

Weekly Overview of Learning

Year Group: 5

Week beginning: 11.03.24

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
	<u>LI To use performance techniques</u>	<u>LI To interpret discussion texts</u>	<u>LI To use adverbs of time, manner and place to add detail.</u>	<u>LI To compose a discussion text independently (cold task)</u>	<u>LI To identify features of a discussion text</u>
Key vocabulary and key questions	<p>Key vocabulary: Playscript, perform, audience, voice, actions, stage directions.</p> <p>Key questions: Which techniques should we use when performing? What are stage directions? How do these help us perform? Which features can you identify in this performance?</p>	<p>Key vocabulary: Discussion, verbal, opinions, points of view, features.</p> <p>Key questions: What does It mean to 'discuss?' What would be happening in a discussion? Why might we need to have discussion in everyday life?</p>	<p>Key vocabulary: Adverb, verb, manner, time, places</p> <p>Key questions What is an adverb? Where can an adverb go in this sentence?</p>	<p>Key vocabulary: Discussion, verbal, opinions, points of view, features</p> <p>Key questions: What would be happening in a discussion</p>	<p>Key vocabulary: Comparison, conjunctions, discussion, argument, point of view, technical language, balanced</p> <p>Key questions: What is the purpose of a discussion text? Which features can you identify? Can you identify the features in all these examples?</p>
Activities	<p>Children will perform their own playscripts based on Viking Boy or Arthur and the Golden Rope.</p> <p>Each group will give feedback to another, commenting on that group's performance techniques.</p>	<p>Children will look at and discuss a variety of discussion texts to help embed into the next genre of writing. Children will look at fact and opinion to help understand the difference and where these may be seen within a discussion text.</p>	<p>Children will be looking at ways in which adverbs can affect a sentence. Children will use visual clips and write their own sentence using a variety of adverbs in parts of their sentences.</p>	<p>Children will write their own version of a discussion text as a start of unit written piece.</p>	<p>Children will look at various examples of discussion texts. From observing, children will identify the features they notice.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To discuss the skill of summary.</u>	<u>LI: To text understanding to practice summarising strategies.</u>	<u>LI: To use the skill of summary to answer questions based on a text.</u>	<u>LI: To use the skill of summary to answer questions about a text independently.</u>
Activity:	<p>Children will be recapping what summary is and how we can organise our responses to summarise texts.</p>	<p>Children will be practicing different question styles we see during our reading practices and answering the questions based on a text.</p>	<p>Children will discuss different questions types we can see during our reading practices. Children will discuss the strategies needed for answering the questions.</p>	<p>Children will be using the strategies we need to answer questions regarding summary and answering them independently.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To calculate the perimeter of rectangles	LI: Identify and calculate the perimeter of rectilinear shapes	LI: Calculate the perimeter of polygons	LI: Find and calculate the area of rectangles	LI: Find the area of compound shapes
Key vocabulary and key questions	<ul style="list-style-type: none"> • What does "perimeter" mean? • If a rectangle has a perimeter of 16 cm, could its length be 10 cm? • Once you have measured the sides, how do you work out the perimeter? 	<ul style="list-style-type: none"> • What are the properties of a square/rectangle? • Why is this a rectilinear shape? • How can you use the labelled sides to find the unknown side of the rectilinear shape? • What strategies can you use to work out the perimeter? • How do you know that you have included all the sides? 	<ul style="list-style-type: none"> • What is a regular shape? • What is the difference between a square and a rectangle? • Are all rectangles regular? What calculation will give you its perimeter? • Would drawing the shape help you to solve the problem? • What operation are you going to use? Why? 	<ul style="list-style-type: none"> • What is area? • What is the difference between 1 cm and 1 cm²? • Which shape has the greater/greatest area? Can you tell just by looking? • Will multiplying the length by the width calculate the area of any shape? Why/why not? 	<ul style="list-style-type: none"> • How do you work out the area of a rectangle? • Are there any rectangles within the shape? • How can you split the shape? Is there more than one way to split the shape? • Do you get a different total area if you split the shape differently?
Introduction	Children build on learning from earlier years to find the perimeters of rectangles by measuring the sides and by calculation. Children know that the perimeter is the distance around the outside of a two-dimensional shape. Children then explore different methods of finding the perimeter, for example adding all four sides separately, adding the length to the width and then doubling, or doubling the length and the width and then adding the results, before deciding which they find most efficient. Children use their understanding of perimeter to calculate missing lengths.	Children calculate the perimeters of rectilinear shapes. A rectilinear shape is a shape that has only straight sides and right angles. This can look like two or more rectangles that have been joined together and is sometimes referred to as a compound shape. When calculating the perimeter of a rectilinear shape, encourage children to mark sides that they have already included in their total, to avoid counting sides more than once. Children may notice the connection between the perimeter of some rectilinear shapes and the rectangle that can be drawn around the shape.	Children apply their knowledge of perimeter to find the perimeters of polygons and to solve word problems. A polygon is a closed two-dimensional shape with straight sides. A regular shape is a two-dimensional shape with equal sides and angles, so a square is a regular rectangle. When given the length of one side, children use their knowledge of regular shapes to find the perimeter by multiplying by the number of sides. Children use the perimeter of a shape to find a missing side.	Children find the areas of shapes by counting squares, and are introduced to the square centimetre (cm ²) by counting squares on a centimetre squared grid. Highlight the difference between 1 cm and 1 cm ² , to ensure children understand that cm is a measure of length and cm ² is a measure of area. Children should be made aware that cm ² is not the only unit used to measure area, and other units such as mm ² , m ² and km ² are also examples of units of area.	In this small step, children learn to calculate the areas of compound shapes, which are shapes made up of two or more other shapes. The focus is on rectilinear shapes. They could find the area of each rectangle and deduce the total area of the shape. Some children will split their compound shape differently from others. This will highlight that a compound shape is made up from other shapes and that the area of the compound shape remains the same, whichever way the shape is split
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>L3 LI: To investigate irreversible changes in materials</p> <p>Children will learn what an irreversible change is. They will conduct an experiment, using an irreversible change to create a new material. Through investigation and observation children will explain what change has happened to this product.</p> 	<p>L2 LI: To describe the key features of a volcano</p>  <p>Children will recap the layers of the Earth. They will identify features and names of parts of the volcano, then explain how volcanoes are made. Children will focus on the key vocabulary learnt in this lesson. In small groups children will create their own versions of a volcano to witness what happens in this event.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L3 LI: To learn sculptural techniques</p> <p>Children will learn about the process and the media of sculpting using clay. Children will look at the process for using this and answer questions about a sculptor.</p> <p>LI: To be able to play the 12-bar Blues</p> <p>Children will learn the rest of the 12-bar blues sequence that they learnt the first line of last week. They will play this on glockenspiels with a partner taking it in turns.</p>	<p>L4 LI: To consider the impact of media on our lives</p> <p>Children to think about what a debate is and then have a small debate about "The media helps us live a healthy lifestyle." They will be given information and will need to argue for or against the statement.</p> <p>LI: To understand how religious texts describe events</p> <p>Children will discuss the question "do you think God intended Jesus to die?" and share their thoughts on this. They will then look at a number of verses from the Bible, all of which are to do with Jesus' experience and the events of holy week. They will</p>	<p>L4 LI: To be able to describe the colour of clothing</p> <p>In this lesson the children will learn how to describe clothes in terms of colour and how colours may change spelling depending on gender and plurality (adjectival agreement).</p>   <p>L4 LI To develop an underarm serve and understand the rules of serving.</p> <p>Children will be using their understanding of the rules of tennis to develop their serving skills and incorporating the rules of tennis with their serving skills.</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 19th 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,

Mr Severn, Mrs Hounsell and Mr Brain

Reading

Maths

Topic/Other foundation subjects including writing

Please read 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 20
minutes**

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. Remember to try and use these words in sentences to show that you understand their meanings

Week 3

Convert nouns or adjectives into verbs using the suffix **-ate**

pollinate

captivate

activate

motivate

communicate

medicate

elasticate

hyphenate

alienate

validate



Complete set task: [Y5] Multiply decimals by 10 and 100