


Weekly Overview of Learning

Year Group: 5

Week beginning: 09.10.23

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 understand the structure of a story</u>	<u>LI To write an opening for a science fiction story</u>	<u>LI : To apply understanding of relative clauses</u>	<u>LI To compose a problem for a science fiction story</u>	<u>LI To conclude a science fiction story</u>
Key vocabulary and key questions	<p>Key Vocabulary: Boxing up, story, narrative, planning,</p> <p>Key Questions What is the structure of our story? Who are the main characters? Where does it take place? What is the problem? How is this resolved?</p>	<p>Key Vocabulary: setting, character, narrative, adjectives, expanded noun phrases</p> <p>Key Questions: What is the structure of our story? Who are the main characters? Where does it take place? How can you describe the scene? Which grammatical devices would help make your writing exciting?</p>	<p>Key vocabulary: Relative pronouns, clauses, sentence structure</p> <p>Key Question: What is a relative pronoun? How can we add extra information? What is a clause?</p>	<p>Key Vocabulary: Build-up, problem, description, grammar, paragraphs, cohesion</p> <p>Key Questions What is the problem? How is this resolved? Which grammatical devices would help make your writing exciting?</p>	<p>Key Vocabulary: Resolution, description, grammar, paragraphs, cohesion</p> <p>Key Questions How can you create an interesting end to your story? What will happen to your character? What object will they find? How can you improve your writing? Which grammatical devices would help make your writing exciting?</p>
Activities	Children will create a Boxing Up plan of the story 'Alien Landing' children will un pick each structure of the story and write the main parts.	Children will use their Boxing Up plan to write the start of their science fiction narrative using the story Alien Landing.	Children will look at the grammar focus of relative clauses and how these are used to enhance their writing. Children will apply the skills learnt to write their own relative clauses after identifying them within grammar questions.	Children will use their Boxing Up plan to write the middle of the story, introducing the build-up and the characters problem in their science fiction narrative using the story Alien Landing.	Children will use their Boxing Up plan to write the ending of their science fiction narrative using the story Alien Landing.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To select a suitable strategy when inconsistency occurs	LI: To use working memory to interpret textual inconsistencies	LI: To use background knowledge and text evidence to interpret figurative language	LI: To organise ideas from an unfamiliar text
<p>Activity:</p> 	Children will think about the different difficulties that may cause misunderstanding when reading a text and how context is vital when doing this.	Children will read a passage and use the text to work out what a mystery word could be. They will then go through a number of different passages with high level vocabulary in them and identify the meaning of the words by reading around them.	Children will explain what an idiom is and how and why they are used and why they may be confusing for readers. Children will go through a number of different idioms and then match some up with their meanings.	Children will read through a text and complete a concept map using the text to pick out the main, key ideas and organise their thoughts and understandings.

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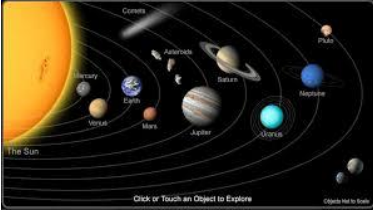



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To identify multiples of various numbers	L.I: To identify common multiples of different numbers	L.I: To find factors of given numbers	L.I: To identify common factors of different numbers	L.I: To establish whether a number up to 100 is prime
Key vocabulary and key questions	<ul style="list-style-type: none"> • How do you find the multiples of a number? • What do you notice about the multiples of ___? What is the same and what is different about them? • Can a number be a multiple of more than one number? • How can you tell if a number is a multiple of 2/5/10? • What does the word "divisible" mean? How does it link to multiples? • Are multiples of 8/4 also multiples of 4/8? 	<ul style="list-style-type: none"> • How do you find the multiples of a number? • What multiples do and have in common? • What is the first multiple that and have in common? • How can you tell if a number is a multiple of ___? • Given any two numbers, can you always find a common multiple? How? 	<ul style="list-style-type: none"> • How do you find the factors of a number? • How can you be sure you have found all the factors of a number? • How can you work in a systematic way to find all the factors of a number? • Do factors always come in pairs? • Can a number be both a factor and a multiple of the same number? 	<ul style="list-style-type: none"> • Which numbers are factors of both the numbers? • Which are the common factors of the numbers? • On a sorting diagram, where can you see the common factors of the numbers? • Why does any pair of numbers have at least one common factor? • Can one of the numbers be a common factor? When does this happen? 	<ul style="list-style-type: none"> • How many factors does the number have? • How can you be sure you have found all the factors? • What is the difference between a prime number and a composite number? • How can you tell if a number is a multiple of 2/3/5? • How can you check if a number is prime? • How many factors does the number have? How many prime factors does the number have?
Introduction	Children now find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning.	Building on their knowledge from the previous step, children find common multiples of any pair of numbers. They do not need to be able to formally identify the lowest common multiple, but this idea can still be explored by considering the first common multiple of a pair of numbers.	In this small step, they explore further the relationship between multiplication and division and consolidate their understanding of the words "factor" and "multiple".	In this small step, children learn that common factors are factors that are shared by two or more numbers.	Building on their knowledge of factors, in this small step, children learn that numbers with exactly two factors are called prime numbers. They also learn that numbers with more than two factors are called composite numbers.
Activities	<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 – 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.</p>				

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Reading	Science	Topic - History
<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>L6 L.I: <u>To investigate night and day in different parts of the world</u></p>  <p>Using their knowledge from last week children will be understanding the length of days throughout a year and why night and day occur and different times for different parts of the world and observing their time zones.</p>	<p>L6 L.I To evaluate crime and punishment in the Anglo Saxon period</p>  <p>Pupils work in groups to create a series of short dramatic enactments, each of which illustrates a way of keeping law and order / punishments meted out in Saxon times. These are then summarised before giving the real-life case of Edgar for them to decide how he should be punished. By way of stretch and challenge, pupils are asked to think of the different principles that underlay the punishments: revenge, loyalty etc.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L4 To select a section of a tune and perform it as a loop</p> <p>Pupils will be using or creating fragments of the 'Somewhere Over the Rainbow' tune which can then be looped, using their knowledge of how to play the melody from Lesson 3.</p> <p>They will then be playing these over a drum beat practise playing it as a loop (over and over), before introducing a backbeat.</p> <p>L4: LI: To create my final electronic greeting card with a functional series circuit.</p> <p>Using the design sheet from the previous lesson children will choose their favourite design. Children will make an improved version with annotations, explaining the materials they will need and how their design meets their design brief. Children will then make their final design including an electrical circuit.</p>	<p>L5 PSHE LI: LI: To understand how our actions can impact a group</p> <p>Children will be working in groups to build the highest tower they can using newspaper and tape. Children will be given different roles in the group, and will discuss how they think the roles affected their team work. After discussing how team work can help us, children will create their own recipe for teamwork including the most important things to be a successful team.</p> <p>RE L4 LI: To understand how pilgrimage shows commitment to God</p> <p>Children will watch a video all about Hindu pilgrimage and why it is important for Hindus to complete a pilgrimage during their lives. They will then sort a range of words into a Venn diagram of whether they are to do with pilgrimage or holiday and identify the differences between the two.</p>	<p>Mi Casa – L5</p>  <p>L.I To integrate previously learnt language (me llamo... (I am called), tengo ... años (I am ... years old) and homes.</p> <p>Children will be incorporating their previously learnt language "me llamo" "tengo... anos" with the language learnt within this topic and understanding the language in context.</p> <p>L5 Football – LI</p>  <p><u>To develop goalkeeping skills to stop the opposition from scoring</u></p> <p>Children will work on their positioning and techniques for goalkeeping in order to stop opponents on the other team from scoring.</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 17th October 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

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.

Spelling rule - homophones

farther
father
guessed
guest
heard
herd
led
lead
mourning
morning

Maths



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

More addition and subtraction

Topic/Other foundation subjects including writing

This week, we would like you to:



Please see attached sheet for your whole school homework for this week.

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.