

# Weekly Overview of Learning

**Year Group: 5**

**Week beginning: 22.01.24**

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 identify context clues</u>	<u>LI To compose a narrative</u>	<u>LI To infer meaning from a text to answer questions</u>	<u>LI To summarise a story using graphics</u>	<u>LI: To identify features of a text</u>
<b>Key vocabulary and key questions</b>	<p><u>Key vocabulary:</u> vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>• What clues might tell us that aspects of a text are 'cultural'?</li> <li>• How can we use our prior knowledge to identify when (in history) something happened?</li> <li>• What does 'culture' mean?</li> </ul>	<p><u>Key vocabulary:</u> structure, introduction, build up, problem, resolution ending, plot, description, entertaining, engaging, purpose, audience</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>• What makes a good narrative?</li> <li>• How do the purpose and intended audience of a text influence the writer's choice of language and features?</li> <li>• What are the main parts of a story?</li> <li>• What information do we expect to find in each section of a story?</li> </ul>	<p><u>Key vocabulary:</u> inference, prior knowledge, meaning, intent, opinion, thoughts</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• What does inference mean?</li> <li>• What strategies do we use, when we infer?</li> <li>• How can we use words and phrases from a text to answer questions about our own opinions?</li> </ul>	<p><u>Key vocabulary:</u> Summarise, story maps, graphic, chronological</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>• What does summarise mean?</li> <li>• What skills do we use when we summarise?</li> <li>• When summarising a story, why is chronological order important?</li> <li>• When we summarise, do we need to include superfluous information?</li> </ul>	<p><u>Key vocabulary:</u> structure, language, context clues, subject specific/historical vocabulary</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>• What makes a good story?</li> <li>• How should a story be organised?</li> <li>• What language helps the reader to sequence events?</li> <li>• What context information does the author need to give the reader so they can visualise?</li> </ul>
<b>Activities</b>	Children look at the picture on the screen and use clues within the picture to match it with the culture it belongs to. Children to annotate the image to label aspects that tell us which culture the images depict.	Children, will be writing a story containing aspects Viking adventure. Remind the children of the key ingredients of a 'story': • plot • organisation • language to sequence • language to describe	Children will be 'reading detectives', finding evidence/ clues in the text to write their answers. Children will use their reading strategies to help answer questions about our class novel.	With a familiar story, Children put the pictures in order to retell the story. Explain to children that by putting the pictures in order, they have essentially created a story map. Today they will be doing that for our model text.	Children to rank features of a story in order of importance (as per their opinion) and then feed back to the class, justifying their ideas. Teacher to model identifying the features of an adventure story.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Learning Intention</b>	<u>LI: To visualise a setting/ character.</u>	<u>LI: To apply prior knowledge to visualise.</u>	<u>LI: To retell a story using images.</u>	<u>LI: To discuss words and phrases that capture the imagination.</u>
<b>Activity:</b>	Children will be listen to sentences describing either a setting or a character and drawing what they visualise as it is read to them.	Children will be listening to an audio clip and drawing what they visualise as it is played. Children will identify key words and phrases that support their understanding of the setting and explaining why they knew what was being described.	Children will be working in pairs and recreating a story using only images. Each partner has to guess what their other partner has drawn.	Children will be presented with a text. They will have the text read twice to them. Children will draw what they visualise and identify what key words and phrases within the text support them the most to visualise the setting.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To use multiplication facts to solve division questions	L.I: To apply formal written methods to solve division word problems	L.I: To apply formal written methods to solve division word problems	L.I: To multiply a unit fraction by an integer	L.I: To multiply a non-unit fraction by an integer
<b>Key vocabulary and key questions</b>	<ul style="list-style-type: none"> <li>Which method do you find the most efficient?</li> <li>How would you explain how this method works?</li> <li>What is the most efficient way to divide by ?</li> <li>What happens if you double one factor and halve the other</li> <li>How can you use factor pairs to help you?</li> </ul>	<ul style="list-style-type: none"> <li>What does the remainder represent in this problem?</li> <li>Which operation is needed?</li> </ul>	<ul style="list-style-type: none"> <li>What does the remainder represent in this problem?</li> <li>Which operation is needed?</li> </ul>	<ul style="list-style-type: none"> <li>How can you write this multiplication as a repeated addition?</li> <li>When you multiply a fraction by an integer, what happens to the numerator?</li> <li>What happens to the denominator?</li> <li>What is your answer as a mixed number?</li> <li>What is it as an improper fraction?</li> </ul>	<ul style="list-style-type: none"> <li>When you multiply a fraction by an integer, what happens to the numerator?</li> <li>What happens to the denominator?</li> <li>What happens if the integer you are multiplying by is the same as the denominator?</li> <li>Does this always happen?</li> </ul>
<b>Introduction</b>	Children consolidate their knowledge and understanding of division and begin to make decisions regarding the most efficient or appropriate methods to use in a range of contexts. They begin by looking at informal methods, such as partitioning, using known facts, factor pairs and number lines, and then compare these to the formal written method. They make decisions about which method they prefer or which would be more efficient for a given problem.	Children apply their knowledge of multiplication and division to solve problems. Children need to apply/ choose the correct operation in order to answer a particular problem, and then to solve the problem. Children also develop their understanding of the remainder when performing a division in context of real-life problems.	Children apply their knowledge of multiplication and division to solve problems. Children need to apply/ choose the correct operation in order to answer a particular problem, and then to solve the problem. Children also develop their understanding of the remainder when performing a division in context of real-life problems.	Children multiply unit fractions by integers. Children make links to multiplication as repeated addition: if children know that $1/5 \times 4 = 1/5 + 1/5 + 1/5 + 1/5$ , this will link back to previous learning and avoid the common misconception of multiplying both the numerator and the denominator by the integer. When answers are greater than 1, encourage children to write their answers as a mixed number. an exchange and then with an exchange. later in the block.	Children multiply non-unit fractions by integers. As in the previous step, children make the link between multiplication and repeated addition, and use bar models and number lines to support calculations. Reinforce multiplying the numerator by the integer and leave the denominator the same. Children need to be able to convert improper fractions to mixed numbers and could use number lines or other representations to help.
<b>Main Activity</b>	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><b><u>Daily for 20 minutes</u></b></p>  <p>Use your <b>reading plus login</b>, 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><b><u>L3 LI: To investigate modern materials and how they affect our daily lives.</u></b></p>  <p>Children will be continuing on with their learning in this topic about materials. Children will understand the difference between natural and man-made materials. Children will understand the work of John McAdams and how his work still impacts our lives now.</p>	<p><b><u>L3 L.I to select relevant information to present an aspect of historic life.</u></b></p>  <p>Children will be looking at why the Vikings came over to Britain and how they were able to make the journey. Children will be considering the factors as to why they came over and children will learn about the first Viking Invasion and will write from a different perspective about the event</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><b><u>L3: To create vocal compositions based on a picture.</u></b></p> <p>Children will be presented with an image, and then collaboratively as a class they will be creating a vocal composition that matches the picture.</p> <p><b><u>L3: To practice mechanisms.</u></b></p> <p>Children will be looking at the different mechanisms they can use for their pop-up cards and their different purposes. Children will then practice creating the mechanisms for them to use in their cards.</p>	<p><b><u>L3 PSHE</u></b></p> <p><b><u>LI: To understand how to achieve our dreams.</u></b></p> <p>Children will be discussing their dreams for the future and how they will try to achieve those dreams. Children will research their dream jobs and present what their dream requires and how they plan to achieve those dreams.</p> <p><b><u>RE L3 LI: To understand the roles of Brahman and the Tri- Murti.</u></b></p> <p>Children will be continuing their learning from the previous week. Children will be discussing the roles Brahman and Tri- Murti have and why they are important.</p>	<p><b><u>L3 To use new language in a listening activity integrating weather and days of the week.</u></b></p>  <p>Children will be using their learning from the last two lessons and their learning from the last term. Children will listen to an audio that describes the weather on a day of the week. Children need to express what the weather was on each day.</p>  <p><b><u>L3- LI To use timing, jumping and agility to avoid being hit.</u></b></p> <p>Children will be using their understanding of the rules in dodgeball to develop their skills further in this lesson. Children will be working on their target practice whilst the other pupil works on their dodging skills by recognising when and where to move, whilst developing techniques to avoid being hit by oncoming balls.</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 16<sup>th</sup> January . 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><b>Please read every day</b> and record this in your pupil planner as a reading log.</p> <p>Remember to bring your planner every day. Every <b>Monday</b>, your planners will be checked and signed off by your teacher.</p> <p><b><u>Reading Plus 20 mins</u></b></p>	<p><b>Spelling and dictation –</b></p> <p><b>What is the spelling pattern this week?</b></p> <p>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;"> <thead> <tr> <th>Week 3</th> </tr> </thead> <tbody> <tr> <td>Creating nouns using -ship suffix</td> </tr> <tr> <td>membership</td> </tr> <tr> <td>ownership</td> </tr> <tr> <td>partnership</td> </tr> <tr> <td>dictatorship</td> </tr> <tr> <td>championship</td> </tr> <tr> <td>craftsmanship</td> </tr> <tr> <td>fellowship</td> </tr> <tr> <td>apprenticeship</td> </tr> <tr> <td>citizenship</td> </tr> <tr> <td>sponsorship</td> </tr> </tbody> </table>	Week 3	Creating nouns using -ship suffix	membership	ownership	partnership	dictatorship	championship	craftsmanship	fellowship	apprenticeship	citizenship	sponsorship	 <p><b>Long multiplication</b> Multiplying multi-digit numbers up to 4 digits by a 2-digit whole number using long multiplication.</p>	<p>This week, we would like you to:</p> <p style="text-align: center;"><b> kennings</b></p> <p>To consolidate your learning about Kennings poetry, we would like you to write your own Kennings. It could be about an object in your home, someone you live with or a character from a book or film!</p> <p><b>Remember:</b> Start with a determiner ( A or An) End with suffix -er Use exciting verbs Start with the trickiest clues!</p> <p><b>We can't wait to read them and share them!</b></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 3															
Creating nouns using -ship suffix															
membership															
ownership															
partnership															
dictatorship															
championship															
craftsmanship															
fellowship															
apprenticeship															
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