

Year Group: 5 Week beginning: 08.03.21 Weekly Overview of Learning

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	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to summarise a text	LI: to describe events from a text from a different point of view	LI: to use a variety of punctuation for parenthesis	LI: to comprehend a text	LI: to evaluate sentence quality
Key vocabulary and key questions	<p>Key Vocabulary: short and clear, indirect speech, concise, succinct, question words, clauses, commas, parenthesis</p> <p>Key Questions: What does summarise mean? How do we summarise a text? Should we include lots of description in a summary? Where might you see a summary of a text? Why would it be effective to include clauses or parenthesis in a summary?</p>	<p>Key Vocabulary: descriptive language, story, narrative, opening, build up, problem, resolution, ending, cliffhanger, punctuation.</p> <p>Key Questions: How do we write a good story? What happens in chapter two? What would mother have seen? How would mother have felt?</p>	<p>Key Vocabulary: parenthesis, dashes, brackets, extra information, sentence</p> <p>Key Questions: What is parenthesis? Why is parenthesis useful to include in your writing? What types of punctuation can you use in parenthesis?</p>	<p>Key Vocabulary: inference, retrieve, summarise, vocabulary, predict, explain, evidence, quote.</p> <p>Key Questions: What has happened in this chapter? What are your predictions? Do you know what all the words mean? How can you find out the meanings? How do you feel about this chapter?</p>	<p>Key Vocabulary: speech punctuation, inverted commas, commas, subordinating clauses, subordinating conjunctions, apostrophes, possession, contraction.</p> <p>Key Questions: How do we punctuate speech? What are subordinate clauses? What is the difference between subordinate clauses and relative clauses? When do we use apostrophes? Why is 'show don't tell' effective?</p>
Introduction	Starter: the children should choose the correct spelling for each syllable of the broken up word. They should use the example to help them. If they don't know what a word means, it would be useful to them to use a dictionary to find the definition.	Starter: list descriptive language to describe a longhouse (image on the board).	Starter: children to explain why the sentence isn't punctuated correctly.	Starter: the children will use a visual image to infer from it what has happened.	Starter: the children will re-order the events of chapter 4.
Activities	The children will work with a partner to order the events of Viking Boy so far so that they familiarise themselves with the text again. This will be an opportunity for the pairs to discuss the book and share their opinions. Then, the children will be creating their own summary of the book so far using the example to help them and the ordered events.	The children will be completing their cold task where they will independently write a story. They will re-write chapter two of Viking Boy, re-telling the fire event from mother's point of view and they will have a basic structure to follow if they wish.	The children will complete two sets of questions about parenthesis. The first set involve using dashes to show parenthesis and the second set involves using brackets to show parenthesis. As a challenge, the children can independently create their own sentences with parenthesis based on Viking Boy.	The children will read chapter four as a class and discuss new vocabulary, who the Valkyries are and predictions for chapter 5. They will then answer the comprehension questions about the chapter, which include vocabulary, infer, predict, explain retrieval and summarise questions.	The children will create a poster about one of the topics revised in this lesson. It will give them the opportunity to practice and apply an area of GPS that they find tricky personally.

Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Timestable Rockstars regularly.

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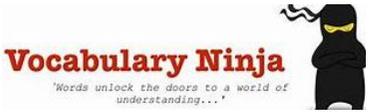
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	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L.I: To identify equivalent fractions and simplify fractions	L.I: Identify and convert mixed numbers to improper fractions.	L.I: Identify and convert mixed numbers to improper fractions.	L.I: Add and subtract fractions	L.I: multiply fractions consolidate understanding of multiplying
Key vocabulary and key questions	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one-quarter, three-quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: Look at the equivalent fractions you have found. What relationship can you see between the numerators and denominators? Are there any patterns? Can a fraction have more than one equivalent fraction? What is the same and what is different about the numerators and denominators in the equivalent fractions? How does multiplication and division help us find equivalent fractions? Where can we see this in our model?</p>	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one-quarter, three-quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: How many quarters/halves/eighths/fifths are there in a whole? How does multiplication support us in converting from mixed numbers to improper fractions? Can you explain the steps in converting an improper fraction to a mixed number? Use the vocabulary: numerator, denominator, multiply, add How could we use the previous bar model to help?</p>	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one-quarter, three-quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: How many parts are there in a whole? What do you notice happens to the mixed number when the denominator increases and the numerator remains the same? What happens when the numerator is a multiple of the denominator?</p>	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one-quarter, three-quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: Do you need to convert both fractions or just one? How can we partition these mixed numbers into whole numbers and fractions? Can I add the fractions straight away? If I have an improper fraction in the question, should I change it to a mixed number first? Do we always have to partition the mixed number? When can we subtract a fraction without partitioning the mixed number in a different way? Why is subtracting the wholes and parts separately easier with some fractions than others? Can you show the subtraction as a difference on a number line? Bar model? How are these different to taking away?</p>	<p>Key Vocabulary: Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one-quarter, three-quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify.</p> <p>Key Questions: How is multiplying fractions similar to adding fractions? What is the same/different between: $3/4 \times 2$ and $2 \times 3/4$? What has happened to the numerator/denominator? How does repeated addition help us with this multiplication? What representation could you use to convert a mixed number to an improper fraction?</p>
Introduction	<p>Identify equivalent fractions using a fraction wall. Identify equivalent fractions and simplify fractions. For example: $4/12 = 1/3$.</p> <p>Children to investigate and record equivalent fractions. They start by comparing two fractions before moving on to finding more than one equivalent fraction on a fraction wall. Children explore equivalent fractions using models and concrete representations. They use models to make the link to multiplication and division. It is important children have the conceptual understanding before moving on to just using an abstract method.</p>	<p>Understand converting between the fractions. Children convert from mixed numbers to improper fractions using concrete and pictorial methods to understand the abstract method. Ensure children always write their working alongside the concrete and pictorial representations so they can see the clear links to the abstract. Model and complete examples to consolidate understanding.</p>	<p>Understand converting between the fractions in order to answer questions.</p> <p>Children convert improper fractions to mixed numbers. An improper fraction is a fraction where the numerator is greater than the denominator. A mixed number is a number consisting of an integer and a proper fraction. It is important for children to see this process represented visually to allow them to make the connections between the concept and what happens in the abstract.</p>	<p>Recap Year 4 understanding of adding and subtracting fractions with the same denominator. Add fractions with different denominators where one denominator is a multiple of the other. When adding and subtracting show working out and pictorial representations where needed. Explore adding two or more proper fractions where the total is greater than 1, record their totals as an improper fraction but convert this to a mixed number. Finally, add two fractions where one or both are mixed numbers or improper fractions. Use method of adding the wholes and then adding the parts.</p> <p>Subtract fractions with different denominators, where one denominator is a multiple of the other. It is important that subtraction is explored as both take away and finding the difference. Move on to subtracting proper fractions from mixed numbers. Consolidate and recap subtracting fractions where numbers are mixed where you need to break the wholes up. They use the method of flexible partitioning to create a new mixed number so they can complete the calculation. Building on learning in previous steps, they look at partitioning the mixed numbers into wholes and parts and build on their understanding of flexible partitioning as well as converting to improper fractions when an exchange is involved.</p>	<p>Model multiplying fraction questions. Link multiplying fractions to repeated addition and see that the denominator remains the same, whilst the numerator is multiplied by the integer. Model and recap multiplying a unit fraction by a whole number and multiplying a non-unit fraction by a whole number. Reinforce the concept of commutativity by showing examples of the fraction first and the integer first in the multiplication. Finally recap and consolidate understanding of multiplying a mixed number by a whole number. They use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying. Continue to explore visual representations such as the bar model. *Remember to simplify fractions where possible.</p>

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				Add and subtract fractions (recap breaking the whole when subtracting fractions) converting between improper and mixed number fractions in order to add and subtract fractions.	
Activities	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions • T or False word problem • Extension activities 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions develop reasoning and problem solving • T or False word problem • Extension activities – word problems 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions • T or False word problem • Extension activities 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions develop reasoning and problem solving • T or False word problem • Extension activities – word problems 	<ul style="list-style-type: none"> • Starter – Complete Flashback 5 • Main Task – complete questions develop reasoning and problem solving • T or False word problem • Extension activities – word problems
Reading		Science		Topic	
<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>L.I To investigate the force water resistance</p> <p>Introduction:</p> <p>Recap forces – what are they? How are they used? Where do we see them in everyday life?</p> <p>Task:</p> <p>Introduce the force water resistance What is it? Where do we see it? Complete the experiment designing an object which is the most streamlined, will create the least water resistance, and will move through the water the fastest. Then evaluate our task.</p>		<p>L.I To review prior knowledge and to interpret meaning from a text</p> <p>Introduction:</p> <p>Re cap 5 things you remember about the Anglo Saxons. What was life like in Britain in the year AD 700?</p> <p>Task:</p> <p>Create timeline, ordering important dates in Viking history. Look into the life of the Vikings – who were they? Where did they come from? How did they get to Britain? Create a poster page identifying this key information</p>	
Music		RE		PSHE	
<p>L.I To identify features of a new piece of music</p> <p>Listen to the full orchestral performance film of The Valkyries by the German composer Richard Wagner (1813-1883). Listen to the piece and answers questions. Then we will draw the mythical beast and the landscape. Add details to show the speed of the journey and write your two adjectives on the picture somewhere</p>		<p>L.I To identify the key events of the Christian Holy Week.</p> <p>Share prior knowledge of Easter and Jesus and complete on a Venn diagram</p> <p>Explain that the week leading up to Easter is known as the Christian Holy Week and is very significant to Christians. Put children into pairs and assign each pair a day. (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday). Children to research key facts about their day and be ready to share with the class.</p>		<p>L.I To reflect on our home learning.</p> <p>Circle time to discuss thoughts and feelings about the previous weeks.</p> <p>Complete back to school activities, thinking about worries or concerns and the positives of this lockdown.</p>	
				Spanish	
				<p>L.I To introduce ¿ Qué tiempo hace? ('what is the weather like today?')</p> <p>Introduce new vocabulary about the weather in Spanish.</p> <p>Complete worksheets</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 15th March. **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 Holmes, Mr Berryman and Miss Forster

Reading	Maths	Topic / other Foundation subject (including Writing)
<p>Reading homework:</p> <ul style="list-style-type: none"> 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 <p>Doodle English – work to reach your target</p>	<ul style="list-style-type: none"> Doodle Maths – work to reach your target  Refresh your times table knowledge and compete against the rest of year 5 on Timestable Rockstars!  	<p> For the few weeks your homework is going to be research based, with the end product being a booklet/powerpoint of information about a famous Viking or Anglo Saxon.</p> <p>This week, we would like you to research and make notes on your google doc:</p> <ul style="list-style-type: none"> -who were they? -where were they from? -what did they do that was significant? <p><u>You could choose; King Alfred the Great, Dunstan an Anglo Saxon monk, Viking warrior, Anglo Saxon kings</u></p> <p>Please upload your homework tasks to your Google classroom.</p>