


Weekly Overview of Learning

Year Group: 5

Week beginning: 25.09.23

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
	LI to make connections	LI: To ask and answer questions about a text.	LI: to retrieve information from a text	LI To re tell a story using actions	LI: To understand the grammatical function of nouns.
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 Questions: What visual clues tell us when the tale is set? How will you assign roles? How will you make the role play engaging? How will you vary your expression and tone? What will you focus on when practising?	Key Vocabulary: Noun, common nouns, proper nouns. concrete nouns, abstract noun, collective nouns Key Questions: What is a noun? What are the different types of nouns? Why do we use nouns in our writing? Do all nouns need a capital letter? Which are common nouns and which are proper nouns?
Activities	Children will be using the lesson as an opportunity to see what they already know about writing a story with theme of science fiction. They will work independently to write a science fiction narrative.	Children will be asked to imagine that they could meet the characters of the short story. What questions would they want to ask them?	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	Children will act out, role play a small section of the story in each group. When performed as a carousel the whole story will be performed.	Children will be recalling and listing nouns related to a picture. We will be discussing the role of nouns within our writing. Together, we will look at the different types of nouns

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	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
Activity: 	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.	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.	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.	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.	Children will highlight a text that has inconsistencies and will rewrite the inconsistent parts of that text.

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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?
Introduction	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 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.	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.	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.	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.
Activities	<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>				

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Reading	Science	Topic - History
<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>L4 L.I: <u>To describe the movement of the Moon relative to the Earth</u></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>L4 L.I To identify the locations of the Anglo-Saxon kingdoms and settlements.</p>  <p>By the end of the lesson, children will understand where Anglo Saxons settled and the reason we know this. Children will look at the areas of Britain that the Anglo Saxons landed. We will place the names of the seven kingdoms on a map of the UK. Children will also look at the legacy of the Anglo Saxons – place names and identify where these names still exist today. Using a map of where Urns were left behind children will answer true or false questions about where the Anglo Saxons actually settled.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L3 To be able to play a melody line accurately and fluently.</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>L2 L.I: L.I: 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>L3 PSHE L.I: To understand my rights and responsibilities</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> <p>RE <u>L3 L.I: To explore how prayer demonstrates a Hindu's commitment to God</u></p> <p>Children will think about how Hindus pray and what they do during times of worship. They will look specifically at Dharma, Karma and Reincarnation and how these are practiced by Hindus.</p>	<p>Mi Casa – L3</p>  <p>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.</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> <p>L3 Football – L.I To use different turns to keep the ball away from defenders.</p>  <p>Children will work on their ball's skills using the dribbling techniques whilst incorporating turns with the ball.</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 3rd 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 Severn, Mrs Hounsell and Mr Brain

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

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.

apply
supply
identify
occupy
multiply
rhyme
cycle
python
hygiene
hyphen

Maths



Can you get a full week streak?

Will you end the week on green?

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 researched
Make it both informative and imaginative!

Homework is set on a Monday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.