> • If I add a number to another to get a total, what do you need to do to the total to find my original number? • If I subtract a number from another to find the difference, what do you need to do to the difference to find my original number? • What does an inverse operation do? • What operation is the inverse of addition? • What operation is the inverse of subtraction? 	<ul style="list-style-type: none"> • What is the key information in the question? • What can you work out straight away? How does this help you to answer the question? • How can you represent this problem using a bar model? Which bar will be longer? Why? • Do you need to add or subtract the numbers at this stage? How do you know? • How can you check your answer? 	<ul style="list-style-type: none"> • What is the same and what is different about the numbers in the two calculations? • Which digits have changed and which have stayed the same? • How will the answer change if you increase one of the numbers by...? • How will the answer change if you decrease one of the numbers by...? • How will the answer change if you increase/decrease both of the numbers by...? 	<ul style="list-style-type: none"> • What is the same and what is different about the numbers in the two calculations? • If the two additions / subtractions have the same result, what does that tell you about the numbers in the additions / subtractions? • If you increase / decrease the first number by..., what do you need to do to the second number for the total / difference to stay the same? 	<ul style="list-style-type: none"> • 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? • Are multiples of 8/4 also multiples of 4/8?
Introduction	Children can use bar models or part-whole models to establish families of facts that can be found from one calculation and then use inverse operations to check the accuracy of their calculations.	In this small step, children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step.	In this small step, children are required to compare calculations. The focus is not on completing calculations, but instead exploring their structure in order to make a comparison.	This small step begins with revision of the use of inverse operations to find a missing number in a calculation. Children then build on the previous small step to solve missing number problems by comparing calculations.	Children should already be familiar with the idea of multiples from their previous learning. They should understand that a multiple of a number is any number that is in its times-table. This can then be generalised to define a multiple more formally as the result of multiplying a number by a positive integer.
Activities	<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>				

Year Group: 5

Week beginning: 02.10.23

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

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 L.I:</u> To explain day and night and the apparent movement of the sun across the sky.</p>  <p>Children will be looking how we are able to experience night and day due to the Earth's rotation. Children will then look at how the length of daylight changes throughout the year due to the change in the Earth's tilt and what causes seasons in a year.</p>	<p><u>L5 L.I to recognise the changes in Anglo Saxon religion over time</u></p>  <p>Children will recap their prior learning, where the Anglo Saxons came from and where they settled. Children will look at the change in Anglo Saxon religion from Paganism to Christianity and how this occurred.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L4 To select a section of a tune and perform it as a loop</u></p> <p>Pupils will be using or creating fragments of the Somewhere over the Rainbow tune which can then be looped, using their knowledge of how to play the melody from Lesson 3.</p> <p>They will then be playing these over a drum beat practise playing it as a loop (over and over), before introducing a backbeat.</p> <p><u>L3: L.I: To create a mood board to help inspire and generate a range of design ideas</u></p> <p>Children will learn about mass productions and one-off productions thinking about what they will be using for the production of their own card. Children will then go on to thinking about the appropriate colours, themes, and emotions they can use for their design criteria from lesson 1.</p>	<p><u>L3 PSHE</u> <u>L.I: To understand rewards and consequences.</u></p> <p>Children will discuss what a reward is and the different types of rewards they can receive such as physical rewards (medals and certificates) and well as abstract ones (feeling proud of yourself and accomplished). Children will also consider what a consequence is and the different consequences they can experience. Children will create a poster about the different rewards and consequences that have been discussed in the lesson.</p> <p><u>RE L4 L.I: To understand how pilgrimage shows commitment to God</u></p> <p>Children will watch a video all about Hindu pilgrimage and why it is important for Hindus to complete a pilgrimage during their lives. They will then sort a range of words into a Venn diagram of whether they are to do with pilgrimage or holiday and identify the differences between the two.</p>	<p><u>Mi Casa – L3</u></p> <p><u>L.I To develop how to use the negative structure “En mi casa no hay...”</u></p> <p>Children will be developing their knowledge of Spanish words for rooms in the home. Using the 10 nouns we have learnt in this unit children will be learning the negative form of the sentence structure “En mi casa no hay...” (In my house there is not/ there is no). Children will be asked to write sentences using both the positive and negative form in Spanish.</p> <p><u>L4 Football – L1</u></p> <p>To develop defending skills to gain possession Children will work on their defending positioning to regain possession of the ball from an attacker.</p>  

Weekly Overview of Learning

Year Group: 5

Week beginning: 02.10.23

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

Homework

Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 10th October 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 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 **Monday**, your planners will be checked and signed off by your teacher.

Reading Plus

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.

past
passed
proceed
precede
aisle
isle
aloud
allowed
affect
effect

Maths



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

Topic/Other foundation subjects including writing

This week, we would like you to:



To link with your History learning from this week, we would like you to research a famous / well known Anglo Saxon and create a fact file about them.

Possible individuals:

King Vortigern
Hengist
Horsa
Alfred the Great
Edward the Confessor
Aethelred the Unready

Make it colourful and factual.

Research =

Who they were
When they lived
Why were they interesting
How did they change the history?

Homework is set on a Monday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.