

Weekly Overview of Learning

Year Group: 5

Week beginning: 08.01.24

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
	LI To compose a recount	LI To identify the themes and conventions of a text	LI To experiment with language and form (Cold Write)	LI To identify the features of a text	To compare and analyse poems
Key vocabulary and key questions	<p>Key Vocabulary: Chronology, recount, memories, vocabulary, punctuation</p> <p>Key Questions: What did you do over the holiday? What made it memorable? How can we construct a recount? Which techniques can you use to improve your writing?</p>	<p>Key vocabulary: Theme, Kenning, poetry,</p> <p>Key questions: What type of text is this? How can you tell? What do you think this is about? Why should we add actions to help us with this text?</p>	<p>Key vocabulary: cold task, independent,</p> <p>Key questions: What can you remember about our poem yesterday? What features would you need to include in your own poem?</p>	<p>Key vocabulary: Features, identifying, poetry,</p> <p>Key questions: What do you think the features of this poem are? What features can you identify?</p>	<p>Key vocabulary: Kennings, poetry features, comparison,</p> <p>Key questions: What is similar about these poems? How can we compare them?</p>
Activities	Children will write a recount of their memories of the winter holidays. Children will focus on coherent sequence of ideas, correct punctuation and ambitious vocabulary	Children will read a Kenning poem, in pairs they will come up with actions for each part. Children will retell the poem pictorially (like a story map) and complete a response matrix.	Children will come up with vocabulary for the model poem.: Children write cold write on blue paper. Prompt them to think back to the kenning we read yesterday, when making choices about structure and organisation.	Using their KO to help them, children text mark the model text, to show the features of the text type.	Read and compare two Kennings about the same topic and review. Which was better and why? Complete an analysis grid with these comparison

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To connect with a text.</u>	<u>LI: To identify features and the purpose of a text.</u>	<u>LI: To connect with a new text.</u>	<u>LI: To compare texts.</u>
Activity:	Children will be introduced to a new text and will be asked to make the three connections they can make with a text. Text to world. Text to text. Text to self.	Children will be using the text they looked at in the previous lesson and identifying the purpose of the different features the author has used within their text.	Children will be introduced to a new text and will be asked to make their connections text to world, text to text, text to self. Children will also identify the purpose and the different features used within the text.	Children will be using the two texts they have used this week to connect to. Children will then identify all the similarities and differences within the text including the features and the connections they had made with the texts.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L1: To multiply 4 digits by 1 digits using formal methods.	L.1: Multiply a 2-digit number by a 2-digit number using the area model	L.1: Multiply a 2-digit number by a 2-digit number using formal methods	L.1: Multiply a 3-digit number by a 2-digit number using formal methods	L.1: Multiply a 3-digit number by a 2-digit number using formal methods
Key vocabulary and key questions	<ul style="list-style-type: none"> • How does multiplication link to addition? • How does the written method match the representation? • Which column do you start with? • Do you need to make an exchange? • How could you estimate the answer to check your calculation? 	<ul style="list-style-type: none"> • How can you partition the numbers? • Which numbers did you multiply first? • Once you have completed the area model, what do you need to do to find the total product of the two numbers? • Does it matter what order you complete the area model in? 	<ul style="list-style-type: none"> • What are you multiplying by first, next, why is this different? • Why is there a zero in the ones column when multiplying by ? (for example, when multiplying 14 by 30) • What do you do after you have multiplied both numbers? • Where do you write the exchanged ones/tens/hundreds? 	<ul style="list-style-type: none"> • Where do you put the exchanged ones/tens/hundreds? • What do you need to do to complete the calculation? • What is the same and what is different about multiplying a 2-digit number by a 2-digit number and multiplying a 3-digit number by a 2-digit number? 	<ul style="list-style-type: none"> • Why is there a zero in the ones column when multiplying by ? (for example, when multiplying 2,314 by 30) • Where do you put the exchanged ones/tens/hundreds/thousands? • What do you do to complete the calculation?
Introduction	Children will be revisiting learning from year by multiplying a 4 digit by a 1 digit. Children will use place value charts and counters to model the structure of a formal method to allow pupils to gain a deeper understanding of the procedure. Children will use the counters to exchange 10 ones for 1 ten, 10 tens for 1 hundred, 10 hundreds for 1 thousand and 10 thousands for 1 ten thousands.	Children will build on their learning of multiplying by a 1 digit by moving onto a 2-digit number. Children will be using a formal method to multiply a 2-digit number by another 2-digit number.	Children will be building on the formal method by moving onto a written method for multiplying by a 2-digit number to help support children's overall understanding when multiplying numbers. Children will be understanding how to avoid common misconceptions such as omitting the zero as a placeholder when multiplying by 10.	Children will be using their knowledge of multiplying by a 2-digit number using the written method to multiply a number by a 3-digit number. Children will need to understand the role of the zero in the ones column by multiplying by the tens digit.	Children will be multiplying a 4-digit number by a 2-digit number and 3 digit numbers. Children will need to be taken care with their calculations to make sure they not falling into common misconceptions.
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>L1 L.I: To observe the properties of materials around us</p>  <p>Children will be discussing what a material is and what some of the purposes of different materials are. Children will then discuss and observe the different materials used around the school and how they are used.</p>	<p>L1 L.I To recognise the time and context of our time period.</p>  <p>Children will be linking their learning from previous topics to their new topic of Vikings. Children will be using context clues from previous topics to discuss what time period they are now learning about. Children will then be introduced to the Vikings, learning who they were, where they came from, and what time period they arrived.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L1: To understand that music can be represented with colours.</u></p> <p>Children will be discussing how music can be represented with colours. Children will then be given a range of colours and played a piece of music to draw along to the music.</p> <p><u>L1: To plan an interactive book.</u></p> <p>Children will be looking at a range of ways they can make an interactive pop-up book. Children will then create their own design for an interactive pop up book linked to our topic of Vikings so they are able to teach a year 2 class. Children will discuss the different features they will need in their book and how they can make sure they have included everything to teach a year 2 class.</p>	<p><u>L1 PSHE</u></p> <p><u>LI: To think about our dreams for the future.</u></p> <p>Children will be discussing what it means to have a dream and then discussing the different dreams and goals we have as a class.</p> <p><u>RE L1 LI: To identify what makes me who I am.</u></p> <p>Children will be looking at a variety of ways that makes them who they are. Children will be discussing family trees and who they are to their family and the how this is different to who they are to their friends and others. Children will also be looking how the different roles has an effect on the way they behave around the people around them.</p>	<p><u>L1 To introduce new unit ¿Qué tiempo hace? ('what is the weather like today?')</u></p>  <p>Children will be introduced to their new topic of weather in Spanish. Children will be learning the Spanish words for the weather.</p> <p><u>L1- LI To apply rules of a game honestly and fairly to a game situation.</u></p>  <p>Children will be introduced to their new topic in PE which is dodgeball. Children will be introduced to the rules of the game and expected to follow the rules honestly and fairly when a player is 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 Tuesday 16th January. 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												
<p>Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p>Remember to bring your planner every day. Every Monday, your planners will be checked and signed off by your teacher.</p> <p>Reading Plus</p>	<p>Spelling and dictation –</p> <p>What is the spelling pattern this week?</p> <p>Remember to try and use these words in sentences to show that you understand their meanings.</p> <table border="1" data-bbox="593 667 824 1394"> <thead> <tr> <th>Week 1</th> </tr> </thead> <tbody> <tr> <td>Creating nouns using -ity suffix</td> </tr> <tr> <td>community</td> </tr> <tr> <td>curiosity</td> </tr> <tr> <td>ability</td> </tr> <tr> <td>visibility</td> </tr> <tr> <td>captivity</td> </tr> <tr> <td>activity</td> </tr> <tr> <td>eternity</td> </tr> <tr> <td>flexibility</td> </tr> <tr> <td>possibility</td> </tr> <tr> <td>sensitivity</td> </tr> </tbody> </table>	Week 1	Creating nouns using -ity suffix	community	curiosity	ability	visibility	captivity	activity	eternity	flexibility	possibility	sensitivity	<p>Reach your green target on doodle maths this week</p>
Week 1														
Creating nouns using -ity suffix														
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visibility														
captivity														
activity														
eternity														
flexibility														
possibility														
sensitivity														
		<p>This week, we would like you to:</p> <ul style="list-style-type: none"> *research Viking long boats or helmets And then * draw or make your own longboat or helmet using materials around your home. <p>You could use – milk carton, cereal box, tissue box, toilet rolls, cardboard.</p>    <p>With your creation we would like you to write about the different features that boats or helmets had during the Viking period and why those features were needed.</p> <p>You could research the parts of a longboat one week and then get creating the next week. You have two weeks so your work should reflect this.</p> <p>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.</p>												