Weekly Overview of Learning

Year Group: 5 Week beginning: 28.9.26

*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 **Tuesday** on Google Classroom and will be expected to be completed by the **following Tuesday**. 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**
	L.I To use descriptive language and adverbials (plan)	**LI. To use and punctuate direct speech**	**LI: To use relative clauses (writer's toolbox)**	**LI: To write the opening & build-up of a Sci-Fi narrative (Hot Write)**	**LI: To edit and improve a text**
Key vocabulary and key questions	**Key Vocabulary:** Adverbial, adverbs, fronted adverbials, sentence structure, commas **Key Questions** When do we use fronted adverbials? How do we use them correctly? What impact do they have on our writing? What different types of fronted adverbials are there?	**Key Vocabulary:** speech, dialogue, synonyms, punctuation, inverted commas, comma, speech marks **Key Questions:** What is the difference between direct speech and reported speech? How should dialogue be punctuated? What do writers need to do, when there is a new speaker? What synonyms for 'said' can we use instead, to give our writing more accuracy?	**Key vocabulary:** Relative pronouns, clauses, sentence structure **Key Question:** What is a relative pronoun? How can we add extra information? What is a clause?	**Key Vocabulary:** setting, character, narrative, adjectives, expanded noun phrases **Key Questions:** What is the structure of our story? Who are the main characters? Where does it take place? How can you describe the scene? Which grammatical devices would help make your writing exciting?	**Key Vocabulary:** Grammar, punctuation, synonym, antonym, conjunction, main clause, subordinate clause, word class, prefix, suffix **Key Questions:** Can you identify the main clause and subordinate clause? Can you convert the active voice to the passive voice? Can you identify where the missing punctuation should go?
Activities	Children will use their knowledge from today's learning to plan ideas for their own story setting, which they will write later in the week. We will recap figurative and descriptive language techniques including noun phrases, adverbial phrases and similes. They will describe a range of pictures of their intended setting and character, generating a bank of language to be used later.	Children will learn that all the words spoken by a character, must be inside the speech marks, for which the correct term is 'inverted commas''. Explain that all punctuation for that particular piece of dialogue must be inside the inverted commas. Just like any new sentence, speech must start with a capital letter. Children will then practise this with a range of games and questions.	Children will look at the grammar focus of relative clauses and how these are used to enhance their writing. Children will apply the skills learnt to write their own relative clauses after identifying them within grammar questions.	Children will use their plan from Monday's lesson to write the start of their science fiction narrative based on the story 'Alien Landing'	Using editing cards and Writers' Toolbox, children edit their writing to ensure a better balance of sentences and accurate use of punctuation.

Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Reading Strategy 4- Identify Important Words and Phrases	To explore how the writer uses language as a cohesive device	To define vocabulary using context information	To explore how the author uses figurative language	To activate concept knowledge to comprehend historical/cultural language	To explore how vocabulary contributes to meaning
	After recapping children's prior learning on 'signal language', children will explore how it is used in the text. Children will find examples of adverbial phrases, subordinating conjunctions and co-ordinating conjunctions. Children read the text and identify any unfamiliar/ new words. Children to sort the words into the chart to label it 'Tier 1, 2 or 3'	Children re-read yesterday's text and using the context, match the key words to the correct meaning. Challenge: Write their own definitions for the science working wall.	Children read the extract from 'Winter of the Wolves' and identify examples of figurative language. Answer the comprehension questions focused on word meaning.	Children read the Anglo-Saxon text (extract from winter of the wolves) and complete the mind map, extracting key information about housing, food, clothes, transport and society.	Children read two versions of the same text. One has generic, basic vocabulary that doesn't allow the reader to visualise well. Once issues around the overuse of imprecise language are identified, children read the second, improved text and compare the impact on the reader's ability to understand.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To add whole numbers with more than 4-digits using formal methods	**L.I: To subtract whole numbers with more than 4-digits using formal methods**	**L.I: To check answers of addition and subtraction questions using rounding**	**L.I: To use inverse operations to check answers of formal addition and subtraction sums**	**L.I: To solve multi-step addition and subtraction problems using formal methods**
Key vocabulary and key questions	**Key vocabulary** Addition, subtraction, columnar, formal methods, place value **Key questions** • 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?	**Key vocabulary** Addition, subtraction, columnar, formal methods, place value **Key questions** • 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?	**Key vocabulary** Addition, subtraction, columnar, formal methods, place value **Key questions** • 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?	**Key vocabulary** Addition, subtraction, columnar, formal methods, place value **Key questions** • If I add a number to another to get a total, what do you need to do to the total to find my original number? • If I subtract a number from another to find the difference, what do you need to do to the difference to find my original number? • What does an inverse operation do? • What operation is the inverse of addition? • What operation is the inverse of subtraction?	**Key vocabulary** Addition, subtraction, columnar, formal methods, place value **Key questions** • What is the key information in the question? • What can you work out straight away? How does this help you to answer the question? • How can you represent this problem using a bar model? Which bar will be longer? Why? • Do you need to add or subtract the numbers at this stage? How do you know? • How can you check your answer?
Introduction	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 to estimate the answers to both additions and subtractions. They also review mental strategies for estimating answers.	Children can use bar models or part-whole models to establish families of facts that can be found from one calculation and then use inverse operations to check the accuracy of their calculations.	In this small step, children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step.
Activities	**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. **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.				

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Reading

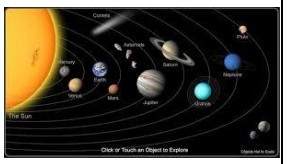
Daily for 20 minutes

As well as reading your banded book from school, use your Reading Plus to read and answer questions on a text.

Remember to write this into your diary each time too!

Science

L.I: To explain day and night and the apparent movement of the sun across the sky



Children will be looking how we are able to experience night and day due to the Earth's rotation. Children will then look at how the length of daylight changes throughout the year due to the change in the Earths tilt and what causes seasons in a year.

Topic - History

L.I to recognise the changes in Anglo Saxon religion over time

Children will recap their prior learning, where the Anglo Saxons came from and where they settled. Children will look at the change in Anglo Saxon religion from Paganism to Christianity and how this occurred.

Music/ D&T / Computing

Music

LI: To select a section of a tune and perform it as a loop

Pupils will be using or creating fragments of the Somewhere over the Rainbow tune which can then be looped, using their knowledge of how to play the melody from Lesson 3.

They will then be playing these over a drum beat practise playing it as a loop (over and over), before introducing a backbeat.

DT

LI: To create a mood board to help inspire and generate a range of design ideas.

Children will learn about mass productions and one- off productions thinking about what they will be using for the production of their own card.

Children will then go on to thinking about the appropriate colours, themes, and emotions they can use for their design criteria from lesson 1.

Computing

LI: To be aware that not everything online is true

Children will work on being able to recognise that not everything online is true and how to effectively question an online source. They will understand that anyone can create a website by looking at a purposely hoax site. They will suggest ways of checking validity of websites that seem untrustworthy.

PSHE / RE

PSHE

LI: To understand rewards and consequences.

Children will discuss what a reward is and the different types of rewards they can receive such as physical rewards (medals and certificates) and well as abstract ones (feeling proud of yourself and accomplished). Children will also consider what a consequence is and the different consequences they can experience. Children will create a poster about the different rewards and consequences that have been discussed in the lesson.

RE

LI: To understand how pilgrimage shows commitment to God

Children will watch a video all about Hindu pilgrimage and why it is important for Hindus to complete a pilgrimage during their lives. They will then sort a range of words into a Venn diagram of whether they are to do with pilgrimage or holiday and identify the differences between the two.

PE / Spanish

Football

LI: To develop defending skills to gain possession

Children will work on their defending positioning to regain possession of the ball from an attacker.

Dance

LI: To use unison and canon in a self-devised dance piece

Children will continue to work in their groups and will add to what they have come up with so far and will ensure to include a movement done in canon as well as their unison movement from the previous week.

Mi Casa

L.I To develop how to use the negative structure "En mi casa no hay…"

Children will be developing their knowledge of Spanish words for rooms in the home. Using the 10 nouns we have learnt in this unit children will be learning the negative form of the sentence structure "En mi casa no hay…" (In my house there is not/ there is no). Children will be asked to write sentences using both the positive and negative form in Spanish.

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Homework

Hello, Fantastic Year 5!

This grid contains homework for you to complete over the next week. We expect to see it completed by Tuesday 6th October. Please continue to practise your times tables and develop your love of reading further!

Thank you,

Mr Brain, Miss Conway, and Miss Sheikh 😊

Reading & Writing

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.

Reading Plus & Bug Club –

Login to Reading Plus and Bug club to complete some of the assigned activities.

WRITER'S TOOLBOX

Log in to Writer's Toolbox to complete the daily challenge or your learning journey or do your own piece of writing linked to our topics in school such as the Anglo Saxons or Space. Use the most appropriate writing tool for the genre you are

Spelling and dictation –

What is the spelling pattern this week? Words with the *long* vowel sound /i/ spelt with 'y'

apply	**supply**
identify	**occupy**
multiply	**rhyme**
cycle	**python**
hygiene	**hyphen**

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

MyMaths.co.uk

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

Topic

This week, we would like you to research a famous/significant Anglo Saxon and compose a fact file about them.

Possible individuals:

- **King Vortigern**
- **King Canute**
- **Horsa**
- **Athelstan**
- **Alfred the Great**
- **Edward the Confessor**

Make it colourful and factual.

Research:
-Who they were
-When they lived
-Why were they interesting?
-How did they have an impact and why are they remembered by historians?

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

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writing.			