# Weekly Overview of Learning

Alexandra Primary School
Aspire, Perform, Succeed

**Year Group: 5**
**Week beginning: 05.10.26**

*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 **Tuesday** on Google Classroom and will be expected to be completed by the **following Tuesday**. 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** |
|---|---|---|---|---|---|
| | **L.I To write an explanatory text (cold write)** | **Writers Toolbox Baseline Assessment** | **LI: To explore the structure of a text** | **LI: to identify the language features of a text** | **LI: To use causal conjunctions** |
| **Key vocabulary and key questions** | **Key Vocabulary:**<br>sub-headings, passive voice, adverbials of reason, brackets, formal<br>**Key Questions:**<br>What is an explanation text?<br>What is the purpose of an explanation text?<br>How is the information organised?<br>What person is it written in? | **Key Vocabulary:**<br>Purpose, audience, sentence types, precision, punctuation, vocabulary<br>**Key Questions:**<br>What makes a good piece of writing?<br>How do we organise our ideas?<br>How do we ensure our details and description are precise? | **Key Vocabulary:**<br>sub-headings, brackets, chronological order, cause and effect<br>**Key Questions:**<br>How is the information organised?<br>Why is the title important?<br>How are sub-headings used?<br>Why might a labelled diagram be important in this type of text? | **Key Vocabulary:**<br>passive voice, adverbials of reason, brackets, formal<br>**Key Questions:**<br>What is an explanation text?<br>What is the purpose of an explanation text?<br>How does language link the events?<br>What person is it written in?<br>Why might a glossary be important in this type of text?<br>What role do quotes play in an explanation text? | **Key Vocabulary:**<br>cause, effect, consequence, result<br>**Key Questions:**<br>What are conjunctions?<br>What are adverbials?<br>How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event?<br>What is a 'consequence'? |
| **Activities** | Children write an explanation text explaining how a torch/ simple circuit works.<br>Together, recap learning from Year 4 electricity topic and generate any vocabulary that might be used | After modelling from the class teacher and expectations for success are set, children will log-in to Google Classroom and click on the link, allowing them to access the assigned assessment. | Using the flowchart skeleton, children identify the key points of the text (our model text) demonstrating the structure features.<br>KQ: Which features do they have in common with instructional texts and which are different? | Using the key, at the bottom of the sheet, mark the text (our model text) demonstrating the language features.<br>KQ: How is language used to sequence and how is it used to show causality?<br>Children demonstrate this information on a Venn diagram | Explain that causal conjunctions, are used to explain events, by linking the cause/ reason for an event with the effect/ result. Introduce the 3 types of causal conjunctions (subordinate, co-ordinating and adverbials) and practise together through shared activities and games. Children will then complete an independent grammar activity aligned with the skill. |

| Reading | Lesson 1 | Lesson 2 (English Unit) | Lesson 3 | Lesson 4 | Lesson 5 |
|---|---|---|---|---|---|
| **Reading Strategy 5-** Noticing the 'breakdown'. Activity: | **To identify when a text doesn't make sense** | **LI: To answer questions about a text** | **To recognise inconsistencies within a text** | **To evaluate the impact of inconsistency on the purpose of a text** | **To form questions about a text** |
| | Children will think about the different difficulties that may cause misunderstanding when reading a text and how context is vital when doing this. | After watching the video, children will read the text and use the success criteria to answer the question, in your own words.<br>**Challenge:** Write a summary of the information presented in the text. | Children will apply their knowledge of text inconsistencies and 'fix-up' strategies to their **Reading Assessment.** | Children will explain what an idiom is and how and why they are used and why they may be confusing for readers. Children will go through a number of different idioms and then match some up with their meanings. | Children will read through a text and complete a concept map using the text to pick out the main, key ideas and organise their thoughts and understandings. |

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| **Maths** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
|---|---|---|---|---|---|
| | **L.I: To link knowledge of multiples to multiplication facts and arrays** | **L.I: To identify common multiples to 100.** | **L.I: To identify factor pairs of numbers** | **L.I: To identify common factors of numbers to 100.** | **L.I: To identify prime numbers to 100.** |
| **Key vocabulary and key questions** | How do you find the multiples of a number?<br>What do you notice about the multiples of___? What is the same and what is different about them?<br>Can a number be a multiple of more than one number?<br>How can you tell if a number is a multiple of 2/5/10?<br>What does the word 'divisible' mean? How does it link to multiples? | How do you find the multiples of a number?<br>What multiples do and have in common?<br>What is the first multiple that and have in common?<br>How can you tell if a number is a multiple of___? | How do you find the factors of a number?<br>What do you notice about the factors of___? What is the same and what is different about them?<br>Can a number be a factor of more than one number?<br>How can you tell if a number is a factor?<br>What does the word "divisible" mean? | How do you find the factors of a number?<br>What factors do and have in common? How?<br>What is the factor that and have in common?<br>How can you tell if a number is a factor of x?<br>Given any two numbers, can you always find a common factor? | How do you find a number is a prime number?<br>How can we check if a number is a prime number?<br>What are some rules that can help us identify the prime numbers? |
| **Introduction** | Children now find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning | Building on their knowledge from the previous step, children find common multiples of any pair of numbers. They do not need to be able to formally identify the lowest common multiple, but this idea can still be explored by considering the first common multiple of a pair of numbers. | In this small step, they explore further the relationship between multiplication and division and consolidate their understanding of the words "factor" and "multiple". | In this small step, children learn that common factors are factors that are shared by two or more numbers. | Building on their knowledge of factors, in this small step, children learn that numbers with exactly two factors are called prime numbers. They also learn that numbers with more than two factors are called composite numbers. |
| **Activities** | 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.<br><br>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. | | | | |

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## Reading

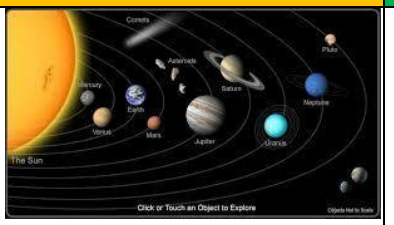
**Daily for 20 minutes**

Use your **reading plus login**, Bug Club or Doodle English to read and answer questions on a text.

Remember to write this into your diary each time too!!

## Science

**L.I:**
**To investigate night and day in different parts of the world**




Using their knowledge from last week children will be understanding the length of days throughout a year and why night and day occur and different times for different parts of the world and observing their time zones.

## Topic - History

**L.I to recognise the changes in Anglo Saxon religion over time**

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

## Music/ D&T

**LI: To select a section of a tune and perform it as a loop**

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.
They will then be playing these over a drum beat practise playing it as a loop (over and over), before introducing a backbeat.

**LI: To create my final electronic greeting card with a functional series circuit.**

Using the design sheet from the previous lesson children will choose their favourite design. Children will make an improved version with annotations, explaining the materials they will need and how their design meets their design brief. Children will then make their final design including an electrical circuit.

## PSHE

**PSHE**
**LI: To understand how our actions can impact a group**

Children will be working in groups to build the highest tower they can using newspaper and tape. Children will be given different roles in the group, and will discuss how they think the roles affected their teamwork. After discussing how teamwork can help us, children will create their own recipe for teamwork including the most important things to be a successful team.

**Computing**
**LI: To search effectively**

Children will work on and understand the importance of keywords when they are searching to be more specific with their searching. They will use the acronym TASK (Title Author Summary Kids). They will use their search skills to answer focused questions.

## PE / Spanish

**Mi Casa**
**L.I To integrate previously learnt language and build flulency**

Children will be incorporating their previously learnt language "me llamo" "tengo… años" with the language learnt within this topic. They will practise asking and answering questions related to the topic and try to hold a conversation with a friend.

**Football**
**LI: To develop goalkeeping skills to stop the opposition from scoring**

Children will work on their positioning and techniques for goalkeeping in order to stop opponents on the other team from scoring.

Dance
**LI: To use a range of motions in time and rhythm whilst performing in canon, mirror, and unison.**

Children will be using a range of dance motions to dance to a familiar song in a variety of canon, mirror and unison in groups and pairs.

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## Homework

Hello, Fantastic Year 5!

This grid below details the homework we want you to complete over the next week. It is really important that you complete the tasks set, especially on writer's toolbox, Reading Plus and MyMaths. Please continue to practise your times tables and develop your love of reading further!

Thank you,
Miss Conway, Mr Brain and Miss Sheikh

### Reading

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. Your planner will be checked weekly and signed off by your teacher.

**Spelling and dictation**

**This week's spelling pattern builds on our knowledge of 'homophones and near homophones'. Here is a list of words that follow the pattern:**

1. **Farther**
2. **Father**
3. **Guessed**
4. **Guest**
5. **Heard**
6. **Herd**
7. **Led**
8. **Lead**
9. **Mourning**
10. **Morning**

**What does each word mean? Remember to try and use these words in sentences to show that you understand their meanings! Do you have any tricks or strategies to help you remember how to spell a particular word?**

### Maths

**Please log on to My Maths and complete the allocated consolidation lesson:**
https://app.mymaths.co.uk/45-homework/multiples

**Reading Plus- login to Reading Plus and complete some of the assigned activities.**

### Topic/Other foundation subjects including writing

These last couple of weeks, we have been learning about the features of narrative, the structure of stories and the ingredients for an excellent plot.

Using the 'free-writer' section of Writer's toolbox, we would like you to use the picture above to write a 'time-lapse' story set in Anglo-Saxon Britain.