

Weekly Overview of Learning

Year Group: 5

Week beginning: 11.12.23

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
	LI To write an opening for a story from another culture	LI To compose a problem for a story from another culture	LI To use a wide range of co-ordinating and subordinating conjunctions	LI To conclude a story from another culture	LI To publish my narrative
Key vocabulary and key questions	<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: 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: Conjunctions, linking, clause, main , subordinate, commas , coordinating</p> <p>Key Questions: Why do we use conjunctions? How do they help our writing? What are the FANBOYS? Who can remember subordinating conjunctions?</p>	<p>Key Vocabulary: Resolve, conflict, conclude, cliff-hanger</p> <p>Key Questions: How will your story end? Can you use ellipsis? Will your story have a sequel?</p>	<p>Key Vocabulary: Edit, publish, corrections, narrative</p> <p>Key Questions How can we edit our work? What would a reader look for in an entertaining story?</p>
Activities	Children will use their Boxing Up plan to write the start of their own version of Journey to Jo'burg, using chapter 3.	Children will use their Boxing Up plan to write the middle of the story, introducing the build-up and the characters problem in their narrative.	Children will use an image stimulus to write a paragraph using the various examples of conjunctions (coordinating and subordinating)	Children will use their boxing up plan and they chapter 3 of Journey to Jo'burg to conclude their story. Children will think about what type of ending they would like to give the reader.	Children will edit and publish their narrative. They will think about how to improve their writing.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To use context clues to break down barriers in a text.	LI: To identify suitable 'fix it' strategies.	LI: To understand how to organise points into a persuasion map.	LI: To organise points into a persuasion map.
Activity:	Children will be discussing the fix it strategies we use as a class. Children will be then using the fix it strategies to breakdown vocabulary within a text.	Children will be discussing the fix it strategies they use when breaking down barriers in reading and creating a poster to show how we can use the fix it strategies.	Children will be discussing how we can organise points in a discussion text into a map so we can visualise each point separately. Children will discuss how the text is structured and how using persuasion maps can help prevent barriers.	Children will be using their knowledge of persuasions maps from the previous lesson to create and organise their won persuasion map from a text.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To multiply numbers by 10, 100, and 1,000	LI: To divide whole numbers by 10, 100, and 1000	LI: To calculate multiples of 10, 100, and 1000.	L.I: To convert improper fractions to mixed numbers.	L.I: To convert mixed fractions into an improper fraction
Key vocabulary and key questions	<ul style="list-style-type: none"> • How many place values do our numbers move? • Which direction will our numbers move on the place value chart? • How do we know how many place values our number should move? • How can we check our numbers are in the correct place value? • When multiplying will our numbers become smaller or bigger? 	<ul style="list-style-type: none"> • How many place values will our numbers move? • Which direction will our numbers move on the place value chart? • How do we know how many place values our number should move? • How can we check our numbers are in the correct place value? • When dividing will our numbers become smaller or bigger? 	<ul style="list-style-type: none"> • What multiplication do I already recognise? • How can I use what I already know to calculate this multiplication? • How can I be certain on my answer? • What can I use to check my answers are correct? 	<ul style="list-style-type: none"> • What is the denominator in our fractions? • How many times does our denominator go into our numerator? • How many do I have left over to make my numerator? • How can you check your answer? 	<ul style="list-style-type: none"> • How many wholes do I have in my fraction? • What is my denominator? • What do I have as my left over fraction? • How do I use the whole numbers to convert the fraction to an improper?
Introduction	In this small step, children will revisit their learning of multiplying numbers by 10, 100, and 1000. Children will be using their knowledge of place value to multiply their numbers correctly.	In this small step, Children will revisit their learning of dividing numbers by 10, 100, and 1000. Children will be using their knowledge of place values to divide whole numbers correctly.	Children will be revisiting their learning of calculating multiples. Children will use factors they already know to calculate similar calculations using powers of 10, 100, and 1000.	In this small step, Children will revisit their learning of converting improper fractions into mixed numbers. Children will need to use their knowledge of multiples to create mixed fractions.	This small step, children will revisit their knowledge of converting mixed fractions into improper fractions. Children will need to multiply their wholes and denominators together and use the remaining fraction to create the improper fractions.
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><u>Daily for 20 minutes</u></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><u>L6 L.I:</u> To find out about the work of naturalists.</p>  <p>Children will be looking at what a naturalist is and what their focus is within their career. Children will then select one of the suggested naturalists and research more about them looking at who they are, what they did, and why they are important.</p> <p>Children will then create a fact file, poster, or a news report about their chosen naturalists.</p>	<p><u>L6 L.I To understand that impact of fair trade on a community</u></p>  <p>Children will revise knowledge about south Africa so far. Children will focus on the different type of land use.</p> <p>We will look at Fairtrade and what this means, why it is important to those whose trade is farming.</p> <p>From all this information and research children will create a fair-trade poster to promote and persuade people to buy Fairtrade products from south Africa.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L4:</u> To play call and response rhythms using percussion instruments</p> <p>Children will be looking at techniques to play the drums and using them to play along to a rhythm that is being played to them.</p> <p><u>L6:</u> To design an African sunset landscape.</p> <p>Children will be looking at a painting from South Africa which shows wildlife with a sunset landscape. Children will be discussing the features and techniques used within the photo and recreating their own piece in their books.</p>	<p><u>L5 PSHE</u></p> <p><u>LI:</u> To compare my life with others around the world</p> <p>Children will be creating a list of what in their life makes them happy. Children will then be thinking about children from other places in the world and comparing what their list might contain.</p> <p><u>RE L5 LI:</u> To revise our knowledge of the Christmas story.</p> <p>Children will be revising their understanding of the Christmas over the next few lessons.</p>	<p><u>L6</u>To revise all language used in the date</p>  <p>Children will be consolidating their knowledge of dates in Spanish from within this topic. Children will be writing and reading dates in Spanish.</p>  <p><u>L6– LI To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</u></p> <p>Children will be using all the skills they have learnt within this topic to work in teams to play a tournament against one another.</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 December. 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
<p>Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p>Remember to bring your planner every day. Every Monday, your planners will be checked and signed off by your teacher.</p> <p>Reading Plus</p>	<p>Spelling and dictation –</p> <p>Remember to try and use these words in sentences to show that you understand their meanings.</p> <p style="text-align: center;">Look back over your spellings from this term on the previous overviews - your dictation this week will be a random selection!</p> <div data-bbox="869 560 1211 711" data-label="Image"> </div> <p>Please log on to My Maths and complete the allocated consolidation lesson:</p> <p style="text-align: center;">Negative numbers 1 70% target</p>	<p>This week, we would like you to:</p> <p>Your final week to complete: Design and then make your own hybrid animal that could survive in a swamp and the desert.</p> <div data-bbox="1845 528 2179 751" data-label="Image"> </div> <p>Include –</p> <ul style="list-style-type: none"> -Body parts and how these are adapted to their environment -A name for your animal -Labelled diagram -Description of how it hunts <p>You could use: paint, felts, tissue paper to design your animal You have two weeks to complete this – make it creative, inventive and fun!</p> <p><i>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.</i></p>