


# Weekly Overview of Learning

Year Group: 5

Week beginning: 09.09.24

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English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To explore how structure contribute to meaning</b>	<b>LI To explore how writers use figurative and expressive language to create images and atmosphere</b>	<b>LI: To perform a poem.</b>	<b>LI: To select appropriate vocabulary</b>	<b>LI: To use figurative language to describe space (similes)</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> Senses, adjectives, images, features, poetry, noun phrases</p> <p><b>Key Questions:</b> What is this poem about? What features can you identify? How has this been described?</p>	<p><b>Key Vocabulary,</b> Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns</p> <p><b>Key Questions:</b> Which verb is correct in the sentence? What could each of these circles represent? What words could describe the moon? Define a noun, adjective and verb</p>	<p><b>Key Vocabulary:</b> performance, audience, effect, intonation, gesture, actions, props.</p> <p><b>Key Questions:</b> What makes a good poetry performance? How can intonation be used to convey the mood of the poem? how can additional media e.g. music, props be used in a poetry performance?</p>	<p><b>Key Vocabulary:</b> Nouns, adjectives, verbs</p> <p><b>Key Questions:</b> What do these images have in common? How can you improve this noun/adjective/adverb?</p>	<p><b>Key Vocabulary:</b> Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, compare</p> <p><b>Key Questions:</b> What is a simile? When would we use these? Can you think of an example for __? How could we now use these nouns in our poetry?</p>
<b>Activities</b>	Children will read our class poem '6 ways to look at the moon' and then retell the poem using visual images.	Using the poems looked at in today's lesson, find an example of the language features used, e.g. metaphor, expanded noun phrase, verbs. Compare the 2 poems and form an opinion.	Watch the poetry performance and review it using the following prompts: What was the purpose? Was it engaging? Did the performance support the theme/ tone of the poem? How did it make you feel? What improvement tip would you give the performer?	Children will create a list of nouns, adjective and verbs to describe their planet.	Children will create similes about your chosen space object from the previous lesson.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Reading Strategy 1: Making connections.</b>	LI: To identify themes and conventions of a text	To compare texts within a genre	LI: To explore the purpose and audience of a text	LI: To explore the context of a text	LI: To identify how connections are made
<p><b>Activity:</b></p> 	Look at the front cover, title and blurb. Together, explore the connections we can make and record these on the sugar paper together.	Children will make connections between the text "Cosmic" and other texts. How is it different/ similar to the portal stories read in year 4?	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 create an anchor chart summarising the main points from this week's lessons.

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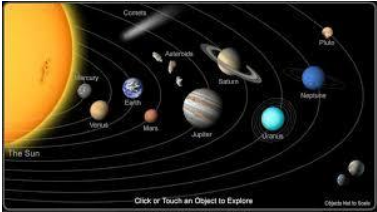



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To recognise the place value of numbers to 10,000	L.I: To recognise the place value of numbers to 1 million	L.I: To read, write and recognise the place value of numbers to 1 million	L.I: To use the Power of 10 to multiply numbers by 10	L.I: To find more than less than of numbers to 1 million using the Power of 10
<b>Key vocabulary and key questions</b>	<p>Where do the commas go when writing hundred thousands in numerals? How does a place value chart help you to represent large numbers?</p> <p>What is the value of each digit in this number?</p> <p>Are 6-digit numbers always greater in value than 5-digit numbers?</p> <p>When do you use placeholders in numbers?</p> <p>If one million is the whole, what could the parts be?</p>	<p>Where do the commas go when writing one million in numerals? How does a place value chart help you to represent large numbers?</p> <p>What is the value of each digit in this number?</p> <p>Are 6-digit numbers always greater in value than 5-digit numbers?</p> <p>When do you use placeholders in numbers?</p> <p>If one million is the whole, what could the parts be?</p>	<p>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?</p> <p>How do you write "1,000,000" in words?</p> <p>When do you use the word "and" when reading or writing a number?</p>	<p>How can you tell if a number is a power of 10?</p> <p>Is this number a multiple of a power of 10? How can you tell?</p> <p>If you move a digit one place to the left in a place value chart, how many times greater is the value of the digit?</p> <p>If you move a digit two places to the left in a place value chart, how many times greater is the value of the digit?</p> <p>What patterns can you see in the Gattegno chart?</p>	<p>How can you use a place value chart to find 10/100/1,000 ... more/less than a given number?</p> <p>How can you use a Gattegno chart to find 10/100/1,000 ... more/less than a given number?</p> <p>How many digits of the number will change if you add 10/100/1,000 ... to the given number?</p> <p>What is the same and what is different about the patterns of the numbers vertically and horizontally in a Gattegno chart?</p>
<b>Introduction</b>	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.	In this small step, children build on the previous steps and explore numbers up to 1,000,000 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 thousand, hundred thousand. 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 further develop their understanding of place value by exploring the relationship between numbers in different columns. As well as adjacent columns, they look at columns that are further apart, for example considering the number of tens needed to make 1,000 and then multiples of 1,000. Children use both place value charts and Gattegno charts to support their understanding.	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.
<b>Activities</b>	<p>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.</p> <p>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.</p>				

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Reading	Science	Topic - History
<p><b><u>Daily for 20 minutes</u></b></p>  <p>As well as reading your banded book from school, use your Reading Plus 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><b><u>L.I: To explain how we know the Earth, Sun and moon are spherical.</u></b></p>  <p>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.</p>	<p><b><u>L.I: To interpret information about historical people</u></b></p>  <p>Children will look at various items from Anglo Saxons period, shields, spear, jewellery. Children will use items to decipher what the Anglo-Saxon people were like. .</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><b><u>L.I: To be able to use rhythm and body parts to create a body percussion song.</u></b></p> <p>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.</p> <p><b><u>L.I: To explore, analyse and evaluate greeting cards</u></b></p> <p>Children will look at the historical development of personal message exchange. They will analyse and evaluate a range of existing greeting cards, and then write a design criterion for an electronic greeting card.</p>	<p><b><u>PSHE</u></b> <b><u>L.I: To understand how to set and achieve goals</u></b></p> <p>Students set learning goals and personal goals, then consider the steps they will need to take to achieve those goals.</p> <p><b><u>RE</u></b> <b><u>L.I: To recognise how religious beliefs vary based on exploring different viewpoints.</u></b></p> <p>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.</p>	 <p><b><u>Mi Casa – L1</u></b></p> <p><b><u>L.I to introduce the first five nouns for rooms of the home</u></b></p> <p>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.</p> <p><b><u>L1 Football – L.I To be able to dribble the ball under pressure</u></b></p>  <p>Children will work collaboratively in outdoor PE using footballs. They will work individually and in pairs to use the technique of dribbling around obstacles.</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 16th 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, Miss Hynes and Mr Severn

### 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



Can you get a full week streak?  
Will you end the week on green?

### 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.***