

# Weekly Overview of Learning

**Year Group: 5**

**Week beginning: 26.02.24**

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 resolve my adventure narrative</u>	<u>LI To edit and publish my Viking adventure narrative</u>	<u>LI To interpret a play script</u>	<u>LI To convert a narrative into a play script</u>	<u>LI To use performance techniques</u>
<b>Key vocabulary and key questions</b>	<p><b>Key vocabulary:</b> narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending.</p> <p><b>Key questions:</b> How does the author resolve the story? What feature will we include?</p>	<p><b>Key vocabulary:</b> narrative, verbs, adjectives, opening, build up, problem, climax, resolution, ending, editing, proof read</p> <p><b>Key questions:</b> How can we improve our work? What skills are needed to edit work?</p>	<p><b>Key vocabulary:</b> Play, script, lines, characters, action, scene, brackets, stage directions</p> <p><b>Key Questions:</b> Do you know any of the features of a playscript? Which features can you see? Are there the same features in each playscript?</p>	<p><b>Key vocabulary:</b> Play, script, lines, characters, action, scene, brackets, stage directions, narrative</p> <p><b>Key Questions:</b> What are the features of a playscript? How can we change dialogue into character lines? How do we show how a character needs to act?</p>	<p><b>Key vocabulary:</b> Playscript, perform, audience, voice, actions, stage directions.</p> <p><b>Key questions:</b> Which techniques should we use when performing? What are stage directions? How do these help us perform? Which features can you identify in this performance?</p>
<b>Activities</b>	Go through teaching slides. Go through examples of how a resolution of a story might be. Discuss ideas as a class. Model write a resolution with a variety of writing features e.g. Relative and subordinate clause, parenthesis and dialogue. Address any misconceptions from previous lesson.	Children will look at a piece of writing to edit. Identify how important it is to check over work to check for punctuation and spelling errors. How can we improve our writing? Children write their story of pink paper, using their editing skills.	Children will look at the features of a playscript. How does this differ to a narrative?  As a class, children will annotate a playscript, identifying the features.	Children will today, look at how a narrative has been converted to a playscript. They will use a section of Arthur and the Golden rope to convert into their own playscript	Children will perform their own playscripts based on Viking Boy or Arthur and the Golden Rope. Each group will give feedback to another, commenting on that group's performance techniques.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Learning Intention</b>	<u>LI: To use context clues to breakdown unfamiliar words.</u>	<u>LI: To identify suitable 'fix it' strategies for reader breakdown.</u>	<u>LI: To understand how colloquialisms and idioms may cause breakdown and how to fix it.</u>	<u>LI: To understand how to organise points in a discussion text into a discussion map.</u>
<b>Activity:</b>	Children will be discuss how we can use the context of sentences to breakdown unfamiliar words. Children will then use the context of sentences to breakdown the meaning of unfamiliar words independently.	Children will be discussing fix it strategies for when they breakdown as a reader. Children will then create their posters designed to teach a year 3 class how to use their fix it strategies.	Children will be understanding what colloquialisms and idioms are and how they might cause reader breakdown, children will then discuss how they can use their background knowledge to understand their meanings.	Children will be discussing the purpose of a discussion text and how we can organise the points into a discussion map to help us understand them better.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To answer arithmetic questions using a range of mental strategies	L.I: To answer problem solving and reasoning questions using a range of strategies	L.I: To answer problem solving and reasoning questions using a range of strategies	LI: To order and compare decimals with the same number of decimal places	LI: To order and compare decimals with 3 decimal places
Key vocabulary and key questions	<ul style="list-style-type: none"> <li>• What do I need to do to answer this question?</li> <li>• What method can I use?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I need to do to answer this question?</li> <li>• What method can I use?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I need to do to answer this question?</li> <li>• What method can I use??</li> </ul>	<ul style="list-style-type: none"> <li>• How do you compare two numbers?</li> <li>• Which column in the place value chart do you need to look at first?</li> <li>• How can you compare two numbers that have the same number of tenths/ hundredths?</li> <li>• What does "ascending"/"descending" mean?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the same and what is different about 1.4 and 1.305?</li> <li>• How can a place value chart help to show you which number is greater?</li> <li>• How can you work systematically to order numbers in a list?</li> </ul>
Introduction	Answer arithmetic questions using mental strategies. Apply knowledge of units so far to apply to questions.	Complete problem solving and reasoning questions. Show working out and methods used, using mathematical vocabulary. Demonstrate knowledge of units covered so far to complete problem solving and reasoning questions. Support answers through showing working out and reasoning.	Complete problem solving and reasoning questions. Show working out and methods used, using mathematical vocabulary. Demonstrate knowledge of units covered so far to complete problem solving and reasoning questions. Support answers through showing working out and reasoning.	In this small step, that learning is extended to include numbers with 3 decimal places. For this step, the number of decimal places in each number will be the same. To begin with, the numbers will have different digits in the column with the greatest value. Children identify the column with the greatest value in each number and identify which number has the greater digit in this column. They then order numbers in a similar way.	Children compare decimal numbers that have a different number of decimal places. A common misconception with this learning is thinking that numbers with more decimal places are greater, for example $0.365 > 0.41$ . Children should recognise that 0.41 has more tenths than 0.365 and does not matter that it has fewer decimal places. Using place value charts supports children should also recognise that they need to start comparing the numbers from the place value column that has the highest value, and that if this is the same, they need to look at the next column and work systematically.
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 - 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>L1 L.I: To understand what solid, liquid and gas is.</u></b></p>  <p>Children will understand the difference between what make a solid, liquid, and gas. Children will then discuss the difference between items they come across in their daily life and whether it is a solid, liquid, and gas and how the particles are positioned for the items.</p>	<p><b><u>L6 LI To identify and examine cause and effect of the events and the impact on people</u></b></p> <p>Children will recap previous lesson, understanding the differing views of the Vikings and why. Children will look at the structure of the Viking Britain and its changes from Anglo Saxon Britain. Key figures will be introduced. Children will design their own story board of events to convey how events have changed over the Viking period.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><b><u>L2 L.I: To play the first line of a 12-bar blues</u></b>            Children will listen to a 12-bar blues song and they will then attempt to play the first line of the blues.</p> <p><b><u>L2 LI: To understand the features of a Viking brooch</u></b>            Children will look at examples of brooches form the Viking era. Children will be discussing the features of the design and how they may have created this design. Children will be redrawing some of the brooches they have looked at.</p>	<p><b><u>L2 LI: To understand what to do in an emergency.</u></b>            Children will be discussing the different types of emergencies that might occur when they are at home, in school, or out in public. Children will be discussing what we should do when we are confronted with an emergency and who we should call.</p> <p><b><u>LI: To understand the difference between destiny and free will</u></b>            Children to order events that have been given according to those they have the most control over and those they have the least control over, e.g. friends, going to school, bedtime, what they wear, how they behave, etc. Children could make plan on a spiral, cut out and hung up. Teach children that some people believe there is already a plan for their life, which they have little control over. This is called destiny. What do they think about this?</p>	<p><b><u>L2 LI: To continue with the introduction of the next ten items of clothing.</u></b>            Children will consolidate their knowledge from the previous lesson and continue to apply their knowledge of how to say, read and spell items of clothing in Spanish.</p> <p><b><u>L2 LI: To develop returning a ball using the backhand stroke.</u></b></p> <p>Children will be following on from their skills last week. Children will be consolidating their forehand skills from the previous lesson and will practice returning the ball to their partners using a back-hand stroke.</p> 

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Homework		
<p>Dear Year 5,</p> <p>This grid contains homework for you to complete over the next week. We expect to see it completed by 5<sup>th</sup> March. Remember to <b>upload your work to Google Classroom</b>. Please continue to practise your times tables and develop your love of reading further!</p> <p>Thank you, Mr Severn, Mrs Hounsell and Mr Brain</p>		
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></p> <p><b><u>Reading Plus</u></b> <b><u>20 mins</u></b></p>	<p></p> <p><b>Complete set task: Decimal place value</b></p>	<p></p> <p>This week, we would like you to:</p> <ul style="list-style-type: none"> <li>• <b>Research <u>another</u> natural disaster and make notes: <u>choose one of the natural disasters you didn't research last week</u></b></li> </ul> <p><b>(tornado, tsunami, earthquake, volcano)</b></p> <ul style="list-style-type: none"> <li>-when was it?</li> <li>-what happened?</li> <li>-images</li> <li>-how long did it last for?</li> <li>-has it happened since?</li> <li>-where was it?</li> </ul> <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>
<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. Remember to try and use these words in sentences to show that you understand their meanings</p>	<p>Words with an /or/ sound spelt 'or'</p> <hr/> <p>forty</p> <p>scorch</p> <p>absorb</p> <p>decorate</p> <p>afford</p> <p>enormous</p> <p>category</p> <p>tornado</p> <p>according</p> <p>opportunity</p>	