


# Weekly Overview of Learning

Year Group: 5

Week beginning: 11.09.23

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](mailto:year5@alexandra.hounslow.sch.uk)

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></p> <ul style="list-style-type: none"> <li>• What is this poem about?</li> <li>• What features can you identify?</li> <li>• How has this been described?</li> </ul>	<p><b>Key Vocabulary,</b> Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Which verb is correct in the sentence?</li> <li>• What could each of these circles represent?</li> <li>• What words could describe the moon?</li> <li>• Define a noun, adjective and verb</li> </ul>	<p><b>Key Vocabulary:</b> performance, audience, effect, intonation, gesture, actions, props.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes a good poetry performance?</li> <li>• How can intonation be used to convey the mood of the poem?</li> <li>• how can additional media e.g. music, props be used in a poetry performance?</li> </ul>	<p><b>Key Vocabulary:</b> Nouns, adjectives, verbs</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• what do these images have in common?</li> <li>• How can you improve this ___?</li> </ul>	<p><b>Key Vocabulary:</b> Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, compare</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a simile?</li> <li>• When would we use these?</li> <li>• Can you think of an example for ___?</li> <li>• How could we now use these nouns in our poetry?</li> </ul>
<b>Activities</b>	Children will read our class poem '6 ways to look at the moon' and then re tell 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 your 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
Learning Intention	<b>LI: To identify key information in a text</b>	<b>LI: To identify the causal links between events in a text</b>	<b>LI: To form questions about a text</b>	<b>LI: To use details in a text to form predictions/speculations</b>	<b>LI: To select appropriate evidence from a text to justify predictions</b>
Activity:	Children will make predictions about the text "Cosmic"	Children will answer retrieval questions and identify links	Children will write their own questions that they want answers to from the text	Children will make a prediction as to how they think the main character Liam will try to get back to Earth	Children will answer some prediction questions based on what they have read so far
					

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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 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	L.I: To partition numbers using place value to 1 million
<b>Key vocabulary and key questions</b>	Where do the commas go when writing one million in numerals? How does a place value chart help you to represent large numbers? What is the value of each digit in this number? Are 6-digit numbers always greater in value than 5-digit numbers? When do you use placeholders in numbers? If one million is the whole, what could the parts be?	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? How do you write "1,000,000" in words? When do you use the word "and" when reading or writing a number?	How can you tell if a number is a power of 10? Is this number a multiple of a power of 10? How can you tell? 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? 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? What patterns can you see in the Gattegno chart?	How can you use a place value chart to find 10/100/1,000 ... more/less than a given number? How can you use a Gattegno chart to find 10/100/1,000 ... more/less than a given number? How many digits of the number will change if you add 10/100/1,000 ... to the given number? What is the same and what is different about the patterns of the numbers vertically and horizontally in a Gattegno chart?	What number is being represented? How can place value cards be used to help partition a number? If you have 10 hundreds/thousands/ ten-thousands, what can these be exchanged for? How does knowing that $9 + 5 = 14$ help you to work out $9 \text{ tens} + 5 \text{ tens}$ ? What about $9 \text{ thousands} + 5 \text{ thousands}$ ? How else can you say/write "14 tens" or "14 thousands"?
<b>Introduction</b>	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 thousands, hundred thousands. 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.	Children have been partitioning numbers since Year 2. In this small step, they extend their knowledge to deal with larger numbers while consolidating their understanding of the place value columns that have been introduced this year. They partition numbers in the standard way (for example, into thousands, hundreds, tens and ones) as well as in more flexible ways (for example, $15,875 = 14,875 + 1,000$ and $15,875 = 13,475 + 2,400$ ).


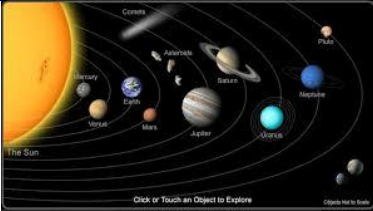



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<b>Activities</b>	<p>Starter – Flashback 4 - Introduction to activity or learning, consolidating previous understanding of mathematical concepts. Ping-Pong 1 main teaching point for the lesson with the new skill/skills being clearly demonstrated and 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> <p>Each lesson should follow these steps where possible. Teaching and exploring concepts using:          Fluency (Using fluency to efficiently, solve, recall and apply knowledge. IDENTIFY          Reasoning (Develop line of enquiry or justification towards methodology) UNDERSTAND          Problem solving (Apply chose methods to solve a range of problems). APPLY concepts</p>
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Reading	Science	Topic - History
<p><b><u>Daily for 20 minutes</u></b></p>  <p>Use your <b>reading plus login</b>, 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><b><u>L.I: To name and describe features of the planets in our solar system.</u></b></p>  <p>Draw the planets in order, and create a mini non-chronological report about each planet using heading and facts.</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 us 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 play a simple looped rhythm from notation</u></b></p> <p>Children will play accurately and in time and will to layer a looped rhythm using a given body percussion rhythms.</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 the 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 explore how Hindus are committed to God</u></b></p> <p>Children will discover what Puja is, what is used in it and where it takes place. They will then have some pictures of the items used in Puja and will stick them in and write what they are used for.</p>	<p><b><u>Mi Casa – L2</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 Tuesday 19th 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,

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** - login to Reading Plus and complete some of the assigned activities.

### 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

<b>Ambitious</b>	<b>Contentious</b>
<b>Cautious</b>	<b>Superstitious</b>
<b>Fictitious</b>	<b>Pretentious</b>
<b>Infectious</b>	<b>Anxious</b>
<b>nutritious</b>	<b>obnoxious</b>

### 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 is set on a Monday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.***