


Weekly Overview of Learning

Year Group: 5

Week beginning: 18.09.23

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
	<u>LI to use figurative language to describe space (metaphors)</u>	<u>LI: plan a poem by selecting appropriate vocabulary</u>	<u>LI To write a poem about space independently</u>	<u>LI: To select appropriate vocabulary</u>	<u>LI to make connections</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns</p> <p><u>Key Questions:</u> 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?</p>	<p><u>Key Vocabulary:</u> Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns, imitate, boxing up</p> <p><u>Key Questions:</u> How could this poem be improved? Give an example of a simile / 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?</p>	<p><u>Key Vocabulary:</u> Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns</p> <p><u>Key Questions:</u> What is a simile? What is metaphor? What title could express your poem? How will you structure your poem? Which figurative language will you use?</p>	<p><u>Key Vocabulary:</u> Nouns, adjectives, verbs</p> <p><u>Key Questions:</u> What do these images have in common? How can you improve this ___?</p>	<p><u>Key Vocabulary:</u> Opening, build up, problem, resolution, ending, change, alternate</p> <p><u>Key Questions:</u> What are the features of a story? What does science fiction mean to you? What do you already know about this?</p>
Activities	<p>Create metaphors about your chosen space object from the previous lesson.</p> <p>Each metaphor should include expanded noun phrases and for a challenge a fronted adverbial</p>	<p>Using the 'Boxing up' method imitate the poem used in class '6 ways to look at the moon'</p> <p>Change the noun and the metaphor to form own poem.</p> <p>Follow same structure as the poem</p>	<p>Using the Boxing Up plan from last lesson, write up own poem about a planet.</p> <p>Focus on figurative language we have used in the planning process.</p>	<p>Children will create a list of nouns, adjective and verbs to describe your planet</p>	<p>Children will be using the lesson as an opportunity to see what they already know about writing a story with theme of science fiction.</p> <p>They will work independently to write a science fiction narrative.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: To identify key information in a text</u></p> <p>Children will make predictions about the text "Cosmic"</p>	<p><u>LI: To identify the causal links between events in a text</u></p> <p>Children will answer retrieval questions and identify links</p>	<p><u>LI: To form questions about a text</u></p> <p>Children will write their own questions that they want answers to from the text</p>	<p><u>LI: To use details in a text to form predictions/speculations</u></p> <p>Children will make a prediction as to how they think the main character Liam will try to get back to Earth</p>	<p><u>LI: To select appropriate evidence from a text to justify predictions</u></p> <p>Children will answer some prediction questions based on what they have read so far</p>

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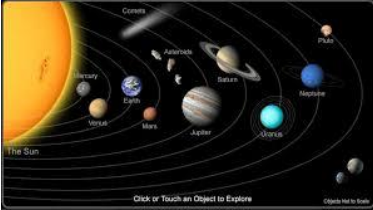



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To read and write number lines to 1,000,000	L.I: To compare and order numbers to 100,000	L.I: To compare and order numbers to 1,000,000	L.I: To round to the nearest 10, 100 or 1,000	L.I: To round within 100,000
Key vocabulary and key questions	<p>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 _?</p>	<p>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?</p>	<p>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?</p>	<p>Which multiples of 10/100/1,000 does the number lie between? Which multiple on the number line is the number closer to? What is the number rounded to the nearest 10/100/1,000? Which place value column should you look at to round the number to the nearest 10/100/1,000? What happens when a number is exactly halfway between two numbers on a number line?</p>	<p>Which multiples of 10,000 does the number lie between? Which division on the number line is the number closer to? What is the number rounded to the nearest 10,000? Which place value column should you look at to round the number to the nearest 10/100/1,000/10,000? What happens if a number lies exactly halfway between two multiples of 10,000?</p>
Introduction	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	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	In this small step, children build on the previous step to compare and order numbers up to 1,000,000	In this small step, children build on their knowledge of rounding to the nearest 10, 100 and 1,000 from Year 4, now also rounding numbers beyond 10,000 to these degrees of accuracy.	In this small step, children build on their learning in the previous step to round any number within 100,000 to the nearest 10, 100, 1,000 or 10,000. Rounding to the nearest 10,000 is the new learning.
Activities	<p>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.</p> <p>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.</p>				

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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>L3 L.I:</p> <p>L.I: To describe the movement of the Earth, and other planets relative to sun in the solar system.</p>  <p>the</p> <p>Children will learn about the geocentric (Earth centred) and geocentric (sun centred) views on the solar system and understand the difference between them. Children will then read and interpret information in a graph about the orbit of the planets in our solar system and explain why they believe some planets have longer or shorter years than others.</p>	 <p>L3 L.I To investigate the reasons why the Anglo-Saxons invaded</p> <p>Children will be introduced the Anglo Saxons and where they came from.</p> <p>Children will look at 'push and pull' reasons of Anglo Saxons coming to Britain. Children will have picture clues to try and decipher the reasons they may have settled here.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L2 LI To explore how sound can be layered using loops</p> <p>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.</p> <p><u>L2 LI: LI: To experiment and construct a functional series circuit.</u></p> <p>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.</p> <p>They will start to identify the negative and positive leg of an LED.</p>	<p>L2 PSHE</p> <p><u>LI: To understand my rights and responsibilities</u></p> <p>Students discuss stereotypical ideas of refugees, and how our ideas can be influenced by the media. They then look at the UNRC, and consider the responsibilities that link to each right.</p> <p>RE</p> <p><u>L2 LI: To explore how Hindus are committed to God</u></p> <p>Children will discover what Puja is, what is used in it and where it takes place. They will then have some pictures of the items used in Puja and will stick them in and write what they are used for.</p>	 <p>Mi Casa – L2</p> <p><u>L.I to introduce the first five nouns for rooms of the home</u></p> <p>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.</p> <p>L2 Football – LI To be able to dribble the ball under pressure</p> <p>Children will work on their ball's skills using the dribbling technique.</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 Tuesday 26th September. 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 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.

Reading Plus

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.

Words with the short vowel sound /i/ spelt with y

symbol	physical
mystery	system
lyrics	typical
oxygen	crystal
symptom	rhythm

Maths



Can you get a full week streak?
Will you end the week on green?

Topic/Other foundation subjects including writing

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

Research another planet in our solar system.

Research a planet which is different to the one you researched last week.

For example, the difference might be the size or ringless or the atmosphere.

Research points to consider:

- appearance
- size
- distance from earth
- special qualities
- diagram
- most interesting fact

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