


Weekly Overview of Learning

Year Group: 5

Week beginning: 16.10.23

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
	<u>LI to practise comprehension skills</u>	<u>LI: to practise spelling and grammar strategies.</u>	<u>LI : To apply knowledge of adverbials of possibility</u>	<u>LI To identify features of a particular text type</u>	<u>LI To use grammatical features of an explanation text</u>
Key vocabulary and key questions	<p>Key Vocabulary, Reading strategies, retrieve, infer, summarise, vocabulary, evidence</p> <p>Key Questions: How can we quickly and accurately retrieve information from a text? Can you select evidence to support your inference?</p>	<p>Key Vocabulary: Grammar, punctuation, synonym, antonym, conjunction, main clause, subordinate clause, word class, prefix, suffix</p> <p>Key Questions: Can you identify the main clause and subordinate clause? Can you convert the active voice to the passive voice? Can you identify where the missing punctuation should go</p>	<p>Key vocabulary: Adverbials, uncertain, certain,</p> <p>Key Questions: What is an adverb? Where do adverbials go in a sentence? What's the difference between an adverbial and a fronted adverbial</p>	<p>Key Vocabulary: Features, identify, explanations, explanatory, sub headings, formal and technical language, adverbials</p> <p>Key Questions What is the purpose of an explanation? How do we explain effectively? Can you identify any features from this example?</p>	<p>Key Vocabulary: Conjunctions, casual conjunctions, subordinating, formal, feature, adverbials</p> <p>Key Questions: What is a simple sentence? How do we use a conjunction? Can you tell the difference between a subordinating and coordinating conjunction?</p>
Activities	<p>Today, we will revisit the 8 reading strategies and use them to answer comprehension questions.</p> <p>Use the text to answer the questions accurately. Skim and scan the text, highlighting any key information that you think is important.</p>	<p>Revise and consolidate knowledge of grammar terminology and apply them independently. Use your prior knowledge of this year to help you answer the questions.</p>	<p>Children will go through the slides , looking at adverbials. Children will identify whether they are certain or unlikely to happen. Children will apply their learning to grammar questions.</p>	<p>Children will read examples of explanation text. Using your explanation text sheet, use your colours to identify the features in the key.</p>	<p>Children will watch the video of a rocket launch. They will use their grammar from the lesson to write sentences, explaining how this happened using casual conjunctions.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To select a suitable strategy when inconsistency occurs	LI: To use working memory to interpret textual inconsistencies	LI: To use background knowledge and text evidence to interpret figurative language	LI: To organise ideas from an unfamiliar text
<p>Activity:</p> 	<p>Children will think about the different difficulties that may cause misunderstanding when reading a text and how context is vital when doing this.</p>	<p>Children will read a passage and use the text to work out what a mystery word could be. They will then go through a number of different passages with high level vocabulary in them and identify the meaning of the words by reading around them.</p>	<p>Children will explain what an idiom is and how and why they are used and why they may be confusing for readers. Children will go through a number of different idioms and then match some up with their meanings.</p>	<p>Children will read through a text and complete a concept map using the text to pick out the main, key ideas and organise their thoughts and understandings.</p>

Weekly Overview of Learning

Year Group: 5

Week beginning: 16.10.23

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


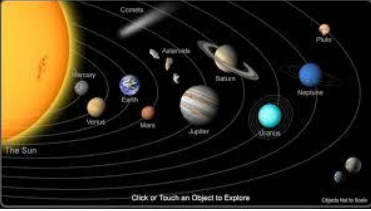



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L1: To answer arithmetic questions	L1: To answer reasoning questions		L.I: To recognise and use squared numbers	L.I: To recognise and use cubed numbers
Key vocabulary and key questions	Children will be given a variety of arithmetic questions that focus on the skills covered/ taught in year 5. This includes times table facts, the four operations and fractions, decimals and percentages.	Children will be given a variety of reasoning questions that focus on the skills of problems solving and reasoning. This includes multi step problems using the four operations, statistics and using money, measurement and also time.		<ul style="list-style-type: none"> • Why are square numbers called "square" numbers? • How do you work out squared? • How do you write squared? • Is 1 a square number? Why or why not? • Are the squares of odd numbers even or odd? • Are the squares of even numbers even or odd? 	<ul style="list-style-type: none"> • Why are cube numbers called "cube" numbers? • How do you work out cubed? • How do you write cubed? • Is 1 a cube number? Explain your answer. • Are the cubes of odd numbers even or odd? • Are the cubes of even numbers even or odd?
Introduction			In this small step, children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself.	In this small step, children learn that a cube number is the result of multiplying a whole number by itself and then by itself again, for example $6 \times 6 \times 6$.	

Weekly Overview of Learning

Year Group: 5

Week beginning: 16.10.23

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 - History
<p>Daily for 20 minutes</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>L7 L.I: To consolidate our learning.</p>  <p>Children will be consolidating all their learning over our topic of space by creating a poster presenting everything they have learnt.</p>	<p>L6 L.I To interpret Anglo Saxon way of life</p>  <p>Children will look at the daily life of an Anglo-Saxon person; their home, food, clothing and roles within a village. From this information children will make a comparison about modern day life and Anglo Saxon.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L4 To select a section of a tune and perform it as a loop</p> <p>Pupils will be using or creating fragments of the <i>Somewhere over the Rainbow</i> tune which can then be looped, using their knowledge of how to play the melody from Lesson 3.</p> <p>They will then be playing these over a drum beat practise playing it as a loop (over and over), before introducing a backbeat.</p> <p>L4: LI: To create my final electronic greeting card with a functional series circuit.</p> <p>Using the design sheet from the previous lesson children will choose their favourite design. Children will make an improved version with annotations, explaining the materials they will need and how their design meets their design brief. Children will then make their final design including an electrical circuit.</p>	<p>L5 PSHE</p> <p>LI: LI: To understand how our actions can impact a group</p> <p>Children will be working in groups to build the highest tower they can using newspaper and tape. Children will be given different roles in the group, and will discuss how they think the roles affected their team work. After discussing how team work can help us, children will create their own recipe for teamwork including the most important things to be a successful team.</p> <p>RE L5 LI: To explore how stillness and meditation help us to focus on what's important</p> <p>Children will think about what they do to feel peaceful and focus when things are stressful. Children to participate in a guided meditation session led by the teacher. They will then write their own meditation to guide others to feeling peaceful.</p>	<p>Mi Casa – L6</p>  <p>L.I To revise all language covered in "Mi Casa" unit.</p> <p>Children will be consolidating their learning over our topic this unit. Children will be completing speaking, listening, writing, and reading activities for the key vocabulary we have learnt this term.</p> <p>L6 Football – LI</p>  <p><u>To be able to apply the rule and tactics you have learnt to play in a football tournament.</u></p> <p>Children will be using all the skills they have learnt this term during in our football lessons to work in teams and play in a football tournament.</p>

Weekly Overview of Learning

Year Group: 5

Week beginning: 16.10.23

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 31st October 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>doubt lamb debt thumb solemn autumn column knight knuckle knot</p> <p></p> <p>Please log on to My Maths and complete the allocated consolidation lesson:</p> <p>Multiples</p>	<p>This week, we would like you to:</p> <p></p> <p>Research all about our new topic for Autumn 2 'South Africa'</p> <p>You might want to find out about</p> <ul style="list-style-type: none"> -famous people -food -landmarks -culture -weather -sport <p>Remember to put your research into your own words or find a definition of a word you are unsure of.</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>