

Weekly Overview of Learning

Year Group: 5

Week beginning: 05.02.24

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 select and record information from non-fiction</u>	Enrichment Day	<u>LI: To apply sentence structure to write a descriptive piece</u>	<u>LI: LI: To plan a narrative using 'Boxing up' method</u>	<u>LI To write the opening of my adventure narrative</u>
Key vocabulary and key questions	<p>Key vocabulary: Research, Norse mythology, select, summarise, key vocabulary, scan</p> <p>Key questions How do authors make sure they have enough information/facts to include in their writing? What does research mean? What 'reading skills' do we use when researching? What is the best way for research notes to be recorded?</p>	<p>Today Year 5 will visit Ufton Court for an educational visit to support the Viking topic.</p> <p>This will help them to bring history to life in an engaging and exciting way.</p>	<p>Key vocabulary: Simile, metaphor, expanded noun phrase, setting, atmosphere, sentence types, clause, relative</p> <p>Key questions How can adjectives and adverbs be converted to similes? How do similes help the reader visualise more easily than adjectives do? What are the differences between a relative, embedded and subordinate clause?</p>	<p>Key vocabulary: structure, introduction, build up, problem, resolution ending, link, pattern, boxing up.</p> <p>Key questions What are the main parts of a story? What information do we expect to find in each section of a story? What is the story pattern for 'Gregory Cool?'</p>	<p>Key vocabulary: narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending.</p> <p>Key Questions: What goes into a successful story opening? What should we include/ How can you engage the reader? Which features can we magpie from the author?</p>
Activities	In pairs, children will research the aspects of Norse mythology they may need within their own narrative – Norse creatures, gods, places. Today they will be doing that for our model text.		On whiteboards, use the picture to write an expanded noun phrase about the highlighted noun 'wolf'. Then, show me examples of different sentence types we have learnt previously. Children will use their descriptive ideas lesson to write a paragraph, incorporating all the features vocabulary and then find synonyms for these words.	We will use the boxing-up tool (with the story pattern) to adapt the details in Arthur and the Golden rope with ideas from our research) to plan a new story. Vocabulary and then find synonyms for these words.	Discuss what makes effective story openings. What different ways are there to start stories? Look at the first paragraph Arthur and the Golden Rope to see what does/ does not make it effective. Model write introductory paragraph as a class.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To use the context of word choices to break down the meaning of unfamiliar words.</u>	<u>LI: To recognise synonyms and identify examples within a text.</u>	<u>LI: To recognise prefixes and suffixes to understand the meaning of words.</u>	<u>LI: To link unfamiliar words with words we already know to develop understanding.</u>
Activity:	Children will be discussing how we can use the context of a sentence to break down the meaning of unfamiliar sentences. Children will then break down a range of unfamiliar words by using the context of the sentences they are used in.	Children will be focussing on synonyms and discussing what a synonym and how we can create synonyms from the words given. Children will then read a range of sentences and create synonyms based on the underlined words.	Children will be discussing the use of prefixes and suffixes when added to root words and how it can change the meaning to words used within text.	Children will be breaking down words into suffixes, prefixes and words that we recognise. Children will use the words we recognise to linking that understanding with unfamiliar words.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To multiply mixed numbers by an integer	Enrichment Day	L.I: To find fractions of an amount	L.I: To use fractions of an amount to find the whole	L.I: To use fractions as operators
Key vocabulary and key questions	<ul style="list-style-type: none"> How could you partition this mixed number? When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? What do you need to do if you have an improper fraction in your answer? Have you written your answer in its simplest form? 	<p>Today Year 5 will visit Ufton Court for an educational visit to support the Viking topic.</p> <p>This will help them to bring history to life in an engaging and exciting way.</p>	<ul style="list-style-type: none"> What is the relationship between $1/?$ of a number and $2/?$ of a number? How do you find a fraction of an amount? How can you find a fraction of a 3-digit number? 	<ul style="list-style-type: none"> What is the same and what is different about finding a fraction of an amount and finding the whole? If you know that one equal part is , what must all the other parts be? If you know one equal part, how can you work out the whole? 	<ul style="list-style-type: none"> Is the denominator of the fraction a factor of the number you are multiplying by? Why is this important? How would you write this improper fraction as a whole number/mixed number?
Introduction	Children multiply mixed numbers by integers. Children need to be secure in their understanding of multiplying proper fractions by integers before multiplying mixed numbers. Once children are secure in using the methods, they can explore questions where in the answer, the fractional part of the calculation is greater than 1 and needs converting to a mixed number before combining the totals.		Children find fractions of amounts, show links between finding unit fractions of amounts and non-unit fractions of amounts. Children initially use times-table facts, once secure children can compare two calculations, for example $2/3$ of 30 and $4/5$ of 20	Children build on their understanding of finding a fraction of an amount, as they use a fraction of an amount to find the whole. Children identify that if they know one equal part, they can use multiplication to find the whole. Once this is secure, children move on to finding the whole from a non-unit fraction. They should start by identifying what one part is to help them work out the whole	Children look at fractions as operators. They should recognise the connection between finding a fraction of an amount and multiplying a fraction by an integer. Firstly, children are encouraged to both find fractions of amounts and multiply fractions, and to identify patterns. It may be appropriate to recap converting improper fractions to whole numbers/mixed numbers. Children should also recognise that commutativity of multiplication can be used, for example $1/3$ of 6 is the same as $6 \times 1/3$.
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 - 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>L5 LI: To understand how properties of materials affect designs.</u></p> <p>Children will be discussing their knowledge of materials and the different properties the materials have. Children will be discussing how the different properties may affect the design of products. Children will then design their own school uniform based on the purposes it will need.</p> 	<p><u>L5 L.I To analyse differing views of the Vikings using historical sources.</u></p>  <p>Children will be looking at a range of sources about the Vikings and discussing the evidence that has been provided within them. Children will then discuss the reliability of the sources/ accounts and discussing why the Vikings may have been presented in a certain way based on who wrote the source.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L4: LI: To create a piece of music inspired by a single colour.</u></p> <p>Children will be following on with their learning this topic using musical scores. Children will then create their own piece of music based on a colour they are presented with.</p> <p><u>L5: To create a high- quality product suitable for the product design.</u></p> <p>Children will be using their design and their understanding of mechanisms to create their products of a pop-up card suitable for their target design.</p>	<p><u>L5 PSHE</u></p> <p>LI: To understand how we can make an impact on the lives of others.</p> <p>Children will be discussing a range of organisations which support people in need and help others who are not as fortunate as us. Children will choose one of the organisations we discussed and create a poster about who they are, what they do, and why it is important.</p> <p><u>RE L4 LI: To explore my own thoughts about the Hindu belief that Brahman is everywhere and in everything</u></p> <p>Children will be following on from their learning from about Hindu beliefs and consolidating their understanding. Children will write about their understanding of Brahman and how Brahman impacts lives.</p>	<p>LI: To use all our language from this topic to be weather presenters.</p>  <p>Children will be using all their knowledge of the weather in Spanish, the dates, and locations within Spain to become weather presenters.</p>  <p><u>L5– LI To apply tactics to a game.</u></p> <p>Children will be using their understanding of the rules of dodgeball, and the skills they have developed throughout this term to work as a team to consider tactics to get opponents out.</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 Monday 19th February. 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

Reading Plus 20 mins

Spelling and dictation –

What is the spelling pattern this week?

Week 5

Homophones & Near Homophones

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

alter

altar

ascent

assent

bridal

bride

cereal

serial

compliment

complement

Maths



Short division.

Topic/Other foundation subjects including writing

For half term, we would like you to:

It is National Storytelling Week which celebrates the art of storytelling and the power stories have to inspire, evoke emotions and create awe and wonder.

We would like you to create a short story using this image as your inspiration.

You will have time after half term, to read these stories aloud to your class.

Remember:
Make it engaging – hook the read in.
Descriptive language
Sentence structure
Interesting title

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.

