Weekly Overview of Learning

Year Group: 5

Week beginning: 13.11.23

*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 describe weather conditions	**LI. To use personification**	**LI To apply knowledge of apostrophes for possession**	**To plan a weather poem**	**To create a poem using a structure**
Key vocabulary and key questions	**Key Vocabulary:** Expanded noun phrase, adjectives, nouns, weather, atmosphere **Key Questions** What do these sounds make you feel? When it rains, what can you see, hear, feel, smell? Who can identify an expanded noun phrase?	**Key Vocabulary:** Figurative language, personification, imagery, description, atmosphere, poetry **Key Questions** Using your previous learning, what is a simile? How does a simile differ to a metaphor? How can we make an object seem life like? What affect does this have on the poem?	**Key Vocabulary:** Singular, plural, contraction, possessive **Key Questions** Wat does singular mean? How does this differ to plural? Why would we use an apostrophe?	**Key Vocabulary:** Poetry, planning, structure **Key Questions** What features are within our poem? How can we adapt this poem?	**Key Vocabulary:** Structure, poetry, atmosphere, figurative language **Key Questions** What features are within our poem? How can we adapt this poem? What will be the structure of your poem? Have you followed the success criteria?
Activities	Children will use expanded noun phrases, ambitious vocabulary to describe images based on weather. They will create a mind map of vocabulary and description to help with their own poem.	After looking at examples of figurative language (refreshing children's mind from previous learning on similes and metaphors) children will look at personification and how to apply this within this writing to help with their final poem.	Children will apply their knowledge of apostrophes into their own sentences. They will move onto application questions to consolidate their understanding.	Using the structure of 'Sometimes when it rains' children will use the boxing up method to plan their own version of this poem.	Using their boxing up plan, children will write their own version of 'Sometimes when it rains' Children will be focusing on figurative language and repetition.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	**LI: To infer information using context clues.**	**LI: To make connections with a text.**	**LI: To make connections with a text and ourselves.**	**LI: To identify similarities and differences with texts.**
Activity:	Children will be discussing context clues that can appear within texts and photos. Children will then be using the context clues to infer information about photos from different cultures.	Children will be reading two poems and making connections with the poems they have read using their background knowledge of the context and other texts they may have read.	Children will be reading a poem together as a class and connecting with parts of the text with themselves. Children will be relating to the poem through their past experiences, likes and dislikes.	Children will be looking at another poem in this lesson and will make their connections with themselves. Children will then compare the two poems they have read in the reading lessons and make comparisons with the text and their connections.

Weekly Overview of Learning

Year Group: 5

Week beginning: 13.11.23

*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*

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To compare and order fractions greater than 1	LI: To add and subtract fractions with the same denominator	LI: To add fractions within 1	L.I: To add fractions with a total greater than 1	L.I: To add to a mixed number
Key vocabulary and key questions	• How can you represent the fractions? • What does the number of wholes tell you about the overall sizes of the numbers? • Do you need to make any conversions? • How do you convert from an improper fraction/mixed number to a mixed number/improper fraction? • How can you use your knowledge of multiples to help?	• How can you represent this calculation using a bar model? • Will you need more than one bar? How do you know? • How many parts do you split the bar(s) into? • What could you do if the answer is an improper fraction? • What type of calculation is this? • When adding/subtracting fractions with the same denominators, what will the denominator of the answer be? Why?	• Do the fractions have the same denominator? • What does it mean for two fractions to be equivalent? • How can you tell when two fractions are equivalent? • Why do the denominators need to be the same? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add the fractions?	• Do the fractions have the same denominator? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you add the fractions? • How can you tell the answer is greater than one whole? • How can you convert the answer to a mixed number?	• How can you partition a mixed number? • How can the addition be written so that similar parts are next to each other? • How can the parts be combined to produce a mixed number? • Do you need to combine whole numbers or fractions? • Why can you swap the order of the numbers in an addition?
Introduction	In this small step, children consolidate their knowledge from all the earlier steps in this block, using their skills in converting between forms to help compare and order fractions greater than 1	In this small step, children add and subtract fractions with the same denominator. For adding, this will include adding three or more fractions as well as pairs of fractions.	In this small step, children add two or three fractions with different denominators. The fractions are such that one denominator is a multiple of another and the total remains within 1.	In this small step, children continue to add fractions where one denominator is a multiple of the other, but progress to additions where the total is greater than 1.	In this small step, children add either a whole number part or a fractional part to a mixed number as a precursor to adding two mixed numbers in the next step.
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.				

Weekly Overview of Learning

Year Group: 5

Week beginning: 13.11.23

*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*

Reading	Science	Topic - Geography
Daily for 20 minutes Use your **reading plus login**, Bug Club or Doodle English to read and answer questions on a text. Remember to write this into your diary each time too!!	**L3 L.I: To describe the process of sexual reproduction in animals** Children will be learning about the sexual reproduction process in animals. Children will be learning how offspring of parents can grow both internally and externally. Children will also be looking at how different factor such as environment can affect the way animals have on offspring.	**L2 L.I: To describe and locate the human and physical features of South Africa.** Children will be looking at a map of South Africa and locating the nine difference provinces on the map. Children will use Digi maps to locate south Africa and what physical features can be identified. After this, children will create a non-chronological report about a chosen province.

Music/ D&T	PSHE / RE	PE / Spanish
L3: To use vocals to perform a piece of music as an ensemble. Children will be revisiting the song 'shosholoza' and learning a dance to go along with the song. Once children have learnt the dance they will be performing the dance whilst singing along to the music. L2: To develop a single focal point. Children will be looking at a range of African art and zooming in on a specific part of the photo and recreating their focal point.	L3 PSHE LI: To understand what bullying is. Children will be looking at what bullying is and the different types of bullying people can experience. Children will then look at different scenarios and discuss what kind of bullying it is and how they can help those experiencing bullying. RE L3 LI: To explore the biblical story of the birth of Jesus. Children will be looking at the two different accounts of the birth of Jesus from the bible. Children will then discuss the similarities and differences within both accounts.	**L3** **L.I:** To consolidate numbers 1-20 and to introduce numbers 21-31. **Children will be consolidating their knowledge of numbers 1-20 from previous learning. Children will then be introduced to the numbers 21-31.** **L3– LI To be able play games using tagging rules.** Children will be using their techniques from the last two weeks for passing the ball using the offside rule to play a game whilst the defending team are tagging the attacking team.

Weekly Overview of Learning

Year Group: 5

Week beginning: 13.11.23

*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*

Homework
Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 21st November 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 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.** Week 3 Modal verbs _____ can could may might must shall should will would ought	MyMaths.co.uk Please log on to My Maths and complete the allocated consolidation lesson: **Improper and mixed fractions** 70% target	This week, we would like you to: Plan a three-day trip to South Africa. What sites would you want to see? What human and physical features would you like to see? What activities would you like to do? What food would you like to try? What famous people would you like to meet while you're there? Which of the capital cities would you like to visit the most? You will need a different activity for the morning and the afternoon. You can present this three-day trip however you would like. Possible suggestions: Diary, table, brochure, leaflet ***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.***