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| **Week Commencing:** 2.11.20 This week we are learning the following in Year Five. | | | | |
| **Maths** | | **English** | | **Topic** |
| L.O: Add whole numbers with more than 4 digits, including using a formal written method.  Video link to introduce the lesson:  **https://whiterosemaths.com/homelearning/year-5/week-4/**  L.O: Practise Arithmetic skills.  Complete the arithmetic test and go through the answers with an adult. | | This week we are beginning our new unit ‘Newspaper Reports’.  We will be reading a variety of examples of newspaper reports to become familiar with the features specific to this genre of writing. We will use the example texts to locate the answers to the 5 W’s (who, where, when, what and why).  We will identify the differences between direct and reported (indirect) speech. We will then practise using both types of speech in a short report about an ‘Alien Landing’. | | This week we are introducing our new topic ‘Stargazers’.  The activities will include:   * Thinking about what we already know about space and what we would like to find out. * Learning about the ‘Space Race’ and discovering why the event was significant for Black History. * Looking at pictures of space and astronauts before creating our own space art. * Exploring different star constellations before designing our own. |
| **Notes for the week:**  *L.O means learning objective. This is the skill we focus on.*  You can also revise timestables on <https://ttrockstars.com/>  Additional activities are also provided on  <https://mathswithparents.com/>  your class code is: 5NS – 776039  5MC - 230257 | | **Notes for the week:**  Try to read a book every day. You can find E-Books on [www.oxfordowls.com](http://www.oxfordowls.com)  Complete the reading comprehension on each week. <https://readingonyourhead.com/> | |  |
| **Spelling:** | **Guided Reading: Fiction – The Jamie Drake Equation Chapter 1** | | **Guided Reading: Reading Fluency/Skills** | |
| This Weeks Spellings are words with /n/ spelled <gn>.  sign  reign  feign  align  design  consign  benign  assign  foreign  campaign  Year 5 and 6 words  cemetery  committee  communicate | L.O: Pre read  This activity asks children to make predictions based on the front cover of the book. | | L.O: Pre Read  Children read the text and annotate using different techniques for developing fluency.  Clarify unknown vocabulary and focus on one key word to use orally in a sentence.  Make a prediction based on what they have read. | |
| L.O: Introducing new spellings  Introduce the new word list. Discuss meaning of unknown words, split into syllables and sounds, work together word by word. | L.O: Independent activity  This activity asks children to complete an activity based on the text we are reading this week. | | L.O: Summarise  Children are asked to re-read the text and then summarise using first, next and finally. | |
| L.O: Year 5/6 words  Introduce this week’s Year Five and Six words. Discuss meaning, split into syllables and sounds, work together word by word. | L.O: Reading for pleasure.  Children choose a book to read independently. | | L.O: Comprehension activity  This activity asks children to answer comprehension questions. They practise using test techniques (e.g. looking at the number of marks, underlining the key part of the question and underling the answer in the text). | |
| L.O: Independent work  Practice the words independently with the spelling activity sheet | L.O: Comprehension activity  This activity asks children to answer comprehension questions based on the text we are studying this week. | | L.O: Marking comprehension activity  This activity asks children to mark the questions they answered yesterday. It is best to do this session with an adult so you can discuss your answers and correct them. | |
| L.O: Spelling test  Ask an adult to test you on this week’s words. | L.O: Marking comprehension activity  This activity asks children to mark the questions they answered yesterday. It is best to do this session with an adult so you can discuss your answers and correct them. | |  | |