

Weekly Overview of Learning

Year Group: 5

Week beginning: 27.11.23

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
	<u>LI To retrieve information from a text</u>	<u>LI To use direct and indirect speech</u>	<u>LI To answer question in role of a character</u>	<u>LI To identify features of a particular text type</u>	<u>LI To re tell a story using graphics</u>
Key vocabulary and key questions	<p>Key Vocabulary: Background knowledge, connections, prediction, visualisation, inference, breakdown and repair, VIP words/phrases,</p> <p>Key Questions What are our reading skills? How do we use them when reading? What words have helped create a visual image in your head? Are there any words that you cannot read or do not know the meaning of?</p>	<p>Key Vocabulary: Direct, indirect, dialogue, punctuation, narrative, character, inference</p> <p>Key Questions What are the rules of speech? When would we use speech? Can you recall the difference between direct and indirect speech?</p>	<p>Key Vocabulary: Interview, in role, questioning, open, closed, empathy,</p> <p>Key Questions What types of characters are in our class text? What are their personalities? Can you identify similarities and differences?</p>	<p>Key Vocabulary: Features, identify, culture, narrative, setting, vocabulary,</p> <p>Key Questions Can you identify any features from this example? What narrative features can you identify? Can you compare this to any other genre?</p>	<p>Key Vocabulary, Fiction, structure, chronological order, images, imitate</p> <p>Key Questions: What are the main features of our story? Who are the main characters? What are the main parts of our story? Which images can help represent this?</p>
Activities	After reading chapter 1-3 from our class text, children will answer questions using the reading skills and their background knowledge.	Using the previous lesson, children will create a piece of writing using a mixture of direct and indirect speech.	Children act out an interview with our two main characters. Using open and closed question techniques to help understand the characters and their role in the narrative.	Children annotate chapter 1 of our text of features of a narrative from another culture.	Children will create a story map using images to represent the story they have been reading 'Journey to Jo' Burg'

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<u>LI: To identify key words and phrases to visualise characters.</u>	<u>LI: To understand how word choices can affect how a setting is visualised.</u>	<u>LI: To understand how we answer questions about a text using key words and phrases.</u>	<u>LI: To answer questions about a text by identify key words and phrases.</u>
Activity:	Children will be discussing how we can identify key words and phrases within a text. Children will looking at texts, which use character description and discussing how word choices help us visualise characters in a story.	Children will be reading a setting description and identifying key words and phrases which help us to visualise the setting. Children will then discuss if the word choice was different how the setting would change.	Children will be looking at a range of texts and understanding how we can use the key words and phrases to answer questions relevant to the text.	Children will be using the skills from the previous lesson to answer questions about a given text.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To add two mixed numbers	LI: To subtract fractions with different denominators	LI: To subtract from a mixed number	L.I: To subtract from a mixed number – breaking the whole	L.I: To subtract two mixed numbers
Key vocabulary and key questions	<ul style="list-style-type: none"> How can you partition the mixed numbers? How can the addition be rewritten to make it easier? Do you need to combine whole numbers, fractions or both? Are there any improper fractions in the answer? What can you do about this? How do you change a mixed number into an improper fraction? In this question, is it easier to deal with mixed numbers or to use improper fractions? Why? 	<ul style="list-style-type: none"> Do the fractions have the same denominator? When are two fractions equivalent? How can you find a common denominator? How many of the fractions do you need to convert? Now the denominators are the same, how do you subtract the fractions? How can you represent the problem using a diagram? 	<ul style="list-style-type: none"> How can you partition a mixed number? Can the subtraction be written in a different form to make it easier? If the denominators are different, what do you need to do? How can the parts be combined to produce a mixed number? Do you need to combine whole numbers or fractions? Can you change the order of the numbers in a subtraction? 	<ul style="list-style-type: none"> Which fraction is greater? How can you show the calculation as a diagram/on a number line? If the denominators are different, what do you need to do? How can you partition the mixed number? Is there more than one way? Is it easier to partition or to convert the mixed number to an improper fraction? Can you change the order of the numbers in a subtraction? 	<ul style="list-style-type: none"> Is it possible to subtract the whole parts and fractional parts separately? Why or why not? Will you need to “break the whole”? Why or why not? Does making the whole numbers greater make the calculation more difficult? Why or why not? Is it easier to partition or to change the mixed number to an improper fraction? What diagrams could you use to support you?
Introduction	Building on the previous step, children add two mixed numbers by adding the wholes and fractional parts separately. This is usually the most efficient method of adding two mixed numbers, but converting to improper fractions and adding them is included as an alternative.	In this small step, they now move on to subtract fractions where one denominator is a multiple of the other, using the same skills they learned for adding fractions of this type.	In a previous step, children added to a mixed number as a prerequisite for adding mixed numbers; in this small step, they look at a similar process for subtracting.	There are many ways to subtract a fraction from a mixed number crossing the whole, and this small step encourages children to think flexibly about how to approach problems of this kind.	In this final small step of the block, children learn to subtract one mixed number from another.
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 L.I: To compare how animals reproduce and grow.</p>  <p>Children will be looking at animals and their life cycles from birth. Children will then compare and discuss how animals all have different life cycles.</p>	<p>L4 L.I: To draw conclusions about the climate of South Africa based on evidence</p>  <p>Children will be interpreting data from graphs and tables which present information on climate in south Africa provinces. Children will compare the temperatures to the UK and see which months are the hottest. From this information, children will then produce their own line graph, showing the temperature of 3 different provinces.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p>L4 LI: To play call and response rhythms using percussion instruments</p> <p>Children will be looking at techniques to play the drums and using them to play along to a rhythm that is being played to them.</p> <p>L3 LI: To be able to sketch a tree.</p> <p>Children will be looking at a range of tree sketches and selecting one they would like to recreate. Children will then be using the sketching techniques they have looked at to recreate the tree image they chose.</p>	<p>L4 PSHE LI: To recognise positive and negative traits (white ribbon).</p> <p>Pupils will be looking at what can be considered positive and negative traits people may consider having. Children will also discuss stereotypes and how they may cause conflict, and how we can avoid conflict arising through stereotypes.</p> <p>RE L5 LI: To revise our knowledge of the Christmas story.</p> <p>Children will be revising their understanding of the story of the birth of Jesus and recap their learning in the unit so far. They will consider what meaning the Christmas story holds for Christians.</p>	<p>L5 LI: To learn how to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?)</p>  <p>Children will be learning how to ask what is your birthday in Spanish. "Cuando es tu cumpleaños?" Children will then use their knowledge from previous weeks to state their birthday dates.</p>  <p>L5 LI: To develop drawing defence and understanding when to pass.</p> <p>Children will be learning to draw defenders close to them when in possession of the ball and developing an understanding of when to pass the ball before defenders have the opportunity to tag them.</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 5th December. 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
<p>Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.</p> <p>Remember to bring your planner every day. Every Monday, your planners will be checked and signed off by your teacher.</p> <p>Reading Plus</p>	<p>Spelling and dictation –</p> <p>What is the spelling pattern this week?</p> <p style="text-align: center;">Week 5 Adverbs of possibility and frequency</p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;">certainly</p> <p style="text-align: center;">definitely</p> <p style="text-align: center;">possibly</p> <p style="text-align: center;">perhaps</p> <p style="text-align: center;">probably</p> <p style="text-align: center;">frequently</p> <p style="text-align: center;">often</p> <p style="text-align: center;">occasionally</p> <p style="text-align: center;">rarely</p> <p style="text-align: center;">always</p> <p>Remember to try and use these words in sentences to show that you understand their meanings.</p>	<p>This week, we would like you to:</p> <p>Be an extreme reader!</p> <p>Choose your favourite book, or the book you are currently reading and take a picture of you reading it in fun and unusual spot! Then write a book a review about the book you chose. Make sure to tell us</p> <ul style="list-style-type: none"> - What the book was about. - What you liked about it. - Who you would recommend it to and why. - Who the author is. - What made you want to read/ buy the book? - Your own illustration of the book cover. <p>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.</p>



Please log on to My Maths and complete the allocated consolidation lesson:

starting to compare fractions

70% target