

Weekly Overview of Learning

Year Group: 5

Week beginning: 25.03.24

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

<u>English</u>	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<u>To apply the knowledge of semi colons in my writing</u>	<u>LI: To use features of discussion text within my writing</u>	<u>LI: to plan my discussion text</u>	<u>LI: To compose a discussion text</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u> Semi colon, sentence, conjunction, colon</p> <p><u>Key Questions</u> Why would we need punctuation in this sentence? Where should a semicolon be in this sentence? What is its purpose?</p>	<p><u>Key vocabulary:</u> Comparison, conjunctions, discussion, argument, point of view, technical language, balanced, parenthesis, passive voice, subordinating conjunctions, compare and contrast</p> <p><u>Key questions:</u> What are the feature of a discussion text? Which features can you identify in this example? Why are conjunctions useful? Which subordinating conjunctions will help you begin your paragraph?</p>	<p><u>Key vocabulary:</u> Discussion, argument, for, against, modal verbs, relative clauses, structure, conclusion</p> <p><u>Key questions:</u> Can you recall your for and against points? Can you recall the features should be in a discussion text?</p>	<p><u>Key vocabulary:</u> Discussion, argument, for, against, modal verbs, relative clauses, structure, conclusion</p> <p><u>Key questions:</u> Can you recall your for and against points? Can you recall the features should be in a discussion text?</p>
Activities	Children will look at the use of semi colon within examples. Using watch, me, help me, show me, children will use their whiteboards to show understanding on this punctuation within their writing. Children will then complete activities to help consolidate their learning.	Using their verbal discussion from the previous lesson, children will use the grammatical features of a discussion text; subordinating conjunctions, passive voice, semicolons and technical language to help write a balanced argument – using a for and against.	Children will plan their own for and again arguments for the topic of 'Where the Vikings raiders or traders?' They will use their cross curricular knowledge to answer this question. They will be considering what arguments they can use for their arguments. Children will also need to consider what features they can use within their argument.	Children will write their own for and again arguments for the topic of 'Where the Vikings raiders or traders?' They will use their cross curricular knowledge to answer this question

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To make predictions about an unfamiliar text.</u>	<u>LI: To consider initial predictions about a text.</u>	<u>LI: To pose questions about a text.</u>	<u>LI: To use details from a text to form predictions.</u>
Activity:	Children will be introduced to the title of a text they have not seen before. Children will then make predictions based on the title of the text regarding what they think might happen.	Children will be reading the text they were introduced to in the previous lesson. Children will then discuss what happened in the text and consider how accurate their predictions were.	Children will be considering the texts they have been looking at this week and consider what they would like to find out, whether there are any questions that have been left unanswered and if they any questions about certain events.	Children will be considering the text that we have been reading this week and annotate the text with their predictions for what might happen after the events within the text.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	LI: Find and calculate the area of rectangles	LI: Find the area of compound shapes	LI: Estimate the area of 2D shapes	LI: Draw line graphs
Key vocabulary and key questions	<ul style="list-style-type: none"> • What is area? • What is the difference between 1 cm and 1 cm²? • Which shape has the greater/greatest area? Can you tell just by looking? • Will multiplying the length by the width calculate the area of any shape? Why/why not? 	<ul style="list-style-type: none"> • How do you work out the area of a rectangle? • Are there any rectangles within the shape? • How can you split the shape? Is there more than one way to split the shape? • Do you get a different total area if you split the shape differently? 	<ul style="list-style-type: none"> • What does "approximate/ estimate" mean? • How many whole squares are covered? • How many part squares are more than half covered? • Are there any part-covered squares that you could combine to make a full square? 	<ul style="list-style-type: none"> • What information do you want to show with your line graph? • What does the vertical/horizontal axis on the graph represent? What information will go on which axis? Why? What scale would be most appropriate for the vertical axis? • How can you use multiples to support your choice of intervals for the vertical axis?
Introduction	Children find the areas of shapes by counting squares, and are introduced to the square centimetre (cm ²) by counting squares on a centimetre squared grid. Highlight the difference between 1 cm and 1 cm ² , to ensure children understand that cm is a measure of length and cm ² is a measure of area. Children should be made aware that cm ² is not the only unit used to measure area, and other units such as mm ² , m ² and km ² are also examples of units of area.	In this small step, children learn to calculate the areas of compound shapes, which are shapes made up of two or more other shapes. The focus is on rectilinear shapes. They could find the area of each rectangle and deduce the total area of the shape. Some children will split their compound shape differently from others. This will highlight that a compound shape is made up from other shapes and that the area of the compound shape remains the same, whichever way the shape is split	Children use their knowledge of counting squares to estimate the areas of non-rectilinear shapes. One way to obtain an estimate is to find the total number of complete squares, then include a square if more than half of it is coloured, but not if less than half is coloured. For larger shapes, the areas of rectangles within them can be found by multiplying the length by the width, rather than counting all the squares individually. To avoid repetition or miscounting, children can physically annotate when counting squares.	In Year 4, children interpreted and drew line graphs for the first time, focusing on examples where the horizontal axis was a measure of time. In this small step, they revisit this learning and build upon it by looking at other types of graph, for example conversion graphs. Encourage children to join points using a straight dashed line and discuss the fact that this is used because they cannot be certain of exact values between the given values at two points. However, this does not apply to conversion graphs. Explore different sets of data that call for a range of intervals on the vertical axis. Children can decide what intervals to use by looking at the greatest and lowest values and using an appropriate scale.
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>Daily for 20 minutes</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>L5 LI: To sort materials according to their properties</p> <p>Children will recap on the properties they have learnt about this term and identify whether objects in the classroom have certain properties. Children to consider magnetic, transparent, opaque, smooth, rigid</p> 	<p>L4 LI: To create a report which describes the impact of a volcano</p> <p>In this lesson, children will use their research from last week's lesson to help compose a nonfiction text about their volcano. Children will use their research and put this into their own words, focusing on the geographical location of the volcano and the impact it had on its location. Children will be using topic vocabulary such as; active, dormant and be able to name parts of the volcano.</p> 
Music/ D&T	PSHE / RE	PE / Spanish
<p>L5 LI: To create my planned brooch</p> <p>Using their plans from the previous lesson, children will create their Viking brooch using various materials. They will be paying attention to the intricate details and the correct colours the Viking would have had available at the time.</p> <p>LI: To be able to play the Blues scale</p> <p>Children recap on what bent notes are and how we sing them. Children will be introduced to the blues scale and the notes that they play for the blues scale. They have a go at playing the notes.</p>	<p>L5 LI: To consider the impact of media on our lives</p> <p>Children to think about what a debate is and then have a small debate about "The media helps us live a healthy lifestyle." They will be given information and will need to argue for or against the statement.</p> <p>LI: To consider the influence of fate on a historical figure</p> <p>Children will think about the effect of fate on the lives of historical figures and will research a famous person from history, write a biography of them and decide if the things that happened to them were due to fate</p>	<p>L6 LI: To revise all language covered so far and complete assessment for the unit</p>  <p>Children will consolidate all their learning in an end of unit assessment – looking at clothing, colours of clothing.</p> <p>L5 LI To use a variety of strokes to outwit an opponent.</p> <p>Children will put all their skills from tennis so far practise. They will hit the ball to spaces that will make it harder for their opponent to return it and think into the appropriate shot for the situation.</p>  <p>into make about</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 16th 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

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 5
Convert nouns or adjectives into verbs using the suffix -ify

amplify

solidify

signify

falsify

glorify

notify

testify

purify

intensify

classify

Maths

Topic/Other foundation subjects including writing

Your homework which is due after the holidays:

For your homework we would like you to consider one of the topics you have learnt since coming back from the winter break and create a poster, fact file, or presentation about everything you have learnt.

Topics you might use:

Materials and their properties.

Reversible and irreversible changes.

Extreme Earth.

Vikings.

Make sure to include plenty of facts

Pictures and diagrams

Any fun facts that you might know

Talk about any personal experiences such as trips or any experiments you have done.

Please complete on Google classroom or on paper.

