

Weekly Overview of Learning

Year Group: 5

Week beginning: 20.11.23

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
	LI: To independently construct a narrative from another culture	LI: To use our reading strategies to help predict a text	LI: To apply knowledge of tenses	LI: To retrieve information from a text
Key vocabulary and key questions	<p>Key Vocabulary: Narrative, cold task, features, independent</p> <p>Key Questions What is a narrative? Can you recall the features of a narrative? What do you think this image is about?</p>	<p>Key Vocabulary: Predict, inference, observe, wonder,</p> <p>Key Questions: What's the difference between observation and inference? What do you wonder about the image? What do you think the picture is about?</p>	<p>Key Vocabulary: Past, present, future, verb, suffix</p> <p>Key Questions What is a verb? How will a verb change if it is in past tense?</p>	<p>Key Vocabulary: Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p>Key Questions What are our reading skills? How do we use them when reading? What words have helped create a visual image in your head? Are there any words that you cannot read or do not know the meaning of?</p>
Activities	Children will independently write a narrative based on an image from the new class text. Children will use feature of a narrative they have previously learnt.	Children will use various front cover images to infer what our new class text will be about. They will complete a sheet with prompting questions.	Children will apply their knowledge of apostrophes into their own sentences. They will move onto application questions to consolidate their understanding.	After reading chapter 1-3 from our class text, children will answer questions using the reading skills and their background knowledge.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To make reasonable predictions using evidence.	LI: To make predictions from information that has been stated or implied.	LI: To use inference to support predictions in a text.	LI: To understand unfamiliar vocabulary in a text to help support predictions.
Activity:	Children will be discussing what makes a good prediction when reading and how we can use evidence within the text to provide reasonable predictions.	Children will be reading a range of texts and making predictions based on what they have read in the text and using evidence to explain their answers.	Children will be making inferences using the evidence in a text and discussing what might happen next based on their inferences made.	Children will be looking at a range of texts and identifying unfamiliar vocabulary. Children will discuss the meaning of the vocabulary and using their new understanding to predict what might happen next.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To add two mixed numbers	LI: To subtract fractions with different denominators	LI: To subtract from a mixed number	L.I: To subtract from a mixed number – breaking the whole	LI: To subtract two mixed numbers
Key vocabulary and key questions	<ul style="list-style-type: none"> • How can you partition the mixed numbers? • How can the addition be rewritten to make it easier? • Do you need to combine whole numbers, fractions or both? • Are there any improper fractions in the answer? What can you do about this? • How do you change a mixed number into an improper fraction? • In this question, is it easier to deal with mixed numbers or to use improper fractions? Why? 	<ul style="list-style-type: none"> • Do the fractions have the same denominator? • When are two fractions equivalent? • How can you find a common denominator? • How many of the fractions do you need to convert? • Now the denominators are the same, how do you subtract the fractions? • How can you represent the problem using a diagram? 	<ul style="list-style-type: none"> • How can you partition a mixed number? • Can the subtraction be written in a different form to make it easier? • If the denominators are different, what do you need to do? • How can the parts be combined to produce a mixed number? • Do you need to combine whole numbers or fractions? • Can you change the order of the numbers in a subtraction? 	<ul style="list-style-type: none"> • Which fraction is greater? • How can you show the calculation as a diagram/on a number line? • If the denominators are different, what do you need to do? • How can you partition the mixed number? Is there more than one way? • Is it easier to partition or to convert the mixed number to an improper fraction? • Can you change the order of the numbers in a subtraction? 	<ul style="list-style-type: none"> • Is it possible to subtract the whole parts and fractional parts separately? Why or why not? • Will you need to “break the whole”? Why or why not? • Does making the whole numbers greater make the calculation more difficult? Why or why not? • Is it easier to partition or to change the mixed number to an improper fraction? • What diagrams could you use to support you?
Introduction	Building on the previous step, children add two mixed numbers by adding the wholes and fractional parts separately. This is usually the most efficient method of adding two mixed numbers, but converting to improper fractions and adding them is included as an alternative.	In this small step, they now move on to subtract fractions where one denominator is a multiple of the other, using the same skills they learned for adding fractions of this type.	In a previous step, children added to a mixed number as a prerequisite for adding mixed numbers; in this small step, they look at a similar process for subtracting.	There are many ways to subtract a fraction from a mixed number crossing the whole, and this small step encourages children to think flexibly about how to approach problems of this kind.	In this final small step of the block, children learn to subtract one mixed number from another.
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 - 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>L3 L.I: To describe the process of sexual reproduction in animals</u></p>  <p>Children will be learning about the sexual reproduction process in animals. Children will be learning how offspring of parents can grow both internally and externally. Children will also be looking at how different factor such as environment can affect the way animals have on offspring.</p>	<p><u>L3s L.I To understand how land is used in South Africa</u></p>  <p>Children will recap knowledge of the nine provinces in south Africa. They will look at various types of maps and graphs to identify what the land is like and how it is used. They will then compare land use in the UK to that of South Africa, drawing comparisons about the weather and the type of land.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L4: To play call and response rhythms using percussion instruments</u></p> <p>Children will be looking at techniques to play the drums and using them to play along to a rhythm that is being played to them.</p> <p><u>L3: To choose specific techniques for style.</u></p> <p>Children will be looking at the different sketching types they can use for sketching. Children will then be using their techniques to sketch images of animals.</p>	<p><u>L4 PSHE</u></p> <p><u>L.I:: To understand the different types of bullying.</u></p> <p>Pupils will be looking at the difference between direct and indirect bullying and making a story board based on the different types how we can prevent these scenarios.</p> <p><u>RE L4 LI: To explore how stories have meaning.</u></p> <p>Children will be discussing what the celebration of Christmas means to Christians. Children will be discussing if they think it is more important if a child is factually correct or if the story has meaning.</p>	<p><u>L4</u></p> <p><u>L.I To be able to say the date in Spanish.</u></p> <p>Children will be using their knowledge from the previous lessons to be able to say, spell and read the date.</p>  <p><u>L4– LI To develop dodging skills to avoid being tagged by a defender.</u></p>  <p>Children will be using their techniques from the last two weeks for passing the ball using the offside rule to play a game whilst the defending team are tagging the attacking team. Children will incorporate techniques to dodge defenders tagging them when in possession of the ball.</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 28th November 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?

Week 4

Words ending in 'ment'

equipment

environment

government

parliament

enjoyment

document

management

movement

replacement

statement

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

Maths



Please log on to My Maths and complete the allocated consolidation lesson:

Adding and subtracting fractions
70% target

Topic/Other foundation subjects including writing

This week, we would like you to:

Create your own brochure for visitors to read when they visit one of these **landmarks in South Africa**



- Kruger National Park
- Table Mountain
- Voortrekker Monument
- Kirstenbosch National Botanical Garden

Remember these requirements for a good brochure:

- Picture to catch the attention of the reader
- Large font for title of brochure
- Subheadings to tell the reader what each section of the brochure is about
- A brief introduction to what the brochure is about

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.