

Weekly Overview of Learning

Year Group: 5

Week beginning: 23.09.24

Every **Monday**, 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
	LI To write a poem about space independently	LI To write a poem about space independently (continued)	LI to make connections	LI: To ask and answer questions about a text.	LI: to retrieve information from a text
Key vocabulary and key questions	<p>Key Vocabulary: Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns</p> <p>Key Questions: What is a simile? What is metaphor? What title could express your poem? How will you structure your poem? Which figurative language will you use?</p>	<p>Key Vocabulary: Poetry, poetic techniques, figurative, verse, simile, metaphor, nouns</p> <p>Key Questions: What is a simile? What is metaphor? What title could express your poem? How will you structure your poem? Which figurative language will you use?</p>	<p>Key Vocabulary: Opening, build up, problem, resolution, ending, change, alternate</p> <p>Key Questions: What are the features of a story? What does science fiction mean to you? What do you already know about this?</p>	<p>Key Vocabulary: Who, what, where, when, why, why, how. Fiction, non-fiction</p> <p>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?</p>	<p>Key Vocabulary: Who, what, where, when, why, why, how. Fiction, non-fiction</p> <p>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?</p>
Activities	<p>Using the Boxing Up plan from the last lesson, children will begin to write their own poem about a planet based on 'Six ways to look at the Moon' by Pie Corbett.</p> <p>They will focus on the styles of figurative language we have used in the planning process as well as the structure of the poem. They will need to ensure that their ideas link together and the images they have chosen make sense together!</p>	<p>Today, children will complete their poem. They will focus on editing and using more ambitious and varied vocabulary.</p> <p>They will also focus on presentation, structure and 'entertainment value' of their poem for an audience.</p>	<p>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.</p>	<p>Children will be asked to imagine that they could meet the characters of the short story. What questions would they want to ask them?</p>	<p>Children will be given a short section of 'Alien Landing' which they are to read. 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.</p>

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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To explain what monitoring comprehension is	LI: To identify when a text doesn't make sense	LI: To recognise inconsistencies within a text	LI: To form questions about a text	LI: To recognise and fix inconsistencies within a text
	<p>Children will answer the question 'How do we know that we have understood what we read?' They will then think about what barriers they might have to comprehension and understanding a text. They will complete an anchor chart about their barriers and how they can monitor them.</p>	<p>Children will see a sentence on the screen that doesn't make sense and explain why it doesn't. They will then go through a complicated text and highlight everything that doesn't make sense to them.</p>	<p>Children will see a picture that has a large anomaly/inconsistency in it and have to work out what is anomalous in the picture. They will then have a set of sentences all of which have an inconsistency in them and have to identify it and explain why the sentence doesn't make sense.</p>	<p>Children will begin by matching structure pictures to the text types that they are. Children will then fill in their anchor charts with their strategies to fix their misunderstandings.</p>	<p>Children will highlight a text that has inconsistencies and will rewrite the inconsistent parts of that text.</p>

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To round within 1,000,000	L.I: To add and subtract numbers mentally	L.I: To add whole numbers with more than 4-digits	L.I: To subtract whole numbers with more than 4-digits	L.I: To round to check answers
Key vocabulary and key questions	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • How does knowing that $2 + 5 = 7$ help you to work out $20,000 + 50,000$? • How can the numbers be partitioned to help add/subtract them? • Are any of the numbers multiples of powers of 10? How does this help you to add/subtract them? • What number is 999 close to? How does that help you to add/subtract 999 from another number? 	<ul style="list-style-type: none"> • Does it matter which number goes at the top when using the column method? • Will you need to make an exchange? Which columns will be affected if you do? How do you know? • Does it matter if the numbers have different numbers of digits? • How do you know which digits to "line up" in the calculation? • How do you know if the calculation is an addition? 	<ul style="list-style-type: none"> • Which number goes at the top when using the column method? Does this affect the final answer? • Will you need to make an exchange? Which columns will be affected if you do? How do you know? • Does it matter if the numbers have different numbers of digits? • How do you know which digits to "line up" in the calculation? • How do you know if the calculation is a subtraction? 	<ul style="list-style-type: none"> • 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?


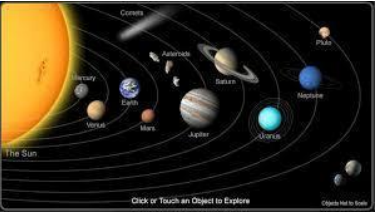

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<p>Introduction</p>	<p>Building on the previous two steps, children now round any number up to 1,000,000 to any power of 10 up to 100,000. This is the first time that children round to the nearest 100,000</p>	<p>In this small step, children recap and build on their learning from previous years to mentally calculate sums and differences using partitioning. They use their knowledge of number bonds and place value to add and subtract multiples of powers of 10. Children unitise to help them complete a calculation.</p>	<p>In this small step, children revisit the use of the column method for addition and learn to apply this method to numbers with more than four digits.</p>	<p>In this small step, children revisit the use of the column method for subtraction and learn to apply this method to numbers with more than four digits.</p>	<p>In this small step, children practise rounding in order to estimate the answers to both additions and subtractions. They also review mental strategies for estimating answers.</p>
<p>Activities</p>	<p>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.</p> <p>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.</p>				

<p style="text-align: center;">Reading</p>	<p style="text-align: center;">Science</p>	<p style="text-align: center;">Topic - History</p>
<p>Daily for 20 minutes</p> <p>Vocabulary Ninja</p>  <p>Use your Reading 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 style="text-align: right;">Plus</p>	<p>L.I: To describe the movement of the Moon relative to the Earth</p>  <p>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.</p>	<p>L.I To investigate the reasons why the Anglo-Saxons invaded</p>  <p>Children will be introduced the Anglo Saxons and where they came from.</p> <p>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.</p>

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Music	PSHE	Spanish
<p><u>LI: To play a melody line accurately and fluently.</u></p> <p>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.</p>	<p><u>LI: To understand my rights and how to respect rights</u></p> <p>Children will reflect on the Articles from the previous lesson and will work on understanding what rights do they think are most important to them.</p>	<div data-bbox="1444 359 1590 470" data-label="Image"> </div> <p><u>Mi Casa</u></p> <p><u>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.</u></p> <p>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.</p>
D&T	RE - Religion and worldviews	PE
<p><u>LI: To experiment and construct a functional series circuit.</u></p> <p>Children will continue their learning with electronic greeting cards. They will construct a series circuit, first by drawing diagram and symbols. They will explain how a series circuit will work in their own card.</p> <p>They will start to identify the negative and positive leg of an LED.</p>	<p><u>LI: To recognise the importance of religious freedom by interpreting news reports</u></p> <p>Children will be discussing what religious freedom is and how people can support others in maintaining religious freedom for all. Children will be re-reading newspaper clippings and understanding if those in the headlines had religious freedom and why.</p>	<p><u>L3 Football – LI To use different turns to keep the ball away from defenders.</u></p> <p>Children will work on their ball's skills using the dribbling techniques whilst incorporating turns with the ball.</p> <p><u>Dance: L.I To create my own dance using, actions, pathways and counts.</u></p> <p>Children will learn a dance and they will be able to discuss and share ideas with a partner to create their actions.</p> <p>Children will still be using counts of 8 to help them stay in time with the music and each other.</p>

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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,

Miss Hynes, Miss Conway and Mr Severn 😊

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.

Spelling and dictation –

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: Compile all **your research from** the past two weeks about your chosen planets.

You could create a:

- PowerPoint slide to present
- A poster
- A fact file
- A brochure advertising your planet
- A day in the life of an Alien who lives on the planet

Include the facts you have uncovered in your research over the past two weeks. 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.