


Weekly Overview of Learning

Year Group: 5

Week beginning: 30.10.23

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 plan an explanation text	LI: To use features of an explanation text	LI: To apply knowledge of adverbials of possibility	LI: To compose a poem about the weather (cold write)	LI: To write from a different perspective
Key vocabulary and key questions	<p>Key Vocabulary: Features, identify, explanations, explanatory, boxing up, concise, planning</p> <p>Key Questions What features are in an explanation text? How does an explanation text differ to instructions? What structure do we need for an explanation text? How do we have day and night?</p>	<p>Key Vocabulary: Features, identify, explanations, explanatory, causal conjunctions, technical language</p> <p>Key Questions What are the features of an explanatory text? Can you identify any in this text? How does day occur? What technical vocabulary is important?</p>	<p>Key vocabulary: Adverbials, uncertain, certain,</p> <p>Key Questions: What is an adverb? Where do adverbials go in a sentence? What's the difference between an adverbial and a fronted adverbial</p>	<p>Key Vocabulary: Independent, compose, poetry,</p> <p>Key Questions: What poetic devices can you remember? What makes a good poem? From the image, what do you think is happening?</p>	<p>Key Vocabulary: Perspective, diary, emotions, journey, recount, first person,</p> <p>Key Questions: What journey do you think a raindrop goes on? Can you think of all the place it mat visit? Why are diaries a useful genre of writing? Which emotions might the rain drop feel and why?</p>
Activities	Children will plan an explanation text. They will be explaining how we have day and night. Think about what you want each paragraph to be about.	Children will be using their plan from the previous lesson to write an explanation text about how day and night occurs on Earth. They will use their previous lesson to help them include all the features and their science lesson which will help to include technical terminology.	Children will go through the slides, looking at adverbials. Children will identify whether they are certain or unlikely to happen. Children will apply their learning to grammar questions.	Children use the information given, the pictures and the word banks to complete their task – a poem. This is a cold task and will be on blue paper. From this task, teachers will set the targets for the rest of the unit.	Children will look at video and picture stimulus to help aide their writing. Children will write a diary entry from the point of view of a raindrop. They will think about its emotions while on its journey.

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	LI: To understand the skills of inference and use it to answer questions.	LI: To use the skill of inference to answer questions.	LI: To use inference skills to answer questions about a text.	LI: To use inference skills to answer questions about a text.
Activity: 	Children will be learning about the reading skill of inference and how we can use inference to figure out what is happening in a picture, story, or shows.	Children will read a passage and use their inference skills to picture what the text could look like. Children will draw what they imagine the scene looks like and discuss what clues they found in the text to create this image and how they have used it to support their drawing.	Children will be looking at the two of the inference question types (tick it and 5W's and H questions) that can appear in reading papers. Children will learn how the question down to enable them to answer the question correctly.	Children will be looking at the two of the inference question types (Multiple answer, and extended response) that can appear in reading papers. Children will learn how the question down to enable them to answer the question correctly.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To multiply whole numbers by 10, 100 and 1,000	LI: To divide whole numbers by 10, 100 and 1,000	LI: To multiply and divide whole numbers by multiples of 10, 100 and 1,000	L.I: To identify, name and write equivalent fractions of a given fraction	L.I: To recognise and use cubed numbers
Key vocabulary and key questions	<ul style="list-style-type: none"> • In what direction do the digits move when you multiply by 10/100/1,000? • How many places to the left do the digits move when you multiply by 10/100/1,000? • When you have an empty place value column, what digit do you use as a placeholder? • How can you use the result of multiplying by 100 to help you multiply a number by 1,000? 	<ul style="list-style-type: none"> • What direction do the digits move when you divide by 10/100/1,000? • How many places to the right do digits move when you divide by 10/100/1,000? • How is dividing by 10, 100 or 1,000 linked to multiplying by 10, 100 or 1,000? • How can you use the result of dividing by 100 to help you divide a number by 1,000? • What does "inverse" mean? 	<ul style="list-style-type: none"> • Will multiplying/dividing by 20 give an answer that is less than or greater than multiplying/dividing by 10? Why? • How can you break down multiplying/dividing by into steps using powers of 10? • What is the same and what is different about the two calculations? • How can you use inverse operations to find related calculations? • When do numbers have common multiples that are lower than their product? 	<ul style="list-style-type: none"> • What does "equivalent" mean? • What is a unit fraction? • When are two fractions equivalent? • How can you use the model to see if the two fractions are equivalent? • How do you use a fraction wall to find equivalent fractions? • What multiplication / division facts can you use? 	<ul style="list-style-type: none"> • What does "equivalent" mean? • When are two fractions equivalent? • How can you use the diagram to see if the two fractions are equivalent? • How can you use your knowledge about unit fractions to help with non-unit fractions? • How do you use a fraction wall to find equivalent fractions? • What multiplication/division facts can you use?
Introduction	In this small step, children revisit multiplying whole numbers by 10 and 100 (introduced in Year 4), and move on to multiplying whole numbers by 1,000	In this small step, children revisit dividing numbers by 10 and 100, and move on to dividing whole numbers by 1,000	In this small step, children build on previous learning and begin to multiply and divide by multiples of 10, 100 and 1,000.	This small step focuses on how unit fractions can be expressed in other forms. Children move on to find fractions equivalent to non-unit fractions in the next step and use this learning throughout the block.	Building from the previous step, in this small step children find fractions that are equivalent to a non-unit fraction.
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><u>Daily for 20 minutes</u></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><u>L1 L.I: To describe sexual reproduction in flowering plants.</u></p>  <p>Children will be learning about the male and female parts of plants which are used in the reproduction process. Children will explain how through the process of pollination plants can reproduce sexually.</p>	<p><u>L6 L.I To communicate knowledge</u></p>  <p>Children will showcase their learning from this unit by creating a double page spread answering the questions 'What was life like in Anglo Saxon Britain?'</p> <p>Children will present their work however they wish, identifying the key features of life in Anglo Saxon times.</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><u>L1 LI: To sing a traditional African song unaccompanied.</u></p> <p>Children will be introduced to the African song "Shosholozza" and its origins. Children will learn the pronunciation of the words within the song and will then sing along.</p> <p><u>L4: LI: To create my final electronic greeting card with a functional series circuit.</u></p> <p>Using the design sheet from the previous lesson children will choose their favourite design. Children will make an improved version with annotations, explaining the materials they will need and how their design meets their design brief. Children will then make their final design including an electrical circuit.</p>	<p><u>L1 PSHE LI: To understand how differences can cause conflict</u></p> <p>Children will be learning about conflict and thinking about how we can resolve or avoid conflicts from happening. Children will then be given a scenario and they will be asked to discuss what the differences and similarities are and how we can prevent conflict from happening within the scenario.</p> <p><u>RE L1 LI: To consider the reliability of eye witness accounts</u></p> <p>Children will discuss what an eyewitness account is and what it means for someone to be an eyewitness. Children will watch a video and create their own eyewitness accounts of the video and compare accounts with their partner focussing on the similarities and differences. Children will then discuss what the positives and negatives can be of an eyewitness account for certain scenarios.</p>	<p><u>L1 L.I To recognise, recall and spell the seven days of the week in Spanish.</u></p>  <p>Children will be learning how to say, read, and spell the days of the week in Spanish and writing the vocabulary into a sentence. "Hoy es" (today is....)</p> <p> <u>L1- LI To develop passing skills for rugby.</u></p> <p>Children will be learning the techniques for passing in rugby ensuring they are passing backwards.</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 7th November 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 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.

doubt
lamb
debt
thumb
solemn
autumn
column
knight
knuckle
knot



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

Dividing by 10 and 100

This week, we would like you to:

Do at least 30 minutes on Reading Plus this week.

Your teacher will be checking your time to see that you have been doing it

Remember to put your research into your own words or find a definition of a word you are unsure of.

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.