

# Weekly Overview of Learning

Year Group: 5

Week beginning: 04.12.23

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
	<u>LI To apply descriptive writing techniques to describe a setting</u>	<u>LI To apply descriptive writing techniques to describe a setting</u>	<u>LI To plan my story from another culture (Boxing up)</u>	<u>LI To write a character description</u>	<u>LI To write an opening for a story from another culture</u>
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> Description, setting, images, adjectives, expanded noun phrases, figurative language, senses,</p> <p><b>Key Questions:</b> What techniques can we use to describe a setting? How can we describe this setting? Which language features will help to create this setting?</p>	<p><b>Key Vocabulary:</b> Description, setting, images, adjectives, expanded noun phrases, figurative language, senses, shades of meaning</p> <p><b>Key Questions:</b> How can you improve your vocabulary? What techniques can we use to describe a setting? How can we describe this setting? Which language features will help to create this setting? What does this word mean? Can it have different meanings? Where would you place this word on a chart?</p>	<p><b>Key Vocabulary:</b> Story structure, beginning, character, setting, problem, dilemma, resolution, cliff-hanger,</p> <p><b>Key Questions:</b> What feature does a story need to have? From chapter 3 of our text which points are the most important? Would parts of the story can we change and adapt? How will the story be set in another culture?</p>	<p><b>Key Vocabulary:</b> Character description, emotions, appearance, traits, personality, infer</p> <p><b>Key Questions:</b> Why do you think your character feels this way? Which simile would be good to describe them? How can you improve this word?</p>	<p><b>Key Vocabulary:</b> setting, character, narrative, adjectives, expanded noun phrases</p> <p><b>Key Questions:</b> What is the structure of our story? Who are the main characters? Where does it take place? How can you describe the scene? Which grammatical devices would help make your writing exciting?</p>
Activities	Children will create a list of setting description using all the grammar features they have learnt so far. Children will think about their senses to help them describe the settings in our class text.	Children will use their vocabulary work from the previous lesson to help write a short setting description. Children will be focusing on their vocabulary choices and choosing ambitious vocabulary.	Children will complete a Boxing up plan about chapter 3 of Journey to Jo'burg. They will use their knowledge of the book to make small adaptations to make it their own.	Using 'role on the wall' children will describe their characters traits for their own story. They will think about personality, thought and feelings as well as their movement and body language. We will compare this to the characters we already know from our class text. Using children's work from the previous lesson, children will write a description about the character from their own story. They will be focusing on personality as well as appearance.	Children will use their Boxing Up plan to write the start of their own version of Journey to Jo'burg, using chapter 3.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To recall monitoring comprehension and fix it strategies.</u>	<u>LI: To identify how misunderstandings occur within texts.</u>	<u>LI: To evaluate how gaps and inconsistencies effect the reader.</u>	<u>LI: To identify gaps in a text and pose questions about the text.</u>
Activity:	Children will be recalling monitoring comprehension from last term and the fix it strategies they decided on as a class.	Children will be discussing why misunderstandings can occur in a text due to gaps or inconsistencies a writer has made within their text.	Children will discuss what gaps and inconsistencies are in a text and how they might occur. Children will then discuss what effects it can have on a reader when the gaps occur. Children will discuss strategies to avoid pitfalls both in their reading and as writers.	Children will be looking at texts with gaps or inconsistencies in them. Children will be asked to identify the gaps and inconsistencies and what questions they provide for the reader.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L1: To add whole numbers with more than 4 digits</b>	<b>L1: To subtract whole numbers with more than 4 digits</b>	<b>L1: To use inverse operations for addition and subtraction</b>	<b>L.I: To solve addition and subtraction multi-step problems</b>	<b>L.I: To solve addition and subtraction missing number problems</b>
<b>Key vocabulary and key questions</b>	<ul style="list-style-type: none"> <li>• Does it matter which number goes at the top when using the column method?</li> <li>• Will you need to make an exchange? Which columns will be affected if you do? How do you know?</li> <li>• Does it matter if the numbers have different numbers of digits?</li> <li>• How do you know which digits to "line up" in the calculation?</li> <li>• How do you know if the calculation is an addition?</li> </ul>	<ul style="list-style-type: none"> <li>• Which number goes at the top when using the column method? Does this affect the final answer?</li> <li>• Will you need to make an exchange? Which columns will be affected if you do? How do you know?</li> <li>• Does it matter if the numbers have different numbers of digits?</li> <li>• How do you know which digits to "line up" in the calculation?</li> <li>• How do you know if the calculation is a subtraction?</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• 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?</li> <li>• What does an inverse operation do?</li> <li>• What operation is the inverse of addition?</li> <li>• What operation is the inverse of subtraction?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the key information in the question?</li> <li>• What can you work out straight away? How does this help you to answer the question?</li> <li>• How can you represent this problem using a bar model? Which bar will be longer? Why?</li> <li>• Do you need to add or subtract the numbers at this stage? How do you know?</li> <li>• How can you check your answer?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the same and what is different about the numbers in the two calculations?</li> <li>• If the two additions/subtractions have the same result, what does that tell you about the numbers in the additions/subtractions?</li> <li>• 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?</li> </ul>
<b>Introduction</b>	In this small step, children revisit the use of the column method for addition and learn to apply this method to numbers with more than four digits.	In this small step, children revisit the use of the column method for subtraction and learn to apply this method to numbers with more than four digits.	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.	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.
<b>Main Activity</b>	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><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>L5 L.I: To compare how animals reproduce and grow.</b></p>  <p>Children will be looking at animals and their life cycles from birth. Children will then compare and discuss how animals all have different life cycles.</p>	<p><b>L5 L.I To compare human and physical attributes of South African and England</b></p>  <p>Children will revise their knowledge on physical and human features of places and compare the difference between them. From this knowledge children will then compare the human and physical features that are similar and different between South Africa and England and how the landscapes differ and why.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><b>L4: To play call and response rhythms using percussion instruments</b></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><b>L4: To use light and dark tones.</b></p> <p>Children will be looking at an image and recreating the image by using a range of colours and different tones.</p>	<p><b>L4 PSHE</b></p> <p><b>LI: To compare my life with others around the world</b></p> <p>Children will be looking at the life of children from other countries and thinking about what children will prioritise in their life. Children will think about what they would prioritise in their life and how they compare to the children from other cultures.</p> <p><b>RE L5 LI: To revise our knowledge of the Christmas story.</b></p> <p>Children will be revising their understanding of the story of the birth of Jesus and recap their learning in the unit so far. They will consider what meaning the Christmas story holds for Christians.</p>	<p><b>L6To revise all language used in the date</b></p>  <p>Children will be consolidating their knowledge of dates in Spanish from within this topic. Children will be writing and reading dates in Spanish.</p>  <p><b>L6- LI To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</b></p> <p>Children will be using all the skills they have learnt within this topic to work in teams to play a tournament against one another.</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 Tuesday 12<sup>th</sup> December. 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?**

#### Statutory Spelling Challenge Words

vegetable

vehicle

bruise

soldier

stomach

recommend

leisure

privilege

occur

neighbour

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

### Maths



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

**More addition and subtraction**

70% target

### Topic/Other foundation subjects including writing

This week, we would like you to:

**Design and then make your own hybrid animal that could survive in a swamp and the desert.**



**Include –**

- Body parts and how these are adapted to their environment**
- A name for your animal**
- Labelled diagram**
- Description of how it hunts**

**You could use: paint, felts, tissue paper to design your animal**

**You have two weeks to complete this – make it creative, inventive and fun!**

*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.*