Weekly Overview of Learning

Year Group: 5

Week beginning: 29.01.24

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English	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI To summarise a story using graphics	LI: To identify features of a text	L.I to give the meaning of words in context	LI To connect to a character in role	LI: LI To apply knowledge of sentence structure to my writing
Key vocabulary and key questions	Key vocabulary: Summarise, story maps, graphic, chronological Key questions: • What does summarise mean? • What skills do we use when we summarise? • When summarising a story, why is chronological order important? • When we summarise, do we need to include superfluous information?	Key vocabulary: structure, language, context clues, subject specific/ historical vocabulary Key questions: • What makes a good story? • How should a story be organised? • What language helps the reader to sequence events? • What context information does the author need to give the reader so they can visualise?	Key vocabulary: Define, definition, vocabulary, understanding, reading strategies Key Questions: • What do we do if we are unsure of a new word? • How do we work out its meaning? • What strategies can we use? • Do you know a synonym for this word?	Key vocabulary: Role on the wall, traits, infer, predict, character, emotions Key Questions: • How do we know how this character is feeling? • How do these characters compare? • What can you tell about this characters' personality from this image / sentence?	Key vocabulary: Relative clause, embedded, subordinate, conjunctions, varied, sentence structure Key Questions: • What is a clause? • How do we know the difference between a main and subordinate clause? • Which relative pronoun fits here?
Activities	With a familiar story, Children put the pictures in order to retell the story. Explain to children that by putting the pictures in order, they have essentially created a story map. Today they will be doing that for our model text.	Children to rank features of a story in order of importance (as per their opinion) and then feed back to the class, justifying their ideas. Teacher to model identifying the features of an adventure story.	Looking at new vocabulary and how we are able to understand the meaning by reading the rest of the sentence. Using our class novel, children will match definitions of new vocabulary and then find synonyms for these words.	Children will develop the characters of our class text. Children will use 'Role on the wall' to help understand the character's personality traits and appearance. After this, children will use their knowledge to develop their S&L skills with Hot seating. vocabulary and then find synonyms for these words.	After looking through slides, children practise the new sentence types on their whiteboards. Using this structure, children will write their own varied sentences about the characters in our class text. Children will identify which clause they have used.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To recognise and understand the different question formats for retrieval	LI: To use retrieval strategies to answer questions based on a text.	LI: To use retrieval strategies to answer questions based on a text continued.	LI: To independently use retrieval strategies to answer questions based on a text.
Activity:	Children will be looking at a range of retrieval questions that can appear within their reading booklets and discussing steps to success and potential pitfalls they need to be aware of.	Children will be focussing on some of the questions they viewed in the previous lessons and using the discussed strategies to answer questions based on the text together as a class.	Children will be focussing on more of the questions they viewed in the previous lessons and using the discussed strategies to answer questions based on the text together as a class	Children will be using the strategies they discussed for retrieval throughout the week to answer questions based on a text independently.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To multiply mixed numbers by an integer	L.I: To calculate a fraction of a quantity	L.I: To find fractions of an amount	L.I: To use fractions of an amount to find the whole	L.I: To use fractions as operators
Key vocabulary and key questions	• How could you partition this mixed number? • When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator? • What do you need to do if you have an improper fraction in your answer? • Have you written your answer in its simplest form?	• How can you share equally? • How do you know the counters are in equal groups? • If you know 1/? of a number, how do you find 2/? of the number? • How do you find a fraction of an amount?	• What is the relationship between 1/? of a number and 2/? of a number? • How do you find a fraction of an amount? • How can you find a fraction of a 3-digit number?	• What is the same and what is different about finding a fraction of an amount and finding the whole? • If you know that one equal part is, what must all the other parts be? • If you know one equal part, how can you work out the whole?	• Is the denominator of the fraction a factor of the number you are multiplying by? Why is this important? • How would you write this improper fraction as a whole number/mixed number?
Introduction	Children multiply mixed numbers by integers. Children need to be secure in their understanding of multiplying proper fractions by integers before multiplying mixed numbers. Once children are secure in using the methods, they can explore questions where in the answer, the fractional part of the calculation is greater than 1 and needs converting to a mixed number before combining the totals.	Children calculate a fraction of a quantity. Children begin by using real-life objects or counters and sharing them into equal groups. This helps children to identify the relationship between dividing by the denominator and multiplying by the numerator. They start by finding unit fractions of amounts and, when they are secure in their understanding, move on to non-unit fractions	Children find fractions of amounts, show links between finding unit fractions of amounts and non-unit fractions of amounts. Children initially use times-table facts, once secure children can compare two calculations, for example 2/3 of 30 and 4/5 of 20	Children build on their understanding of finding a fraction of an amount, as they use a fraction of an amount to find the whole. Children identify that if they know one equal part, they can use multiplication to find the whole. Once this is secure, children move on to finding the whole from a non-unit fraction. They should start by identifying what one part is to help them work out the whole	Children look at fractions as operators. They should recognise the connection between finding a fraction of an amount and multiplying a fraction by an integer. Firstly, children are encouraged to both find fractions of amounts and multiply fractions, and to identify patterns. It may be appropriate to recap converting improper fractions to whole numbers/mixed numbers. Children should also recognise that commutativity of multiplication can be used, for example 1/3 of 6 is the same as 6 × 1/3. .
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
Daily for 20 minutes Use your **reading plus login**, Bug Club or Doodle English to read and answer questions on a text. Remember to write this into your diary each time too!!	**L4 L.I:** LI: To investigate how properties of materials affect their use. Children will be conducting their own experiment by investigating different materials are affected due to their properties. Children will see if the different properties affect the way in which we can use the materials.	**L4 L.I to compare aspects of life from two civilisations.** Children will be learning about the Vikings way of life. Children will learn and discuss the different roles Vikings had, their homes, laws, and hierarchy. Children will then compare the Vikings way of life with the life from another time period which they learnt about during their time at APS.

Music/ D&T	PSHE / RE	PE / Spanish
Music - L4: LI: To create a piece of music inspired by a single colour. Children will be following on with their learning this topic using musical scores. Children will then create their own piece of music based on a colour they are presented with. **DT -L4: To create a product using mechanisms.** Children will be using their design and their understanding of mechanisms to create their products of a pop up card.	**L4 PSHE** **LI: To understand the dreams and goals of others** Children will be discussing their dreams and goals and why they would like to achieve these as they go through their life. Children will be discussing if they believe that everyone's dreams and goals are the same or if others have different aspirations. Children will be discussing how people from different parts of the world may have different goals to us. **RE L4 LI: To explore my own thoughts about the Hindu belief that Brahman is everywhere and in everything** Children will be following on from their learning from about Hindu beliefs and consolidating their understanding. Children will write about their understanding of Brahman and how Brahman impacts lives.	**Spanish - LI: To learn how to read a weather map and describe the weather in different parts of Spain.** Children will be using their knowledge of the weather in Spanish to look at a weather map and discussing what the weather is like in different parts of Spain. **PE - L4– LI To develop catching skills to get an opponent out when under pressure.** Children will be using their understanding of the rules of dodgeball to develop an understanding of timing to catch. Children will practice catching the ball at pace and in different directions. Children will then develop an understanding of when to catch the ball during a game and putting into practice.

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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 6th February . 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
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 mins**	**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 4 Homophones & Near Homophones stationary stationery steal steel wary weary who's whose fate fete	**MyMaths** **Long multiplication** Starting to multiply fractions. Multiplying unit and non- unit fractions by an integer.	This week, we would like you to: **Research a Viking myth/saga/story and rewrite it into your own words.** **Things to include:** - **Pictures** - **Descriptions.** - **Interesting vocabulary** - **Punctuation** - **Adverbials.** **Some you could write about are:** **Odin's eye** **Thor's fishing trip** **Fenir the wolf** **The punishment of Loki** https://www.storynory.com/category/myths/norse/ We can't wait to hear them! *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.*