Weekly Overview of Learning

Year Group: 5 Week beginning: 07.09.26

*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 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**
	To write a space poem independently	**To choose appropriate vocabulary**	**LI To make connections to a poem**	**LI To retrieve information from a poem**	**To categorise nouns**
Key vocabulary and key questions	**Key Vocabulary:** Senses, adjectives, images, features, poetry, noun phrases **Key Questions:** What is this poem about? What features can you identify? How has this been described?	**Key Vocabulary,** Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns **Key Questions:** What do these images have in common? How can you improve this noun/ adjective/ adverb?	**Key Vocabulary:** Poem, descriptive, evoke, engage, visualise, connect, experience **Key Questions:** What is the poem about? What actions could we use to represent the poem's content? What does the content in the poem remind us of? What connections can we make? What imagery does the poem evoke?	**Key Vocabulary:** Poem content, order of content, structure, purpose, audience, skim, scan, meaning **Key Questions:** What type of poem is it? What happens in the poem? Who is it's audience? What is the purpose of the poem? What word describes the _____? How do we skim and scan?	**Key Vocabulary:** Noun, subject, object, concrete, common, proper, pronoun, abstract and collective. **Key Questions:** What is a noun? What different types of nouns are there? How do we know if a noun needs a capital letter? What are a group of nouns called? What role do nouns play in a sentence?
Activities	Children will independently construct a poem about space inspired by the images and vocabulary provided. This is a start-of-unit assessment and will form each student's targets for the unit.	Children will look at how language is used in example poems and how it has been selected for effect. They will also look at the precision of the language and how specific synonyms have been chosen over alternatives. Children will then generate a bank of appropriate and precise vocabulary about the images.	As a class, children will read 'Six ways to look at the moon' and come up with class actions to internalise the poem. Children will then create a visual model of the text to help them connect with the content and visualise the intended meaning.	Using PiXL resources, the teacher will model the key skills needed for retrieval and the techniques required for success. Children will then put these techniques into practice through a range of differentiated questions about the poem, 'Six ways to look at the moon'.	Children will be instructed on the different types of noun and how these are used within the context of writing. As a class, children will then complete a range of quick sentence level activities and games before completing their own independent SPAG work.

Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Reading Strategy 1: Making connections.	**LI: To generate initial associations**	**LI: To identify themes and conventions of a text**	**LI: To explore the purpose of a text**	**LI: To identify the context of a text**	**LI: To compare texts within a genre**
Activity: 	Remind children of the key aspects of 'Making Connections' using the anchor chart. Look at the front cover, title and blurb. Together, explore the connections we can make and record these on the sugar paper together.	Children discuss the connections they made yesterday further. What is the subject? Who are the main characters? What genre does the book fit into? Does it fit into more than one? Children answer the questions about the themes and conventions in their book using the sentence stems provided.	Cosmic is a sci-fi narrative book with an adventure story-arc (as established in yesterday's lesson). What is the purpose of this type of text? Who is the author's intended audience? Children will work in groups to identify ways in which the author engages the audience. What other books use this technique?	Children will use ipads to explore the notion of space. What current and past news articles can they find about the topic	Children will make connections between the text "Cosmic" and other texts. How is it different/ similar to the portal stories read in year 4?

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI; To read and write Roman numerals to 1000	**L.I: To read, write and recognise the place value of numbers to 10,000**	**L.I: To read, write and recognise the place value of numbers to 100,000**	**L.I: To read, write and recognise the place value of numbers to 1 million**	**L.I: To find more than less than of numbers to 1 million using the Power of 10**
Key vocabulary and key questions	What patterns can you see in the Roman number system? What rules do we use when converting numbers to Roman numerals? What letters are used in the Roman number system? What does each letter represent? How do you know what order to write the letters when using Roman numerals? What is the same and what is different about representing the number "five hundred and three" in the Roman number system and in our number system?	Where do the commas go when writing ten thousands in numerals? How does a place value chart help you to represent large numbers? What is the value of each digit in this number? Are 5-digit numbers always greater in value than 4-digit numbers? When do you use placeholders in numbers? If one million is the whole, what could the parts be?	Where do the commas go when writing hundred thousands in numerals? How does a place value chart help you to represent large numbers? What is the value of each digit in this number? Are 6-digit numbers always greater in value than 5-digit numbers? When do you use placeholders in numbers? If one hundred thousand is the whole, what could the parts be?	When a number is written with commas, what do the numbers before/after each comma represent? How can this number be represented using a part-whole model? What parts would it be sensible to use? How do you write "1,000,000" in words? When do you use the word "and" when reading or writing a number?	How can you use a place value chart to find 10/100/1,000 … more/less than a given number? How can you use a Gattegno chart to find 10/100/1,000 … more/less than a given number? How many digits of the number will change if you add 10/100/1,000 … to the given number? What is the same and what is different about the patterns of the numbers vertically and horizontally in a Gattegno chart?
Introduction	In Year 4, children learned about Roman numerals to 100. In this small step, they explore Roman numerals to 1,000, and the symbols D (500) and M (1,000) are introduced. Children explore further the similarities and differences between the Roman number system and our number system, learning that the Roman system does not have a zero and does not use placeholders. Children use their knowledge of M and D to recognise years using Roman numerals. Asking children to write the date in Roman numerals is one way to reinforce the concept daily.	In this small step, children build on the previous steps and explore numbers up to 10,000 Children learn that the pattern for thousands in a place value chart follows the same pattern as that of the ones: ones, tens, hundreds, (one) thousands, ten thousands. Children recognise large numbers presented in a variety of ways using familiar models.	In this small step, children build on the previous steps and explore numbers up to 100,000. Children learn that the pattern for thousands in a place value chart follows the same pattern as that of the ones: ones, tens, hundreds, (one) thousands, ten thousands, hundred thousands. Children recognise large numbers presented in a variety of ways using familiar models.	Children should be secure with the place value of numbers to 1,000,000. In this small step, they develop their skill at reading and writing large numbers in words, which has been touched on in earlier steps. While the spelling of the individual words is important, the focus of the step is the structure of the written words, for example we read and write 4,100 as "four thousand one hundred" but 4,010 as "four thousand and ten". Using a comma as a separator helps with reading and writing numbers in two parts, and a part-whole model or place value chart can be used to support this.	In this small step, children use place value to find numbers 10/100/1,000/10,000/100,000 more or less than a given number. They need to be able to count both forwards and backwards in steps of powers of 10, and should be encouraged to spot patterns in the sequences formed by doing this.
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. Main Task – Ping-Pong 2: A chance for the children to have a go at applying the method. Complete questions develop fluency, reasoning and problem solving based on learning intention. Lesson content: Review, recap and consolidate, recording task/s in books.				

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Reading

Daily for 20 minutes

As well as reading your banded book from school, use your Reading Plus or Doodle English to read and answer questions on a text.

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

Music/ D&T

LI: To be able to play a simple looped rhythm from notation.

Children will use their body parts to create body percussion songs. Children will be working together to maintain synchronisation and rhythm to ensure they complete a full looped melody using body parts.

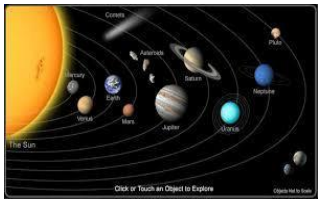
LI: To explore, analyse and evaluate greeting cards

Children will look at the historical development of personal message exchange. They will analyse and evaluate a range of existing greeting cards, and the write a design criterion for an electronic greeting card.

Science / Computing

Science

To identify scientific evidence which proves/ disproves an idea or argument



Children will be discussing how we know that elements of the solar system are spherical. Children will also learn how people used to view the shape of the Earth and how we came to understand the Earth was spherical.

Computing

To understand how apps can access personal information and how to alter the permissions

Children will consider how to explain the importance of keeping passwords safe and recognise that passwords are needed for access to apps. They will explore how apps require permission to access private information and how to identify how to alter the permissions apps require.

Topic - History

L.I: To understand the chronology of our time period

Children will look at various items from Anglo Saxons period, shields, spear, jewellery. Children will us items to decipher what the Anglo-Saxon people were like. .

PSHE / RE

PSHE

LI: LI: I can tell you what mental illness means and how this can vary in severity. I can tell you some ways people can look after their mental health

Students will be looking at what mental illness is and why it is so important to understand. They will then be looking at ways to take care of their mental health.

RE

LI: To recognise how religious beliefs vary based on exploring different viewpoints.

Children will discuss how people may have different viewpoints and opinions about certain topics. Children will then link their understanding of this to religion, discussing how and why people may follow different beliefs and how we can ensure we maintain a respectful society.

PE

L1 Football

L.I To be able to dribble the ball under pressure

Children will work collaboratively in outdoor PE using footballs. They will work individually and in pairs to use the technique of dribbling around obstacles.

Spanish

Mi Casa – L1

L.I to introduce the first five nouns for rooms of the home

We will learn to recognise, say and attempt to spell five rooms of the home. Then we will use these words/nouns in the structure "En mi casa hay ..." ("In my home there is… / there are…") therefore starting to use short sentences.

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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 15th September. Remember **to upload your work to Google Classroom.** Please continue to practise your times tables and develop your love of reading further!

Thank you,
Miss Conway, Mr Brain and Miss Sheikh

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.

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.

words with /shuhs/ spelt with tious/ious

vicious	gracious
spacious	malicious
precious	conscious
delicious	suspicious
atrocious	ferocious

Maths

Keep practicing your timestables.

Login to Timetable Rockstars and use it to help you practice your multiplication and related division facts.

Topic/Other foundation subjects including writing

This week for your homework, we would like you to;

Research **a planet** **in our solar system.**
-appearance
-size
-distance from earth
-special qualities
-diagram
-most interesting fact

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