Weekly Overview of Learning

Year Group: 5
Week beginning: 21.9.26

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English	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI to write a sci-fi narrative (unit cold write)	**LI: To make connections to a text**	**LI: to retrieve information from a text**	**LI: to retell a story using graphics**	**LI: To identify the features of a text**
Key vocabulary and key questions	**Key Vocabulary:** Opening, build up, problem, resolution, ending, change, alternate **Key Questions:** What are the features of a story? What does science fiction mean to you? What do you already know about this?	**Key Vocabulary:** Who, what, where, when, why, why, how. Fiction, non-fiction **Key Questions:** What is happening in the picture? What are the characters doing? What do you predict may be happening? Which reading skills are you using?	**Key Vocabulary:** Who, what, where, when, why, why, how. Fiction, non-fiction **Key Questions:** What are our reading skills? How do we use them when reading? Are there any words that you cannot read or do not know the meaning of? What can you do/where can you look?	**Key Vocabulary:** Who, what, where, when, why, why, how. Characters, events, order, visualise **Key Questions:** What is the usual structure of a story? What makes a good story?	**Key Vocabulary:** Opening, build up, problem, resolution, ending, change, alternate **Key Questions:** What are the features of a story? How do other texts differ? What do you already know about language, structure and layout?
Activities	Children will be using the lesson as an opportunity to see what they already know about writing a story with a science fiction theme. They will work independently to write a science fiction narrative.	Children will be given a short section of 'Alien Landing' which will read. Children will discuss the type of text it is, the context of the narrative, who the intended audience is and illustrations. They will make comparisons to other texts they have read as well as evoke memories of personal experiences of things they have seen in movies/ media. Children will complete a connections chart using they ideas they discussed.	Using the reading skills and their background knowledge children are to answer comprehension questions. Identify any words that you are unsure of the meaning of. Infer or find the definition of these words using a dictionary.	Children will re-read an 'Alien Landing' (our model text) and identify the key events and characters. They will then retell the story using graphics to make a text-map.	Children will re-read the model text and identify the main parts of the story. They will then further analyse the language features of the poem, noting examples of noun phrases, adverbials, conventions of speech, relative clauses and conjunctions.

Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Reading Strategy 3: Visualisation	**LI: To explore descriptive language**	**LI: To identify key words and phrases in a text.**	**LI: To explore the impact of synonyms**	**LI: To understand how we answer questions about a text using key words and phrases.**	**LI: To answer questions about a text**
	Children will discuss the impact that descriptive language has on the reader's ability to visualise. Match the phrases to the images.	Children will explore how we can identify key words and phrases within a text. Using the key, they will identify any descriptive language.	Children will be reading a setting description and identifying key words and phrases which help us to visualise the setting. Children will then discuss if the word choice was different how the setting would change.	Children will read the text and using their schema (connections, prior knowledge and text evidence) will visualise and draw the setting and character.	Children will explore texts and will use the skills from the previous lesson to answer questions.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To compare and order numbers to 1 million using place value	**L.I: To round numbers to the nearest 10, 100 or 1,000**	**L.I: To round numbers to the nearest whole number to 1 hundred thousand**	**L.I: To round numbers to the nearest whole number to 1 million**	**L.I: To use add and subtract using mental strategies**
Key vocabulary and key questions	**Key Vocabulary:** place value, digit, numeral, multiple, compare, order, greater, less **Key Questions:** • 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?	**Key Vocabulary:** place value, digit, numeral, rounding, multiple, compare, order, greater, less **Key Questions:** • 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?	**Key Vocabulary:** place value, digit, numeral, rounding, multiple, compare, order, greater, less **Key Questions:** • 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?	**Key Vocabulary:** place value, digit, numeral, rounding, multiple, compare, order, greater, less **Key Questions:** • Which multiples of 100,000 does the number lie between? • How can you represent the rounding of this number on a number line? • Which division on the number line is the number closer to? • What is the number rounded to the nearest 100,000? • What is the most appropriate way of rounding this number? • What place value column should you look at to round the number to the nearest 10/100/1,000/10,000/100,000?	**Key Vocabulary:** mental strategies, partitioning, adjusting, rounding, compensation, number bonds, place value, related facts, sum, total, difference, column addition, exchange, regrouping, estimate, approximate **Key Questions:** • Which multiples of does the number lie between? • Which division on the number line is the number closer to? • What is the number rounded to the nearest _____? • What place value column should we look at to round the number to the nearest 10/100/1,000/10,000/100,000? • How could you use your estimates to check your answers? • Is the actual answer going to be greater or less than your estimate? Why?
Introduction	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.	Building on the previous two steps, children now round any number up to 1,000,000 to any power of 10 up to 100,000. This is the first time that children round to the nearest 100,000.	In this small step, children practise rounding to estimate the answers to both additions and subtractions. They also review mental strategies for estimating answers.
Activities	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. 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.				

Weekly Overview of Learning

Alexandra Primary School
Aspire, Perform, Succeed

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PE/Computing

Computing

LI: To be aware that not everything online is true
Children will work on being able to recognise that not everything online is true and how to effectively question an online source. They will understand that anyone can create a website by looking at a purposely hoax site. They will suggest ways of checking validity of websites that seem untrustworthy.

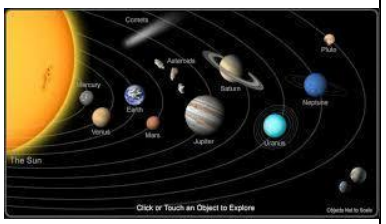
PE

L3 Football – LI To use different turns to keep the ball away from defenders.

Children will work on their ball's skills using the dribbling techniques whilst incorporating turns with the ball.

Science

L.I: To describe the movement of the Moon relative to the Earth



Children will be looking at the orbit of the moon and why the moon seems to change its shape. Children will learn about the different phases of the moon, understanding the difference between waxing and waning moons.

'Wonderdome' Space Workshop
Children will develop their contextual knowledge about space through an interactive, virtual-reality workshop. The experience will enrich their learning experience as well as consolidate any prior learning. Children will then use the facts they learn win their writing over the coming weeks.

Topic - History

L.I To investigate the reasons why the Anglo-Saxons invaded

Children will be introduced the Anglo Saxons and where they came from.

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.

Reading

Daily for 20 minutes

Use your **Reading Plus** or Doodle English to read and answer questions on a text.

Remember to write this into your diary each time too!!

Music/ D&T

Music
LI: To play a melody line accurately and fluently.
Children are going to create a remix of the song 'Somewhere over the rainbow'. Children will first listen to the song and learn how to play the tune of the song. They will then use a section of the tune to make lops to create a remix.

DT
LI: To create a mood board to help inspire and generate a range of design ideas
Children will learn about mass productions and one- off productions thinking about what they will be using to produce their own card.
Children will then go on to thinking about the appropriate colours, themes, and emotions they can use for their design criteria from lesson 1.

PSHE / RE

PSHE
LI: I can tell you some of the ways people with mental health problems are supported.
Children will be looking at different examples of how they can support someone who is struggling with their mental health.

Religion and worldviews

LI: To consider the challenges some religious figures faced by
looking at Jewish, Christian and Sikh stories.

Children will be looking at what discrimination and prejudice is by discussing some of the challenges religious figures through historical stories

Spanish

Spanish

Mi Casa

L.I To learn another five nouns for rooms of the home and 'En mi casa hay…' (' In my home there is…./ there are) using ten articles and nouns.

We will learn to recognise, say and attempt to spell five more 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 using the ten articles and nouns learnt so far.

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Homework

Hola Year 5!

This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 1st 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 Brain, Miss Conway and Miss Sheikh

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 - login to Reading Plus and complete some of the assigned activities.

<u>Spelling and dictation –</u>

What is the spelling pattern this week?

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

symbol	**physical**
mystery	**system**
lyrics	**typical**
oxygen	**crystal**
symptom	**rhythm**

What does each word mean?

Remember to try and use these words in sentences to show that you understand their meanings! Do you have any 'tricks' or strategies to help you remember how to spell a particular word?

Maths

Your online maths learning this week is to complete the homework task on my maths.
Year 5 place value task
We would like you to achieve at least 80%.

Topic/Other foundation subjects including writing

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

Find out about Anglo-Saxon settlements. You could create a:

➢ PowerPoint slide to present

➢ A poster

➢ A fact file

➢ A brochure advertising a new settlement (pretending that you're an Anglo-Saxon)

➢ A diary entry for a day in the life of an Anglo-Saxon who lives in the local area of 'Hundeslaw'.

Make it both informative and imaginative!

Homework is set on a Tuesday. It is uploaded to Google Classroom and the APS website. We expect it to be returned by the following Tuesday.