

Weekly Overview of Learning

Year Group: 5

Week beginning: 15.04.24

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 read examples of narrative poetry</u>	<u>LI: To infer information from a text</u>	<u>LI: To identify the key events in a poem</u>	<u>LI: To define vocabulary using context clues from a text</u>	<u>LI: To identify features of a narrative poem</u>
Key vocabulary and key questions	<p>Key Vocabulary: narrative poetry, story, verses, historical, Battle of Hastings, rhyme, rhythm, onomatopoeia, humour</p> <p>Key Questions: What is a narrative poem? How is it similar/different to a Kenning poem? What do you predict the poem '1066' will be about?</p>	<p>Key Vocabulary: Observe, wonder, infer, questions, Highwayman, poetry, inferences</p> <p>Key Questions: What can you tell from this? What does this image portray? What could you predict from this image? What might happen?</p>	<p>Key Vocabulary: Highwayman, poetry, narrative, identify, features, sequence, plot, verse,</p> <p>Key Questions: What do we know about poems already? What makes a poem a narrative poem? Do you know any examples of narrative poetry? Which 2 words do you think are important?</p>	<p>Key Vocabulary: Highwayman, poetry, relative clause, modal verb, definition, meaning, unfamiliar</p> <p>Key Questions: Do you know what __ means? How can we find out the definition of words? Can you match the images to the definition? Can you identify a phrase that describes the setting?</p>	<p>Key vocabulary: Highwayman, poetry, similes, metaphors, alliteration, onomatopoeia, stanza,</p> <p>Key questions: What are the main points of The Highwayman? What features would you expect to see in a) a poem? b) a narrative?</p>
Activities	The children will read the poem as a class and discuss their reactions to the poem through these key questions: - What is the poem about? - Why is it a narrative poem? - Which poetry features can you see? - Are there any new words in the poem? - Do you like the poem? Why or why not?	Use the four front covers to help you answer infer, observe and wonder questions. Remember to give evidence to back up your inferences.	Create a picture story map, sequencing The Highwayman either on sugar paper (pairs) or in your books. -Draw an image for each important part of the poem -Pictures are in order ** write a sentence/phrase/key word to explain the image	Identify the meaning of these words from The Highwayman -Use a thesaurus to help you define or read around the sentence to help you solve its meaning. -You can draw a picture to help explain the definition too. Challenge - write your own complex sentence starting with 'As', use the vocabulary we have looked at today	Children will look over and recap the main points of The Highwayman from their reading the previous lesson. Children will think about the features they would expect to see within a narrative and a poem. How do they compare? Once again, we will re-read the poem and look for features from our own knowledge. Then they will, using a key identify the features and colour code their poem into their books.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To visualise a setting/character</u>	<u>LI: To apply prior concept knowledge to visualise</u>	<u>LI: To retell a story using images,</u>	<u>LI: To discuss words and phrases that capture the imagination</u>
Activity:	Children will practice their visualisation skills by drawing a house with no guidance and then with some guidance. They will then draw from an extract in the book "Holes".	Children to write their own expanded noun phrases about their local area. They will then listen to the audio from a video and draw on their whiteboard what they visualise from the sounds they can hear.	Children will think about what Camp Green Lake looks like from the book and will take it in turns to describe it to their partner for them to draw. They will think of a famous story to draw for their partner to guess.	Children will read through Chapter 3 as a class and will choose something from the text to draw in their books. They will copy the text they have drawn underneath the picture to identify it from the text.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To understand and use degrees	LI: To classify angles by size	LI: Estimate angles with accuracy	LI: To measure angles with accuracy up to 180°	LI: Draw lines and angles accurately
Key vocabulary and key questions	<ul style="list-style-type: none"> • What does a full/half/quarter/three-quarter turn look like? • What does "clockwise"/"anticlockwise" mean? • What is a right angle? • If there are 360° in a full turn, how many degrees are there in a right angle/quarter turn/half turn/three-quarter turn? • If you are performing a full/half/quarter turn, does it matter if you turn clockwise or anticlockwise? 	<ul style="list-style-type: none"> • What does a right angle look like? • What does the angle on a straight line look like? • How many degrees are there in a right angle/on a straight line? • Is the drawn angle less than or greater than a right angle? • What does "acute"/"obtuse" mean? • Can an angle be greater than 180°? What do you call an angle such as this? 	<ul style="list-style-type: none"> • What does a right angle/straight line look like? • How many degrees are there in a right angle/on a straight line? • What angle is halfway between 0° and 90°/90° and 180°? • Is the angle acute, obtuse or reflex? How do you know 	<ul style="list-style-type: none"> • What unit do you use to measure an angle? • What can you use to measure the size of an angle? How can you tell the difference between an acute angle and an obtuse angle? • Where should you put the protractor when measuring an angle? Which scale will you use when reading the protractor? • How does moving the paper help you to measure some angles? 	<ul style="list-style-type: none"> • What are the steps to draw a straight line of a given length with a ruler? • How can you use a protractor to draw a given angle accurately? • Where on the line should you place the protractor? • How can you accurately draw a polygon if you know the measurements? • What are the features of a rhombus/ isosceles triangle?
Introduction	<p>Children recap angles and build on learning from previous years. This step introduces degrees as a unit of measure for turn, including the degree symbol. Children explore the fact that there are 360° in a full turn, and therefore 180° in half a turn, 90° in a quarter turn (or right angle) and 270° in a three-quarter turn. They use this knowledge and the language of clockwise and anticlockwise to describe turns, including in the context of compass directions and clocks. .</p>	<p>Children classify angles using knowledge of right angles from the previous step. It is important that children are able to visually classify an angle as acute, obtuse or reflex by comparing them to right angles and straight lines. They should be able to state, for example, that 23° is an acute angle because it is less than 90°, 134° is an obtuse angle because it is greater than 90° but less than 180°, and 210° is a reflex angle because it is greater than 180°.</p>	<p>Children estimate the sizes of angles based on knowledge of what right angles and angles on a straight line look like and measure in degrees. Children should already be able to look at an angle and identify whether it is acute, obtuse or reflex.</p>	<p>Children use a protractor to measure angles up to 180°. It is important to begin by recapping the concept of estimating angles. Children then read the sizes of angles, where a protractor is shown over the top of the angle, so they know that the protractor is already in the correct position. Children. Model the steps to successfully using a protractor: make sure that the zero line of the protractor is on one of the lines of the angle; position the centre point of the protractor on the vertex; read the correct scale to determine what size the angle is.</p>	<p>Children draw lines and angles accurately and use what they have learnt about shapes to construct shapes. Children begin by drawing straight lines of given lengths, in both centimetres and millimetres. Instruct children to draw a straight line, then to move the protractor so that the zero line is on the line they have drawn, and the centre of the protractor is on the end of the line. They then mark the angle, remove the protractor and draw another line. Encourage children to label any angles that they draw. Once comfortable with drawing given lines and angles, they can explore drawing whole shapes accurately from a given description.</p>
Main Activity	<p>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.</p>				

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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 LI: To research modern materials</u></p> <p>Children will consider how several items and objects have changed over time and how they are different now from when they were first created. They will research either Lithium-ion batteries or graphene and discover how it has changed and what it is used for in the modern world.</p> 	<p><u>L6 LI: To explain the effects a natural disaster has on people</u></p> <p>Children will compare two images and identify what has changed. They will find out what a tsunami is and how it affects people. They will rank the effects of a tsunami from worst to best on a diamond 9 grid and justify their choices.</p> 
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L1 LI: To apply observational drawing skills to interpret forms accurately</u></p> <p>Children will draw their own front door from memory and then think about why that's difficult to do. They will then learn about drawing observationally and draw a house from the local area.</p> <p><u>L1 LI To understand the history of musical theatre</u></p> <p>Children will be introduced to our new topic of musical theatre. We will look at the features of this type of music and learn about the history of musical theatre.</p>	<p><u>L1 LI To consider the purpose of rules online</u></p> <p>Children will explore the age restrictions of various social media sites and online communities and consider the purpose and reasoning behind such rules</p> <p><u>L1 LI: To understand how our choices can impact our lives and beliefs</u></p> <p>Children will be presented with some statements and asked if they agree or disagree with them. They will then have to justify why they agreed or disagreed with them and discuss what influences our choices. They will create a mind-map of the things in their lives that influence their choices and write about what they would do if their beliefs meant not following the rules.</p>	<p><u>L1 LI: To recall 8 nouns and matching gender articles for different pets.</u></p>  <p>children will rehearse new vocabulary about pets in Spanish. They will rehearse a conversation using a question with their partners and complete vocabulary puzzles.</p> <p><u>L1 LI To develop the bowling action and understand the role of the bowler.</u></p> <p>In groups of three with one tennis ball. Teach pupils how to underarm bowl. In groups of six with one ball, one hoop, one bat and seven cones. Pupils take on the roles of bowler, backstop, two fielders, one batter and one umpire. Create a small box for the batting square. The bowler begins with the ball in the hoop. They underarm bowl to the batter who attempts to bat the ball out into the field. The batter must stop running at the next base they come to if the bowler has the ball and is standing in the hoop.</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 23rd April. 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 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 20 minutes

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

**Week 6
Convert nouns or adjectives into verbs using the suffix -en**

blacken
brighten
flatten
lengthen
mistaken
straighten
shorten
thicken
tighten
toughen

Maths

Topic/Other foundation subjects including writing

Your homework which is due after the holidays:

The world beyond my window

Look out your window, what do you see?

Use your observational skills to make a note of what is there.

To present your work you can: take a photograph, draw a picture from your perspective, write a poem or a short description.

You could show different perspectives of how the view can differ e.g. day and night or rain and sun.



Please complete on Google classroom or on paper.