

Weekly Overview of Learning

Year Group: 5

Week beginning: 19.02.24

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English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI To write the opening of my adventure narrative</u>	<u>LI To create tension in the build-up of my story</u>	<u>LI To compose the problem of my narrative</u>	<u>LI to practise comprehension skills</u>	<u>LI: to practise spelling and grammar strategies.</u>
Key vocabulary and key questions	<p><u>Key vocabulary:</u> narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending.</p> <p><u>Key Questions:</u> What goes into a successful story opening? What should we include/ How can you engage the reader? Which features can we magpie from the author?</p>	<p><u>Key vocabulary:</u> narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending.</p> <p><u>Key Questions:</u> How can we create tension in our writing? Why does varying our sentence structures help vary the pace? What is the build-up in our story? Where will your character go on his quest?</p>	<p><u>Key vocabulary:</u> narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending.</p> <p><u>Key Questions:</u> What problem does your character incur? What are the rules of dialogue? Which other features of writing will you include?</p>	<p><u>Key Vocabulary:</u> Reading strategies, retrieve, infer, summarise, vocabulary, evidence</p> <p><u>Key Questions:</u> How can we quickly and accurately retrieve information from a text? Can you select evidence to support your inference?</p>	<p><u>Key Vocabulary:</u> Grammar, punctuation, synonym, antonym, conjunction, main clause, subordinate clause, word class, prefix, suffix</p> <p><u>Key Questions:</u> 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>
Activities	<p>Discuss what makes effective story openings. What different ways are there to start stories? Look at the first paragraph Arthur and the Golden Rope to see what does/ does not make it effective. Model write introductory paragraph as a class.</p>	<p>Go through teaching slides Look at different ways in which an author can create tension in a text.</p> <p>E.g. using senses, varying pace, using shorter sentences</p>	<p>Go through teaching slides. Discuss how the problem should be where most of the action in the story occurs. The story line should move on with description and dialogue. Go over rules for using speech. Model write example of part of the problem with particular emphasis on using dialogue.</p>	<p>Today, we will revisit the 8 reading strategies and use them to answer comprehension questions. 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>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To identify when a text does not make sense.	LI: To identify words and phrases that cause reader breakdown.	LI: To form questions about a text.	LI: To identify inconsistencies within a text.
Activity:	Children will be discussing how we notice breakdown when reading. Children will be reading a text they have not read before and highlighting any parts that do not make sense to them and discussing ways we can prevent the breakdown.	Children will be reading a text and identifying the key words and phrases that do not make sense to them and establishing the reasons as to why they do not make sense to them.	Children will be reading a text that is unfamiliar to them and annotating the text with any questions they have about the text, or what they would like to find out more about.	Children will be reading a range of texts and identifying when the text does not make sense due to inconsistencies within the text.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L To identify thousandths as fractions	To identify thousandths as decimals	To identify and recognise thousandths in place value	To order and compare decimals with the same number of decimal places	To order and compare decimals with the same number of decimal places
Key vocabulary and key questions	<ul style="list-style-type: none"> • What is a thousandth? • How are thousandths similar to/ different from tenths/ hundredths? • How many thousandths are there in 1 whole? • How many thousandths are there in 1 hundredth? • How many thousandths are there in 1 tenth? • How can you partition thousandths? • What fraction is made up of tenths, hundredths and thousandths? 	<ul style="list-style-type: none"> • What does each digit in a decimal number represent? • How many 0.001s are there in 1 whole? • How many 0.001s are there in 0.01? • How many 0.001s are there in 0.1? • How can you represent 0.001s on a number line? 	<ul style="list-style-type: none"> • What is a thousandth? • How many thousandths are equivalent to 1 hundredth? • How can you represent this decimal number on a place value chart? 	<ul style="list-style-type: none"> • How do you compare two numbers? • Which column in the place value chart do you need to look at first? • How can you compare two numbers that have the same number of tenths/hundredths? • What does "ascending"/"descending" mean? 	<ul style="list-style-type: none"> • How do you compare two numbers? • Which column in the place value chart do you need to look at first? • How can you compare two numbers that have the same number of tenths/hundredths? • What does "ascending"/"descending" mean?
Introduction	Children encounter the idea of thousandths for the first time. Begin by reminding children that a tenth is 1 whole split into 10 equal parts, a hundredth is 1 whole split into 100 equal parts, and therefore a thousandth is 1 whole split into 1,000 equal parts. Once children are familiar with the idea of a thousandth, they use place value counters to represent them. Exchanging counters helps children to see that there are 10 thousandths in a hundredth, meaning 9 thousandths is smaller than 1 hundredth. Finally, they partition thousandths into tenths, hundredths and thousandths, for example $342\ 1000 = 3\ 10 + 4\ 100 + 2\ 1000$	Children continue to explore the idea of thousandths, by representing them in decimal form. Children learn that $0.001 = 1/1000$ is a tenth the size of $0.01 = 1/100$. Exchanging place value decimal counters from 1 down to 0.001 helps them to understand the relationship between the different decimals. They use number lines labelled in hundredths and see that by splitting each section into 10 equal parts, the number line now shows thousandths. Children flexibly partition decimal numbers with 3 decimal places.	Children continue to explore the idea of thousandths, by representing numbers with up to 3 decimal places on a place value chart. They should see that a decimal such as 0.012 is shown on a place value chart as one 0.01 counter in the tenth's column and two 0.001 counters in the thousandths column. Children partition decimal numbers in a variety of ways. Making the number first with place value counters and then exchanging for different values will help them flexibly partition decimals.	In this small step, that learning is extended to include numbers with 3 decimal places. For this step, the number of decimal places in each number will be the same. To begin with, the numbers will have different digits in the column with the greatest value. Children identify the column with the greatest value in each number and identify which number has the greater digit in this column. They then order numbers in a similar way.	In this small step, that learning is extended to include numbers with 3 decimal places. For this step, the number of decimal places in each number will be the same. To begin with, the numbers will have different digits in the column with the greatest value. Children identify the column with the greatest value in each number and identify which number has the greater digit in this column. They then order numbers in a similar way.
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.				

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Reading	Science	Topic - History
<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>L5 L.I: LI: To understand how properties of materials affect designs.</u></p>  <p>Children will be discussing their knowledge of materials and the different properties the materials have. Children will be discussing how the different properties may affect the design of products. Children will then design their own school uniform based on the purposes it will need.</p>	<p><u>L5 L.I To analyse differing views of the Vikings using historical sources.</u></p>  <p>Children will be looking at a range of sources about the Vikings and discussing the evidence that has been provided within them. Children will then discuss the reliability of the sources/ accounts and discussing why the Vikings may have been presented in a certain way based on who wrote the source.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L1 L.I: To know the features of blues</u></p> <p>Children will learn about the history of blues music, and practise singing an example.</p> <p><u>L1 LI : To understand what a brooch is</u></p> <p>Children will look at examples of brooches from different artists, cultures and time period. They will discuss the features of a brooch, and annotate examples of different styles of brooches.</p>	<p><u>L1 LI: To learn about harmful substances</u></p> <p>Children will be discussing how different products such as alcohol and tobacco are advertised. Children will be discussing the health effects of the substances and why they might be positively or negatively advertised.</p> <p><u>LI: To understand the difference between destiny and free will</u></p> <p>Children to order events that have been given according to those they have the most control over and those they have the least control over, e.g. friends, going to school, bedtime, what they wear, how they behave, etc. Children could make plan on a spiral, cut out and hung up. Teach children that some people believe there is already a plan for their life, which they have little control over. This is called destiny. What do they think about this?</p>	<p><u>L1 LI: To introduce the aim of the unit La Ropa and to learn eleven new nouns and articles for items of clothing</u></p>  <p>Children are going to learn how to say what they wear in Spanish. Today they will learn the first eleven words for items of clothes. Ask a pupil to silently mouth one of the words learnt in today's lesson getting the other pupils to lip-read. This is an excellent way to focus the children on the correct pronunciation of the words.</p> <p><u>L1 LI: To develop returning the ball using a forehand groundstroke</u></p>  <p>Children will be introduced to new sport of tennis for this term. They will practise moving their body from the ready position to a sideways on stance. Also moving their feet to get in line with the ball as it comes towards them.</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 Monday 26th February. 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></p> <p><u>Reading Plus</u> <u>20 mins</u></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. Remember to try and use these words in sentences to show that you understand their meanings</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Week 5 Homophones & Near Homophones</td> </tr> <tr> <td>alter</td> </tr> <tr> <td>altar</td> </tr> <tr> <td>ascent</td> </tr> <tr> <td>assent</td> </tr> <tr> <td>bridal</td> </tr> <tr> <td>bridle</td> </tr> <tr> <td>cereal</td> </tr> <tr> <td>serial</td> </tr> <tr> <td>compliment</td> </tr> <tr> <td>complement</td> </tr> </table>	Week 5 Homophones & Near Homophones	alter	altar	ascent	assent	bridal	bridle	cereal	serial	compliment	complement	<p></p> <p>Doodle English– Log on to your account, - at least three times this week. We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the.</p>	<p></p> <p>This week, we would like you to:</p> <ul style="list-style-type: none"> • Research a natural disaster and make notes (tornado, tsunami, earthquake, volcano) <p>-when was it? -what happened? -images -how long did it last for? -has it happened since? -where was it?</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>
Week 5 Homophones & Near Homophones														
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