

Weekly Overview of Learning

Year Group: 5

Week beginning: 06.11.23

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 write from a different perspective</u>	<u>LI To gain knowledge of a variety of different points of view regarding the weather.</u>	<u>LI To apply knowledge of modal verbs</u>	<u>LI To summarise a poem (story map)</u>	<u>LI To identify features of a poem</u>
Key vocabulary and key questions	<p>Key Vocabulary: Perspective, diary, emotions, journey, recount, first person,</p> <p>Key Questions: What journey do you think a raindrop goes on? Can you think of all the place it mat visit? Why are diaries a useful genre of writing? Which emotions might the rain drop feel and why?</p>	<p>Key Vocabulary: Perspective, opinions, evidence, support, views, emotions</p> <p>Key Questions: What do you think is the poet's point of view about rain? From the poem, what evidence tells you this? Why do these characters are differing views on this? Can you compare the two opinions?</p>	<p>Key Vocabulary: Verb, word class, certainty, unsure, possibility</p> <p>Key Questions: Which of these words have you heard of? How does the verb choice change the meaning of the sentence? Where would the other modal verbs that you've discussed fit on this scale?</p>	<p>Key Vocabulary: events, skim, retrieve, orders, connections, importance, summarise</p> <p>Key Questions: What does summarise mean? What skills do we use when we summarise? When we summarise, do we need to include superfluous information?</p>	<p>Key Vocabulary: Features. Identify, annotate, poetry, personification, similes</p> <p>Key Questions: What do you like about this poem? Recall the poetic features. Which features can you identify here? Are there any features you would expect to see?</p>
Activities	Children will look at video and picture stimulus to help aide their writing. Children will write a diary entry from the point of view of a raindrop. They will think about its emotions while on its journey.	While looking at our class poem 'Sometimes when it rains' children will think about the poets point of view on the theme of the poem. Children will ask questions about other characters point of view and use evidence to support their ideas.	Children will apply their knowledge of modal verbs into their own sentences. They will move onto application questions to consolidate their understanding.	Children help complete the story map by recording the rest of the events from the story with arrows used to aid chronology	Children will re read our poem 'Sometimes when it rains' and look for poetic features. Children will identify and annotate these features using a key. Children will think about which features are not in the poem that they might expect.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To understand the skill of summary.</u>	<u>LI: To use the skill of summary In context.</u>	<u>LI: To use the skill of summary to answer questions.</u>	<u>LI: To use the skill of summary to answer questions.</u>
Activity:	Children will be learning about the skill of summary when reading. Children will be discussing what makes a good summary and how we can create a good summary.	Children will be using their understanding of summary from last lesson to identify good summaries about different texts.	Children will be using their summary skills to answer different types of questions. This lesson children will be focussing on the sequencing the events of the text, and giving the story a new title based on what they have read.	Children will be using their summary skills to answer different types of questions. This lesson children will be focussing on summarising the overall point of a text, and identifying true or false statements about the text.

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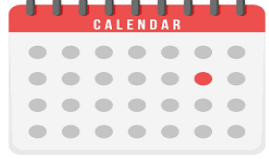

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L1: To recognise equivalent fractions	L1: To convert improper fractions to mixed numbers	L1: To convert mixed numbers to improper fractions	L1: To compare fractions less than 1	L1: To order fractions less than 1
Key vocabulary and key questions	<ul style="list-style-type: none"> • What does "equivalent" mean? • When are two fractions equivalent? • How can you use a fraction wall to check if the fractions are equivalent? • What are the common factors of the numerator and the denominator? • Are there any other factors you could use? • What is the relationship between the numerator and the denominator of the fractions? 	<ul style="list-style-type: none"> • How many are there in one whole? • How many are there in 2/3/4 wholes? • What does each part of a mixed number represent? • What is an improper fraction? • How many cubes do you need to represent the improper fraction? How can you use the cubes to make wholes? What do the remaining cubes represent? 	<ul style="list-style-type: none"> • How many are there in one whole? • How many are there in wholes? • How many are there altogether in the mixed number? How can you write this as an improper fraction? • How many cubes do you need to represent the mixed number? How many cubes do you need for each whole? How many more cubes do you need? How many cubes do you need altogether? 	<ul style="list-style-type: none"> • If two fractions have the same denominator / numerator, how can you decide which is greater? • How can you use equivalent fractions to help? • How can you use a diagram to find equivalent fractions? Do the bars need to be the same size? 	<ul style="list-style-type: none"> • If a set of fractions all have the same denominator, how can you tell which is greatest? • If a set of fractions all have the same numerator, how can you tell which is greatest? • How can you use equivalent fractions to help? • What are all the denominators/numerators multiples of? How can this help you find equivalent fractions? • Which of the fractions are greater than 1/2 ?
Introduction	In this small step, children develop their learning from the previous two steps to recognise pairs and larger sets of equivalent fractions.	In this small step, children use objects and diagrams to make wholes to support converting improper fractions into mixed numbers. Once they are confident with this as a concept, they move on to a more abstract approach using division and remainders. Understanding the whole is key to their understanding.	In this small step, children convert from mixed numbers to improper fractions by identifying how many of the equal parts each whole is worth and using this to work out how many equal parts are needed for the integer part of the mixed number. They then add on the number of parts in the fractional part of the mixed number and finally write the answer as an improper fraction.	In this small step children compare fractions where the denominators are the same or where one denominator is a multiple of the other. They also compare fractions with the same numerator or by considering their position relative to one half.	In this small step, children build on their knowledge from the previous step to order a set of three or more fractions.
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 L.I: To describe the process of asexual reproduction in flowering plants</p>  <p>Children will understand the process of asexual reproduction in plants. Using their understanding Children will learning about the difference between plants that can reproduce sexually and those that reproduce asexually (by themselves). Children will understand the process of asexual reproduction in plants</p>	<p>L1 L.I To identify and locate the geographical features of South Africa</p>  <p>Children will be starting the new topic for This term 'South Africa'. Children will discuss what they already know about South Africa, whilst also discussing what they would like to find out during our new topic. Children will be using an atlas to find the location of South Africa and discuss the location of South Africa and the features of South Africa using their geographical knowledge.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L2: To use tuned percussion to play a chord progression</p> <p>Children will be recapping our song for this term 'Shosholozza'. Children will be learning the chords that are played in the song and play the chords along with the song as it is played.</p> <p>L1: To understand the significance of Remembrance Day</p> <p>Children will be discussing Remembrance Day and why we remember those we lost every year. Children will then look at different pieces of art or poetry related to Remembrance Day and creating their own.</p>	<p>L2 PSHE</p> <p>L1: To celebrate difference and similarities</p> <p>Children will be discussing the differences and similarities we see in our everyday life and making sure that everyone feels equal.</p> <p>RE L2 L1: To understand the Christmas story</p> <p>Children will be learning about the story of Christmas and then creating a story board showing the birth of baby Jesus</p>	<p>L2</p> <p>L.I To recognise, recall and spell the twelve months of the year in Spanish.</p>  <p>Children will be learning the 12 months of the year in Spanish. They will be learning how to read, write, and say the twelve months in Spanish.</p>  <p>L2- L1 To understand and use the 'forward pass' and 'offside' rules.</p> <p>Children will be building on their passing techniques from last week by incorporating the forward pass and offside rules into their passing techniques.</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 14th November 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

Maths

Topic/Other foundation subjects including writing

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.

wrestle
wrapper
island
aisle
debris
mortgage
Christmas
yacht
guarantee
guilty



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

Equivalent fractions

70% target

This week, we would like you to:

Do at least 30 minutes on Reading Plus this week.

Your teacher will be checking your time to see that you have been doing it.

Please try a range of activities: comprehension, vocabulary and visual

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 .

