Weekly Overview of Learning

Year Group: 5
Week beginning: 14.09.2026

*Every **Monday**, 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 explore how writers use figurative language (personification)	**LI To use figurative language to describe space** (similes and metaphors)	**LI To use punctuation for meaning** (comma and possessive apostrophe)	**LI To explore how structure contributes to meaning** (plan)	**LI To construct and edit a poem** (hot write)
Key vocabulary and key questions	**Key Vocabulary,** Poetry, poetic techniques, figurative, personification, metaphor, inanimate, properties **Key Questions:** ● What is personification? ● What examples of personification are in the model text? ● Why might a poet choose to use personification? ● What ways could we personify ____?	**Key Vocabulary:** Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, compare **Key Questions:** ● What is a simile? ● When would we use these? ● Can you think of an example of a simile/metaphor etc? ● How could we now use these nouns in our poetry?	**Key Vocabulary:** Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, compare **Key Questions:** • What makes a good metaphor? • How does a simile differ to a metaphor? • Can you find an example from the poems we have looked at? • Why is this effective?	**Key Vocabulary:** Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, imitate, boxing up **Key Questions:** • How could this poem be improved? • Give an example of a smile / metaphor • Which is more effective in your writing? • Which shapes or objects can you compare your sun/planet to? • what structure can we use for our poem?	**Key Vocabulary:** Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, construct, vocabulary, edit **Key Questions:** ● How is the poem organised? ● How many stanzas are there? ● Is there a rhyme pattern/ rhythm? ● Where will I substitute my own ideas? ● Have I included all of the features? ● How could I make my vocabulary choices even more precise?
Activities	Children will explore how personification is used in the Model text, focussing on its purpose, formation and impact upon the audience. Children will learn that it is figurative and a type of metaphor because non living things don't 'consciously do' anything, rather they are impacted by outside factors. Children will generate examples of personification about pictures and the objects within.	Children will create similes about your chosen space object from the previous lesson.	Create metaphors about your chosen space object from the previous lesson. Each metaphor should include expanded noun phrases and for a challenge a fronted adverbial	Using the 'Boxing up' method imitate the poem used in class '6 ways to look at the moon' Change the noun and the metaphor to form own poem. Follow same structure as the poem	Using their plan created in yesterday's lesson, children will write their own poem, referring to the work they have done across the week to help them improve and edit it so that it includes all components of the assessment web as well as high level vocabulary.

Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI: To identify key information in a text	**LI: To identify the causal links between events in a text**	**LI: To form questions about a text**	**LI: To use details in a text to form predictions/speculations**	**LI: To select appropriate evidence from a text to justify predictions**
	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

Weekly Overview of Learning

Year Group: 5
Week beginning: 14.09.2026

*Every **Monday**, 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
	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**	**L.I: To use a number line to order numbers to 1 million**	**L.I: To compare and order numbers to 100,000 using place value**
Key vocabulary and key questions	**Key Vocabulary:** Power of 10, multiplication, place value, greater than, less than, ones, tens, hundreds, thousands, ten thousand, hundred thousand **Key Questions :** 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?	**Key Vocabulary:** power of 10, multiplication, place value, greater than, less than, ones, tens, hundreds, thousands, ten thousand, hundred thousand **Key Questions:** 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?	**Key Vocabulary:** power of 10, multiplication, place value, greater than, less than, partition, ones, tens, hundreds, thousands, ten thousand, hundred thousand **Key Questions:** 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 tens + 5 tens? What about 9 thousands + 5 thousands? How else can you say/write "14 tens" or "14 thousands"?	**Key Vocabulary:** place value, greater than, less than, partition, ones, tens, hundreds, thousands, ten thousand, hundred thousand, order, number line **Key Questions:** What are the values at the start and the end of the number line? How many large intervals are there in the whole number line? What is each large interval worth? How many small intervals are there between each of the large intervals on the number line? What is each small interval worth? What is the midpoint between __ and __?	**Key Vocabulary:** place value, greater than, less than, partition, ones, tens, hundreds, thousands, ten thousand, hundred thousand, order, number line, compare **Key Questions:** Which digit in each number has the greatest value? What are the values of these digits? When comparing two numbers with the same number of digits, if their first digits are equal in value, what do you look at next? What is the difference between ascending and descending order? What is different about comparing numbers with the same number of digits and comparing numbers with different numbers of digits?
Introduction	In this small step, children further develop their understanding of place value by exploring the relationship between numbers in different columns.	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.	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.	This step begins with a recap of number lines to 10,000, before moving on to explore number lines up to 100,000 and 1,000,000 Children label partially completed number lines, identify points labelled on number lines and show where a given number would lie on a number line. They look at both the exact placement of multiples of 10,000 or 100,000 and the approximate placement of numbers such as 245,678.	In this small step, children build on their learning of comparing and ordering numbers in earlier years to compare and order numbers up to 100,000.
Activities	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. 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.				

Weekly Overview of Learning

Year Group: 5
Week beginning: 14.09.2026

*Every **Monday**, 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

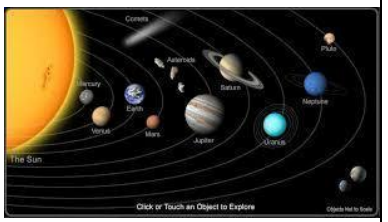
Daily for 20 minutes

Use your **Reading Plus** or Doodle English to read and answer questions on a text.

Remember to write this into your diary each time too!!

Science

L.I: To name and describe features of the planets in our solar system.



Children will learn about the planets and draw the planets in order and create a mini non-chronological report about each planet using heading and facts.

Topic - History

L.I: To interpret information about historical people

Children will look at various items from Anglo Saxons period, shields, spear, jewellery. Children will us items to decipher what life in Anglo-Saxon times was like.

Music/ D&T

LI To explore how sound can be layered using loops

Children will create loops of music using music lab song maker. They will build layers of sound that work well together, based on a song.

L2 LI: LI: To experiment and construct a functional series circuit.

Children will continue their learning with electronic greeting cards. They will construct a series circuit, first by drawing diagram and symbols. They will explain how a series circuit will work in their own card.
They will start to identify the negative and positive leg of an LED.

PSHE / RE / Computing

PSHE

LI: I can tell you how someone experiencing mental illness can get support and why it is better to get support early.

Children will be learning about different ways individuals with mental health concerns are given aid by looking at scenarios and matching them with the best support.

Religion and worldviews

LI: To recognise the importance of religious freedom by interpreting news reports

Children will be discussing what religious freedom is and how people can support others in maintaining religious freedom for all. Children will be reding newspaper clippings and understanding if those in the headlines had religious freedom and why.

Computing

LI: To understand what a search engine is and how to use it

Children will explore different search engines and how they are used and the different kinds of results you will get from each one. They will also think about other ways to search such as voice activated searching and the advantages and disadvantages of these.

PE / Spanish

Spanish

Mi Casa

L.I to introduce the first five nouns for rooms of the home

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.

PE

L2 Football – L.I To pass the ball accurately to help to maintain possession.

Children will work collaboratively in outdoor PE using footballs. They will work individually and in pairs to use the technique of passing in groups and partners to develop their accuracy.

Weekly Overview of Learning

Year Group: 5
Week beginning: 14.09.2026

*Every **Monday**, 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 22nd September and can be submitted on either paper or uploaded onto Google Classroom.

Thank you,
Mr Brain, Miss Conway and Miss Sheikh.

Reading & Spelling

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.

Spelling and dictation –

This week's spelling pattern focusses on adjectives which end in 'tious'.

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

words with /shuhs/ spelt with tious/ious

ambitious	contentious
cautious	superstitious
fictitious	pretentious
infectious	anxious
nutritious	obnoxious

Maths & Writing

WRITER'S TOOLBOX

Log in to writer's toolbox for 20 minutes. Use the 'free-write' activity to experiment with the skills we developed in class this week and get specially targeted feedback.

MyMaths

Log into 'My Maths' to complete the activity that your teacher has set you. This will be completed on My Maths so there is no need for you to print anything off or upload to Google Classroom.

Topic/Other foundation subjects

This week for your homework, we would like you to:

Research **another planet in our solar system.**
-appearance
-size
-distance from earth
-special qualities
-diagram
-most interesting fact

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

ADDITIONAL OPTIONAL HOMEWORK
We are going to be selecting our school councillor for this week. This would be a great opportunity to have a go at writing a speech to persuade others to select you to represent the class. See the job description below and have a go at writing a speech to be selected as school councillor.