Weekly Overview of Learning

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 5

Week beginning: 22.04.24

English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: to explore the poetic devices used in The Highwayman	LI: To apply understanding of figurative devices in poetry	LI: To apply understanding of figurative devices in poetry.	LI: To apply understanding of figurative devices in poetry	LI To describe a character using inference
Key vocabulary and key questions	**Key Vocabulary:** Highwayman, poetry, similes, metaphors, alliteration, onomatopoeia, **Key Questions:** What is a simile? what is a metaphor? Can you identify any metaphors or similes in this verse? Can you think of anymore examples of these poetic devices?	**Key Vocabulary:** Highwayman, poetry, replaces, synonym, unfamiliar, adjectives, similes, metaphors, onomatopoeia, personification, alliteration, stanza **Key Questions:** Identify one thing you would be able to see in this image. What's a synonym for riding/ gusty? Can you think of any replacements of the unfamiliar vocabulary?	**Key Vocabulary:** Highwayman, poetry, replaces, synonym, unfamiliar, adjectives, similes, metaphors, onomatopoeia, personification, alliteration, stanza **Key Questions:** Identify one thing you would be able to see in this image. What's a synonym for riding/ gusty? Can you think of any replacements of the unfamiliar vocabulary?	**Key Vocabulary:** narrative, similes, metaphor, personification, figurative, visualise, moor **Key Questions:** What is a moor? Why do we use similes and metaphors? How do these words make you feel? How can we improve a sentence?	**Key Vocabulary:** Highwayman, poetry, narrative, identify, features, narrative, similes, metaphor, personification, figurative, visualise, moor **Key Questions:** How did __ feel at this point? What words would use to describe ___ Which words would best describe ____ appearance?
Activities	Look over your own copy of The Highwayman and find examples of alliteration, similes and metaphors. Add them into your table in pairs. Using the image of The Highwayman create a paragraph using a mix of poetic devices, similes and metaphors	Create a plan of different vocabulary to describe the purple moor the Highwayman would be riding through. Write your own stanza of The Highwayman using the same format but replacing with your own interesting vocabulary and poetic devices.	Create a plan of different vocabulary to describe the purple moor the Highwayman would be riding through. Write your own stanza of The Highwayman using the same format but replacing with your own interesting vocabulary and poetic devices.	Write your own stanza of The Highwayman using the same format but replacing with your own interesting vocabulary and poetic devices from the previous lesson.	Complete a diagram exploring the characters, Bess and Tim. Add adjectives, similes and metaphors to your diagram to describe their: -appearance -personality traits/ emotions

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To identify key words from a text	LI: To explore how the writer uses language as a cohesive device	LI: To identify key vocabulary used to describe characters	LI: To define vocabulary using context information	LI: To activate concept knowledge to understand historical language
Activity:	Children will read through a short passage of text and identify the key words in it. They will then discuss how to identify the key words in a text. They will then choose 3 of the key words from chapter 1 of "Spy Master" and create a vocabulary card for each one.	Children will discuss linking words and how to use them. They will then read a passage of text and identify the linking words and phrases within it.	Children will listen to chapter 1 again and then draw what they think the main character looks like from the description and write key words from the text about him around their drawing.	Children will use context clues within sentences to identify the meanings of them. They will then learn what synonyms and antonyms are and then choose 5 words from what they have already read and come up with a synonym and antonym for each.	Children will read chapter 2 and work out the definitions of some of the key historical language using the context clues and dictionaries if necessary.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To calculate angles around a point	L.I: To calculate angles on a straight line	L.I: To calculate to find lengths and angles of shapes	L.I: To identify regular and irregular polygons	L.I: To identify the properties of 3-D shapes
Key vocabulary and key questions	What is a full turn? How many right angles/ degrees are there in a full turn? If all the angles around a point are equal in size, how can you work out the size of each one?	How many right angles/ degrees are there in a half turn? How can you work out a missing angle on a straight line if you know the size of the other angle/angles? What strategies can you use to work out missing angles? If there is more than one missing angle but they are equal, how can division help you to work them out?	What is the perimeter of the shape? If two of these shapes are joined together, does the perimeter double? What is the perimeter of the compound shape? If you know the size of angle x in the shape, how can you work out the sizes of other angles in the shape?	What is a polygon? What are the features of a polygon? Can a polygon have a curved side? How can you measure the perimeter of a polygon? What is a regular polygon? How do you know that the shape is regular/irregular?	What is the mathematical name for this 3-D shape? How many faces/edges/vertices are there on this 3-D shape? What 3-D shape is shown by this 2-D representation? How can you tell how many faces/edges/vertices there are on this 3-D shape when they are not all visible? What 2-D shapes can you see on the faces of the 3-D shape? What 3-D shapes is this compound shape made up of?
Introduction	Children use a protractor to measure angles around a point to see that they add up to 360°. Children calculate missing angles using the knowledge that all the angles sum to 360°. They can either subtract each known angle from the total of 360°, or add the known angles first and then subtract this total from 360°. Children should also recognise that if they know that the angles around a point are equal, 360 can be divided by the number of angles to find the size of one of the angles. .	Children calculate angles on a straight line is half the total of the angles around a point. Children should recognise that a half turn is the same as a straight line, meaning that adjacent angles on a straight-line sum to 180°. Looking at a protractor will reinforce this point, as children will see that the 0° to 180° line is a straight line. Once children are secure in the understanding that both a half turn and a straight line are equal to 180°, they move on to working out unknown angles on a straight line. Finally, children use division to work out equal angles knowing that the total is 180°, for example five equal angles on a straight line will all be 36°, because 180 ÷ 5 = 36	Children explore different strategies for calculating missing lengths and angles in shapes. Start by recapping what perimeter is and how to calculate it, so that children can use this to work out missing lengths. Once children are confident at calculating the perimeter of a rectangle, move on to the perimeter of compound shapes composed of multiple rectangles. Using what they have learnt in previous steps, children can work out missing angles within shapes, both on a straight line and around a point.	Children explore regular and irregular polygons. It is important to discuss with children that the words "polygon" and "shape" are not interchangeable. A polygon refers to a 2-D, fully enclosed shape formed from straight lines. Show examples and non-examples of polygons to help with this understanding. Once children are confident at identifying regular and irregular polygons, ask them to calculate the perimeter of regular shapes when given the length of one side. They may also explore finding the length of each side of a regular polygon when given the perimeter	In this small step, children start by recapping the names of 3-D shapes, and then move on to their properties. Seeing models of 3-D shapes will help to remind children of the differences between faces, edges and vertices. Identifying the 2-D shapes on the faces of the 3-D shapes allows children to compare shapes and will provide a basis for their learning of nets. Finally, children look at drawings of compound 3-D shapes made up of two or three simple 3-D shapes and identify which 3-D shapes were used to make the shape.
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
Daily for 20 minutes Use your **reading plus login**, Bug Club or Doodle English to read and answer questions on a text. Remember to write this into your diary each time too!!	**L1 LI: To explain how gravity acts as a force on falling objec**ts. Complete KWL grid, investigate the effects of gravity on different objects with different masses. Complete investigation with group	**L1 LI: To recognise local surroundings using an online program.** Children will complete a KWL grid to show their prior knowledge of geography vocabulary and any other knowledge of the local area. Children follow the flip to 'zoom in' on the area we live – from UK, to counties to our borough. Children will then use an online program 'Digimaps' to look at our local area and areas we have studied.

Music/ D&T	PSHE / RE	PE / Spanish
L2 LI: To use perspective in an observational drawing Children will look at a variety of perspective drawings and the different features they might have. Children will then draw a scene from a certain perspective using a specific sketching style. **L2 LI To understand the roles of different songs in a musical** Children will continue to explore musical theatre, learning about different types of songs and the roles they serve in creating story.	**L2 LI To consider the purpose of rules online** Children will explore the age restrictions of various social media sites and online communities and consider the purpose and reasoning behind such rules **L2 LI: To understand why Sikhs wear turbans** Children will recap on prior learning to see if they can recall the reasons why Sikhs wear turbans and then watch a video to understand more. They will then discuss more about the turban and the meaning of it and watch a video about a celebration of Sikh culture in London.	**L2 LI: To consolidation of new vocabulary ("I have…") and introduce the connective "y"** "Tengo…" ("and" To consolidate their knowledge of the class of the eight Spanish nouns for pets and their associated article. Children will continue to practise orally how to say these new nouns. To extend further, will learn how to use "Tengo..." ("I have…") to say which pet I have so I can answer the target question "¿Tienes una mascota?" ("Do you have a pet?") **L2 LI To develop batting technique** In pairs with one bat and one ball. Pupils stand 6m away from each other. One pupil bowls and the other bats. Pupils have six turns each then change roles. In a game situation, in groups of five with seven cones, one hoop, one bat and one ball. Pupils take on the roles of bowler, backstop, batter and two fieldersThe batter must stop running at the next base they come to if the bowler has the ball and is standing in the hoop.

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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 30th April. 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

Please read 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 20 minutes

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

Week 1
Words containing the letter string 'ough'

though

although

dough

doughnut

through

cough

trough

rough

tough

enough

Your homework which is due after the holidays:

Measuring angles

Complete the task on my maths.

Aim for the 80% mark on this task.

Reading Plus – This week we would like you to read for at least 30 minutes on reading plus. We will be checking your times next week!

Please complete on Google classroom or on paper.