

Weekly Overview of Learning

Year Group: 5

Week beginning: 04.03.24

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 convert narrative dialogue into character lines</u>	<u>LI: To convert a narrative into a play script</u>	<u>LI: To choose and sustain the appropriate tense.</u>	<u>LI: To invent my own play script</u>	<u>LI: To use performance techniques</u>
Key vocabulary and key questions	<p><u>Key vocabulary:</u> Playscript, lines, characters, speech, lines, stage directions, dialogue</p> <p><u>Key Questions:</u> How do we know when somebody is speaking within a play? How does this differ from a narrative?</p>	<p><u>Key vocabulary:</u> Play, script, lines, characters, action, scene, brackets, stage directions, narrative</p> <p><u>Key Questions:</u> What are the features of a playscript? How can we change dialogue into character lines? How do we show how a character needs to act?</p>	<p><u>Key vocabulary:</u> Tense, past tense, present tense, suffix, punctuation, sentence structure</p> <p><u>Key questions:</u> What tense should my sentence be in? How do I identify what tense it should be in? How do I make this word past tense? What changes in the word to put it in the correct tense?</p>	<p><u>Key vocabulary:</u> Play, script, lines, characters, action, scene, brackets, stage directions, narrative</p> <p><u>Key Questions:</u> What are the features of a playscript? How can we change dialogue into character lines? How do we show how a character needs to act?</p>	<p><u>Key vocabulary:</u> Playscript, perform, audience, voice, actions, stage directions.</p> <p><u>Key questions:</u> Which techniques should we use when performing? What are stage directions? How do these help us perform? Which features can you identify in this performance?</p>
Activities	Children will, look back over the features of a play script. Using various narrative examples – children will convert a small section of narrative and dialogue into character line and practice speech through a play script.	Children will today, look at how a narrative has been converted to a playscript. They will use a section of Arthur and the Golden rope to convert into their own playscript.	Children will be looking at ways in which they can change sentence structures and words within a sentence to ensure their sentences are consistently in the correct tense.	Children will today, look at how a narrative has been converted to a playscript. They will use a section of Arthur and the Golden rope as a modelled playscript for them to invent their own.	Children will perform their own playscripts based on Viking Boy or Arthur and the Golden Rope. Each group will give feedback to another, commenting on that group's performance techniques.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To use clues within a photo to make inferences.</u>	<u>LI: To use background knowledge to make inferences about a text.</u>	<u>LI: To infer characters thoughts and emotions.</u>	<u>LI: To practise answering inference questions based on a text.</u>
Activity:	Children will be discussing the skills of inference and how we can use the skill of inference to better understand the texts we read. Children will be provided with a photo and then asked to make inferences they can make based on what they can see in the photo.	Children will be reading a range of texts and discussing how they can use their background knowledge to infer information about the scene in the story.	Children will be discussing how they may be able to infer certain character emotions in different scenarios. Children will be discussing how they are able to infer thoughts and emotions through character behaviours.	Children will be discussing strategies to answer inference questions based on a text. Children will be then answering questions that ask them to make inferences based on the text provided.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To round decimals to the nearest whole number.	LI: To round numbers to 1 decimal place.	LI: To identify percentages of numbers.	LI: To identify and record percentages as fractions.	LI: To identify and record percentages as decimals.
Key vocabulary and key questions	<ul style="list-style-type: none"> • Which integers (whole numbers) lie either side of this decimal number? • Where would the decimal go on this number line? • When a decimal number has fewer than 5 tenths, does it round to the next or previous whole number? • How do you know? 	<ul style="list-style-type: none"> • Which number with 1 decimal place is your number closer to? • What number is halfway between the two numbers to 1 decimal place? • How do you round a number that is halfway between the two numbers to 1 decimal place?? 	<ul style="list-style-type: none"> • What percentage of the square is shaded/not shaded? • What does "100%" mean? • If the whole bar represents 100%, what is each part worth? 	<ul style="list-style-type: none"> • How are percentages and fractions similar? • How are they different? • What is 100 divided by 2/4/5/10? • What is as a percentage? • What is one half of 100? What is 1/2 as a percentage? 	<ul style="list-style-type: none"> • What is similar/different about percentages and decimals? • How many tenths/hundredths/percent are equal to 1 whole? • What percentage is equal to one tenth? • What is one tenth as a decimal?
Introduction	In this small step, children round numbers with 1 and 2 decimal places to the nearest whole number. Begin by recapping what whole numbers are and which integers are either side of a decimal number. Using a number line supports understanding of rounding and helps determine which whole number is closer. Children decide whether the number is greater or smaller than the halfway point between the integers. When the number is exactly halfway between two whole numbers, explain that the convention is to round to the greater of the two, for example 6.5 rounds to 7	Children build on the previous step by rounding to 1 decimal place. They see which numbers with 1 decimal place are either side of a number with 2 decimal places. From here, they work out which number with 1 decimal place is closer. As with rounding to the nearest whole number, a number line is a useful visual aid. When rounding to 1 decimal place, if the digit in the hundredth's column is 5, children learn that the number rounds to the greater of the two numbers with 1 decimal place. It is important that children understand that integers, including zero, can also be written as numbers with 1 decimal place, for example $3 = 3.0$	Children are introduced to percentages for the first time. Children learn that "per cent" relates to "number of parts per 100". If the whole is split into 100 equal parts, then each part is worth 1. This idea can also be linked to previous learning by comparing to hundredths being 1 part out of a whole.	Children compare percentages to fractions. This learning extends to 10% being equivalent to 1/10 and therefore 20% equivalent to 2/10 and so on. Children use a fraction wall to split 100% into different-sized groups and so work out the percentage equivalents of fractions, for example 1/4 is 100% split into 4 groups, $100 \div 4 = 25$, so $1/4 = 25\%$. The focus of this step is percentages and fractions within 1 whole only.	In this step, children find decimal equivalents to percentages. Children relate this understanding to percentages, comparing 0.1 and 10%, and 0.01 and 1%. If $10\% = 0.1$ and $1\% = 0.01$, then $11\% = 0.1 + 0.01 = 0.11$. Exploring the equivalence of 0.01 and 1% using a variety of representations will help children avoid this misconception
Main Activity	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.				

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Reading	Science	Topic - Geography
<p>Daily for 20 minutes</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>L2 LI: To explore changes in states of matter</p>  <p>Children will learn how the states of matter; solid, liquid and gas can change. They will experiment with how ice can change in different temperatures.</p>	<p>L1 LI: To identify and explain the layers of the Earth</p>  <p>Children will complete the K and W part of their grids to assess any prior knowledge and which questions they have about his new Geography unit. Children will learn about the different layers of the earth and the correct vocabulary and definitions for these. They will label and colour the different layers of the Earth.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L3 LI: To learn sculptural techniques</p> <p>Children will learn about the process and the media of sculpting using clay. Children will look at the process for using this and answer questions about a sculptor.</p> <p>LI: To be able to play the 12-bar Blues</p> <p>Children will learn the rest of the 12-bar blues sequence that they learnt the first line of last week. They will play this on glockenspiels with a partner taking it in turns.</p>	<p>L3 LI: To understand how we perceive ourselves</p> <p>Children will discuss self-image, and consider how the images we see in the media are commonly altered. They will then create positive messages in response to scenarios.</p> <p>LI: To understand the events of Holy Week</p> <p>Children to think about what they already know about Holy Week and what that means and what happened during that week. They will go through the events and then will create a story map of the events of Holy Week.</p>	<p>L3 LI: To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear'</p>  <p>Children will consolidate all their previous language for clothes and add to it by learning how to say 'I wear' in Spanish. In pairs, how many of the 21 words can they remember? Revise all the items of clothing and introduce the Spanish phrase for 'I wear'</p>  <p>L3 LI To develop returning the ball using a backhand groundstroke</p> <p>In pairs with one tennis racket and one ball between them. One pupil starts with the ball, the feeder, and stands on the opposite side of the net to their partner who has the racket. The feeder underarm throws the ball to the hitters' backhand side. After one bounce, the hitter hits the ball over the net using a backhand. Can the feeder catch it after one bounce?.</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 12th March. 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.

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 with /or/
sound spelt 'au'

pause

cause

sauce

fraud

launch

author

August

applaud

astronaut

restaurant

Maths



MyMaths

Complete set task: [Y5]
Rounding decimals

Topic/Other foundation subjects including writing

This week, we would like you to:

• Using your research from the last two weeks we would like you to create a fact file, presentation, or poster about the Extreme earth features you have researched.
(tornado, tsunami, earthquake, volcano)

Make sure you include:

Pictures or diagrams

Lots of information

Plenty of facts

Plenty of colour to capture the eye!

-when was it?

-what happened?

-images

-how long did it last for?

-has it happened since?

-where was it?



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