

Weekly Overview of Learning

Year Group: 5

Week beginning: 18.03.24

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 apply verbal reasoning in my discussion</u>	<u>LI To use adverbials within my writing</u>	<u>To use subordinating conjunctions</u> <u>To use language of compare and contrast</u>	<u>To understand the use of passive and active voice in writing</u>
Key vocabulary and key questions	<p><u>Key vocabulary:</u> Retrieve, reading, strategies, retrieve, infer, predict, comprehension</p> <p><u>Key questions:</u> What are the 8 reading strategies? How do we answer reading comprehensions?</p>	<p><u>Key vocabulary:</u> Comparison, conjunctions, discussion, argument, point of view, technical language, balanced, speaking and listening</p> <p><u>Key questions:</u> What are the features of a discussion text? How can we discuss verbally? What do you think a discussion is? How can you get your point across?</p>	<p><u>Key vocabulary:</u> Adverbials, adverbs, fronted adverbials,</p> <p><u>Key questions:</u> What is the job of an adverb? Can you identify the adverb within this sentence? How can we modify this verb? Which punctuation should go after a fronted adverbial?</p>	<p><u>Key vocabulary</u> Compare, contrast, subordinating conjunctions, fronted adverbial, clause, balanced</p> <p><u>Key Questions</u> Where are conjunctions used within our writing? How can we use these within our discussion text? How do they help us compare our arguments?</p>	<p><u>Key vocabulary:</u> Comparison, conjunctions, discussion, argument, point of view, technical language, balanced</p> <p><u>Key questions:</u> What is the purpose of a discussion text? Which features can you identify? Can you identify the features in all these examples?</p>
Activities	Today, children will use their eight reading strategies to answer questions from a discussion text. Children will retrieve answers and use their inference skills.	Using the features of discussion texts, in groups, children will take part in a discussion using vocabulary which are key features of a discussion text. Children will discuss the question posing both for and against reasons.	As a class we will go through the slides, giving children time to create their own examples on their whiteboards. Children will look at various examples and identify whether they are adverbial phrases or fronted adverbials, applying this to their discussion text topic.	Children will look at the use of subordinating conjunctions within examples. Using watch, me, help me, show me, children will use their whiteboards to show understanding on this grammatical term within their writing. Children will then complete activities to help consolidate their learning.	Children will look at the use active and passive voice within examples. Using watch, me, help me, show me, children will use their whiteboards to show understanding on this grammatical term within their writing. Children will then complete an activity to help consolidate their learning.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To make connections with a text.</u>	<u>LI: To answer questions about a text.</u>	<u>LI: To make connections with a new text.</u>	<u>LI: To compare differences and similarities within a text.</u>
Activity:	Children will be looking at a text and annotating it with the connections they can make. Text to world, text to text, text to self.	Children will be using the text from the previous lesson and answering comprehension based questions about the text they have read.	Children will be looking at a new text in this lesson and will be making new connections with the text they have been given. Children will be using their text to world, text to text and text to self-connection.	Children will be using the two different texts they have looked at this week and discussing the similarities and differences with the texts including the connections they have made.

Weekly Overview of Learning

Year Group: 5

Week beginning: 18.03.24

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
	LI: Find and calculate the area of rectangles	LI: Find the area of compound shapes	LI: Estimate the area of 2D shapes	LI: Draw line graphs	LI: Read and interpret line graphs
Key vocabulary and key questions	<ul style="list-style-type: none"> • What is area? • What is the difference between 1 cm and 1 cm²? • Which shape has the greater/greatest area? Can you tell just by looking? • Will multiplying the length by the width calculate the area of any shape? Why/why not? 	<ul style="list-style-type: none"> • How do you work out the area of a rectangle? • Are there any rectangles within the shape? • How can you split the shape? Is there more than one way to split the shape? • Do you get a different total area if you split the shape differently? 	<ul style="list-style-type: none"> • What does "approximate/estimate" mean? • How many whole squares are covered? • How many part squares are more than half covered? • Are there any part-covered squares that you could combine to make a full square? 	<ul style="list-style-type: none"> • What information do you want to show with your line graph? • What does the vertical/horizontal axis on the graph represent? What information will go on which axis? Why? What scale would be most appropriate for the vertical axis? • How can you use multiples to support your choice of intervals for the vertical axis? 	<ul style="list-style-type: none"> • What information is being presented on the line graph? What does each axis on the line graph show? • How can you summarise what the graph shows? • Why do you think the direction of the line changes at this point in the line graph?
Introduction	<p>Children find the areas of shapes by counting squares, and are introduced to the square centimetre (cm²) by counting squares on a centimetre squared grid. Highlight the difference between 1 cm and 1 cm², to ensure children understand that cm is a measure of length and cm² is a measure of area. Children should be made aware that cm² is not the only unit used to measure area, and other units such as mm², m² and km² are also examples of units of area.</p>	<p>In this small step, children learn to calculate the areas of compound shapes, which are shapes made up of two or more other shapes. The focus is on rectilinear shapes. They could find the area of each rectangle and deduce the total area of the shape. Some children will split their compound shape differently from others. This will highlight that a compound shape is made up from other shapes and that the area of the compound shape remains the same, whichever way the shape is split</p>	<p>Children use their knowledge of counting squares to estimate the areas of non-rectilinear shapes. One way to obtain an estimate is to find the total number of complete squares, then include a square if more than half of it is coloured, but not if less than half is coloured. For larger shapes, the areas of rectangles within them can be found by multiplying the length by the width, rather than counting all the squares individually. To avoid repetition or miscounting, children can physically annotate when counting squares.</p>	<p>In Year 4, children interpreted and drew line graphs for the first time, focusing on examples where the horizontal axis was a measure of time. In this small step, they revisit this learning and build upon it by looking at other types of graph, for example conversion graphs. Encourage children to join points using a straight dashed line and discuss the fact that this is used because they cannot be certain of exact values between the given values at two points. However, this does not apply to conversion graphs. Explore different sets of data that call for a range of intervals on the vertical axis. Children can decide what intervals to use by looking at the greatest and lowest values and using an appropriate scale.</p>	<p>Children interpret information that has been presented on a line graph and answer questions and solve problems using them. Children read the graph at specific points to get information about one variable based on the other. They also find the difference between two points; the amount of time spent above/below certain points and make inferences based on information presented to them. Model questions such as the difference between two points by drawing straight lines between the graph points and the axis and then reading the scales accordingly.</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>				

Weekly Overview of Learning

Year Group: 5

Week beginning: 18.03.24

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>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>L4 LI: To understand what a reversible change is.</p> <p>Children will explore reversible changes in materials. They will learn about methods to reverse changes, such as filtering and dissolving.</p> 	<p>L3 LI: To describe the impact of a volcano</p> <p>In this lesson, we will research volcanoes around the world. We will compose a research sheet about a particular volcano (per pair) and focus on the following key questions to research:</p> <ul style="list-style-type: none"> • Where is the volcano? ○ Is it active, dormant or extinct? • When did it last erupt? What was the last eruption like? <p>What was the impact of the eruption?</p> 
Music/ D&T	PSHE / RE	PE / Spanish
<p>L4 LI: To design a Viking inspired brooch</p> <p>Children will design their brooches, and consider how they will sculpt them from clay.</p> <p>LI: To be able to play the Blues scale</p> <p>Children recap on what bent notes are and how we sing them. Children will be introduced to the blues scale and the notes that they play for the blues scale. They have a go at playing the notes.</p>	<p>L5 LI: To consider the impact of media on our lives</p> <p>Children to think about what a debate is and then have a small debate about "The media helps us live a healthy lifestyle." They will be given information and will need to argue for or against the statement.</p> <p>LI: To consider the influence of fate on a historical figure</p> <p>Children will think about the effect of fate on the lives of historical figures and will research a famous person from history, write a biography of them and decide if the things that happened to them were due to fate</p>	<p>L5 LI: To be able to use possessive adjectives</p>  <p>Children will learn more about possessive adjectives in Spanish and apply this knowledge in an activity where they will be packing their suitcase for a holiday, using the items of clothing and the possessive adjective 'my'</p> <p>L5 LI To use a variety of strokes to outwit an opponent.</p> <p>Children will put all their skills from tennis so far into practise. They will hit the ball to spaces that will make it harder for their opponent to return it and think about the appropriate shot for the situation.</p> 

Weekly Overview of Learning

Year Group: 5

Week beginning: 18.03.24

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

Homework

Dear Year 5,
This grid contains homework for you to complete over the next week. We expect to see it completed by 26th March. 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 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 20 minutes</p>	<p>Spelling and dictation – 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. Remember to try and use these words in sentences to show that you understand their meanings</p>	<p>Week 4 Convert nouns or adjectives into verbs using the suffix -ise</p> <p>criticise</p> <p>advertise</p> <p>capitalise</p> <p>finalise</p> <p>equalise</p> <p>fertilise</p> <p>terrorise</p> <p>socialise</p> <p>visualise</p> <p>vandalise</p>	<p>Complete set task: [Y5] Perimeter</p> 