

Weekly Overview of Learning

Year Group: 5

Week beginning: 15.01.24

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 retrieve information from a text</u>	<u>LI To use a range of prefixes and suffixes to change the meaning of words.</u>	<u>LI To explore and generate language.</u>	<u>LI To write a text independently.</u>	Enrichment History day.
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Retrieve, skim and scan, comprehension.</p> <p><u>Key Questions</u> What was the text about? How can I retrieve key information from the text? What skill can I use to retrieve the information from the text? How should I answer the questions?</p>	<p><u>Key vocabulary:</u> Prefix, suffix, root word</p> <p><u>Key questions:</u> What is a prefix? What is a suffix? How can we use prefixes and suffixes? How does adding the prefix and suffix change the meaning of the root word?</p>	<p><u>Key vocabulary:</u> Vikings, vocabulary, adjectives, verbs, nouns</p> <p><u>Key questions:</u> What vocabulary can I use to describe the Vikings? Does my vocabulary relate to the Vikings? How can I improve my language choices?</p>	<p><u>Key vocabulary:</u> Hot task, independent, Kenning, features, punctuation</p> <p><u>Key questions:</u> How should I structure my poem? What features would you need to include in your own poem?</p>	<p>Today the children will be meeting The History Man for a workshop about Vikings to support them with their current topic.</p> <p>This will help them to bring history to life in an exciting and engaging way.</p>
Activities	Children will be looking at a text about the Vikings. Children will be then using their comprehension skills to answer questions about the text they have been given.	Children will be discussing the use of suffixes and prefixes in words. Children will then be looking at a range of root words and adapting the words by including either a prefix or a suffix. Children will discuss how the inclusion of these elements can change the meaning of the root word.	Children will be looking at a range of photos related to the Vikings. Children will then be creating descriptions of the photos and Vikings to support their plan for their kenning poem in the following lesson. Children will be considering their language choices and considering if improvements could be made to their language.	Children will be using their knowledge of Kennings and Vikings to independently create their own kennings poem. Children will need to consider how they can structure their poems, how they can include language features, and how they can ensure their poem is punctuated correctly.	

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To make suitable predictions based on evidence presented within a text.</u>	<u>LI: To compare initial predictions with new understandings of a text.</u>	<u>LI: To pose questions based on a text.</u>	Enrichment History day.
Activity:	Children will be using their prediction skills to make suitable predictions based on the title of a text.	Children will be reading the text they made predictions about in the previous lesson. Children will then compare their initial predictions to their new understanding of the text.	Children will be using the text they have been looking at this week. Children will be discussing the text and any questions that might come to mind when they read this text.	

Weekly Overview of Learning

Year Group: 5

Week beginning: 15.01.24

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






Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L1: Multiply a 3-digit number by a 2-digit number using formal methods	L1: Multiply a 4-digit number by a 2-digit number using formal methods	L1: To apply formal written methods to solve multiplication word problems	L1: To use and apply the short division method to answer questions	
Key vocabulary and key questions	<ul style="list-style-type: none"> Where do you put the exchanged ones/tens/hundreds? What is the same and what is different about multiplying a 2-digit number by a 2-digit number and multiplying a 3-digit number by a 2-digit number? Which column do you start with? Do you need to make an exchange? How can I check my answers? 	<ul style="list-style-type: none"> Why is there a zero in the ones column when multiplying by? (for example, when multiplying 2,314 by 30) Which numbers did you multiply first? Does it matter what order you multiply in? How can I check my answers? 	<ul style="list-style-type: none"> What operation do you need to do, how do you know? Why can you multiply the numbers in any order? What strategy can you use to solve this problem? How do the words in the problem tell you what to do? Is there a more efficient method? What calculation do you need to do? How do you know? Could you have worked it out a different way? 	<ul style="list-style-type: none"> Which digit do you divide first? How many groups of hundreds/tens/ones are there? How can you set out the division using the formal written method? When using short division, do you start from the left or the right? When using short division, do you start from the left or the right? When do you need to make an exchange? 	Enrichment History day.
Introduction	Children build on their understanding of multiplying a 2-digit number by a 2-digit number using the formal written method for multiplication and extend it to multiplying a 3-digit number by a 2-digit number. Children need to understand the role of zero, in the ones column when multiplying by the tens digit. Children use the formal written method for multiplication to solve multi-step problems, including problems from other topics of mathematics such as area.	Children multiply a 4-digit number by a 2-digit number. Children need to be confident with multiplying 2-digit numbers by both 2- and 3-digit numbers before moving on to this step. It is important that children understand the steps taken when using the long multiplication method. As with the previous steps, children need to understand the role of zero in the ones column when multiplying by the tens. Children need to secure completing multiplications of this sort before moving on to solve problems	Children practise both the formal written method for multiplication and the use of efficient mental strategies to solve different word problems. It is important that children explore a variety of methods to solve multiplication problems and discuss which is the most efficient.	children start to use formal written method for short division. The formal calculation is shown alongside models and images to begin with. In this way, the structure of short division becomes clear, enabling children to see the relationship between the model and the formal written method. First, children use the formal method to divide a 2/3-digit numbers by a 1-digit number, initially without an exchange and then with an exchange. later in the block.	
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: 15.01.24

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

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>L2 L.I: To describe the properties of materials using key scientific vocabulary.</u></p>  <p>Children will be discussing the different types of materials we see day to day and their different features and purposes. Children will then create a table showing the different materials and describing their features.</p>	<p><u>L1 L.I to place events and periods in chronological order.</u></p>  <p>Children will be creating a timeline of key events within history and adding the key events within the Viking era. Children will be making sure their time line is chronological order ensuring all events are in the order of the time in which they happened.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L2: To represent music as a graphic score.</u></p> <p>Children will be learning about a graphic score and how we can use them through a piece of music. Children will then listen to a piece of music and begin creating their graphic scores as they listen to the piece.</p> <p><u>L2: To develop ideas using computer aided designs.</u></p> <p>Children will be using their plans from the last lesson to develop them further. Children will be using the app 'tinkercad' to further design their 3-D pop-up card. Children will think about the range of shapes, and colours they would like to incorporate into their design.</p>	<p><u>L2 PSHE</u></p> <p><u>LI: To understand how different jobs are valued.</u></p> <p>Children will discuss the different kinds of job people can have in society and the salary that may come along with it. Children will then discuss what salary they think matches the job and why some are paid more than others.</p> <p><u>RE L2 LI: To explore the idea of the essence of Brahman.</u></p> <p>Children will be discussing the essence of Brahman and Atman. Children will be discussing if they believe if there is a soul for people or animals.</p>	<p><u>L2 To consolidate weather language</u></p>  <p>Children will be consolidating their knowledge from the previous lesson. Children will work through activities check their understanding of the Spanish vocabulary used to describe the weather.</p>  <p><u>L2- LI To develop throwing a ball at a moving target.</u></p> <p>Children will be following on with our new sport for this term of dodgeball. Children will understand that dodgeball is a target game, and that their targets can move throughout the game. Children will work in groups with a ball and practice throwing the ball towards a target. Children will then take it in turns to become the target and attempt to dodge the ball.</p>

Homework

Weekly Overview of Learning

Year Group: 5

Week beginning: 15.01.24

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

Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 16th January. 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>What is the spelling pattern this week?</p> <p>Remember to try and use these words in sentences to show that you understand their meanings.</p>	<p>Week 2 Creating nouns using -ness suffix</p> <p>happiness</p> <p>hardness</p> <p>madness</p> <p>nastiness</p> <p>silliness</p> <p>tidiness</p> <p>childishness</p> <p>willingness</p> <p>carelessness</p> <p>foolishness</p>	<p>This week, we would like you to:</p> <p>*research Viking long boats or helmets</p> <p>And then</p> <p>* draw or make your own longboat or helmet using materials around your home.</p> <p>You could use – milk carton, cereal box, tissue box, toilet rolls, cardboard.</p> <p>With your creation we would like you to write about the different features that boats or helmets had during the Viking period and why those features were needed.</p> <p>You could research the parts of a longboat one week and then get creating the next week.</p> <p>You have two weeks so your work should reflect this.</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> 