Weekly Overview of Learning

Year Group: 5
Week beginning 5.12.22

*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**	**Friday**
	LI To understand a character	**LI To write a character description**	**LI To write an opening for a story from another culture**	**LI To compose a problem for a story from another culture**	**LI To publish my narrative**
Key vocabulary and key questions	**Key Vocabulary:** **Role on the wall, character traits, personality, feelings** **Key Questions** **What emotions does our character have?** **How can you show this emotion?** **Which adjectives are helpful?** **can you use movement to describe your character?**	**Key Vocabulary:** **Character description, emotions, appearance, traits, personality, infer** **Key Questions** **Why do you think your character feels this way?** **Which simile would be good to describe them?** **How can you improve this word?**	**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:** **Build-up, problem, description, grammar, paragraphs, cohesion** **Key Questions** **What is the problem? How is this resolved?** **Which grammatical devices would help make your writing exciting?**	**Key Vocabulary:** **Edit, publish, corrections, narrative** **Key Questions** **How can we edit our work?** **What would a reader look for in an entertaining story?**
Activities	Using 'role on the wall' children will describe their characters traits for their own story. They will think about personality, thought and feelings as well as their movement and body language. We will compare this to the characters we already know from our class text.	Using children's work from the previous lesson, children will write a description about the character from their own story. They will be focusing on personality as well as appearance.	Children will use their Boxing Up plan to write the start of their own version of Journey to Jo'burg, using chapter 3.	Children will use their Boxing Up plan to write the middle of the story, introducing the build-up and the characters problem in their narrative.	Children will edit and publish their narrative. They will think about how to improve their writing.

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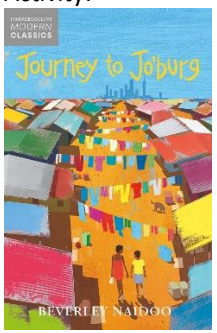
Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Learning Intention	**LI: To visualise a setting / character**	**LI: To apply prior concept knowledge to visualise**	**LI: To retell a story using images**	**LI: To discuss words and phrases that capture imagination**	**LI: To explore figurative language and the effect it has on the reader**
Activity: 	Children will play a game of Guess Who to practice using adjectives in their guesses. Children will then think about what is important to have in a character / setting description. They will then write a descriptive sentence and then improve their partner's sentences	Children will write their own expanded noun phrase about South Africa using their background knowledge. Children will then have a sheet and need to read the text and draw in the space what they visualise.	Children will see a story map of a familiar story and need to identify what the story is. They will draw images for their partner to guess their story.	Children will listen to an extract from Journey to Jo'burg and draw what they visualise in their heads and label their drawing.	Children will recap on what hyperbole, simile and metaphor are. They will then write five sentences about some images from Journey to Jo'burg using those language features.

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Maths	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	L.I: To subtract fractions from a mixed number – breaking the whole	L.I: To subtract two mixed number fractions	To consolidate knowledge of fractions	L.I: To consolidate knowledge of improper and mixed numbers/ and mixed to improper fractions.	L.I: To use and apply knowledge of fractions to solve word problems
Key vocabulary and key questions Introduction	Which fraction is greater? 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?	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?		What does each part of a mixed number represent? What is an improper fraction? How many ? are there in one whole? How many ? are there in wholes? How many ? are there altogether in the mixed number? How can you write this as an improper fraction?	What diagrams could you use to support you? 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?
	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. Possible methods include counting back from the given fraction, providing the denominators are equal. This could be supported by the use of a number line. As in previous steps, either the denominators are equal, or one denominator is a multiple of the other.	Children learn to subtract one mixed number from another. Children begin by looking at simple cases where they partition two mixed numbers, then subtract the wholes and subtract the fractional parts. They then progress to more complex problems where they need to find a common denominator and/or break the whole.	Apply knowledge and understanding to arithmetic and problem-solving questions. Mark as a class and discuss answers. Pupils targeted in intervention and therapies, those with misconceptions.	An improper fraction is one where the numerator is greater than or equal to the denominator and a mixed number consists of an integer and a proper fraction. Understanding the whole is key to their understanding. Children convert from mixed numbers to improper fractions by identifying how many of the equal parts each whole is worth and using this to work out how many equal parts are needed for the integer part of the mixed number. They then add on the number of parts in the fractional part of the mixed number and finally write the answer as an improper fraction.	This lesson children will solve a range of fraction word problems using the knowledge and skills learnt during this program of study. Children will be encouraged to show reasoning and problem-solving skills and apply RUCSAC strategy where needed.
Activities	Starter: Flashback 4 Lesson content: Review, recap and consolidate, recording task/s in books. Extension: Reasoning and Problem Solving - Reasoning problems	Starter: Flashback 4 Lesson content: Review, recap and consolidate, recording task/s in books. Extension: Reasoning and Problem Solving - Reasoning problems	Starter: Flashback 4 Lesson content: Review, recap and consolidate, recording task/s in books. Extension: Reasoning and Problem Solving - Reasoning problems	Starter: Flashback 4 Lesson content: Review, recap and consolidate, recording task/s in books. Extension: Reasoning and Problem Solving - Reasoning problems	Starter: Flashback 4 Lesson content: Review, recap and consolidate, recording task/s in books. Extension: Reasoning and Problem Solving - Reasoning problems

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Computing	Science	Topic
LI: To identify that video can be improved through reshooting and editing Children will answer a variety of "always, sometimes, never" questions about shooting videos. They will then think about what parts of their videos they would like to edit or reshoot and use an editing app on the iPads to edit their videos to make them as good as they can be.	**L.I: To apply the knowledge of a life-cycle of an insect in writing** Children will recap on an insect's life cycle and what is meant by 'complete' and 'incomplete' metamorphosis. They will discuss the dung beetle and look at the life cycle and will write a diary entry in role as the dung beetle.	**LI: To use atlases and maps to plot physical features of a city using grid references** Children will compare three types of maps and identify what is different about them. They will then look at and draw a plan view map of Johannesburg. They will then do a key for the main parts of their map. They will then identify the features of and draw a thematic map of South Africa. Children will then repeat the process for a sketch map.
Art	**PSHE**	**Spanish**
LI: To design an African sunset landscape Children will think about the composition of a silhouette, then paint their backgrounds and cut out their animals from black card and stick on top.	**LI: To compare my life with others around the world** Children will think about the most important things in their lives and how that compares to children in Ghana. They will then make a mind map in their book about what happiness is and what it means to them.	**LI To learn how to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?)** Children will learn how to ask and answer the question when is your birthday to each other and how to answer it correctly.
Music	RE	PE
L.I: To play and perform in solo and ensemble context Children will perform their 'shosholoza' song with accompaniment of percussion instruments and dance moves.	**LI: To explore how stories hold meaning** Children will complete a worksheet answering the following questions: What do you know about the story of Jesus' birth? What does Jesus' birth mean to Christians? Is the Christmas story true? Does this matter to Christians?	**LI: To be able to apply the rules and tactics you have learn** Children will encourage and support in others in their team. Once they have been tagged they have three seconds to pass the ball. Place the ball down on the floor over the line using two hands.

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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 Monday 12th 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 Berryman, Mrs Hounsell and Mr Brain

Reading

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

Doodle Maths and Doodle Spell – work to reach your target

Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

Statutory spelling challenge words:

vegetable
vehicle
bruise
soldier
stomach
recommend
leisure
privilege
occur
neighbour

Maths

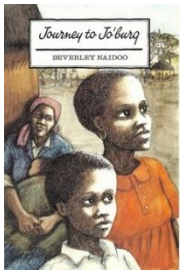
Doodle Maths & Doodle Spell – Log on to your account, - at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the **green** yet?

Topic/Other foundation subjects including writing

This week, we would like you to:



Imagine Naledi and Tiro have joined Alexandra Primary School. Write a dialogue between you and them where you show them around the school and where everything is.

Remember to use all of the speech punctuation you have learnt and remember to structure it correctly.

You can complete on paper or design on Google classroom Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday