



Spring Term 1 in Year 5



School Uniform

All children should wear the correct school uniform and school shoes. If they are not, the class teacher will mention to parents at the end of the day. No jewellery is permitted other than stud earrings on non-PE days. Watches are permitted in Key Stage 2, but we ask that they be analogue. Shoulder-length hair – or longer – needs to be tied back with a hairband.

PE Kit

Your child's PE lessons will be on Wednesdays. Please make sure they come to school PE ready, wearing the correct kit. Details about the school's PE kit can be found on our website.

Homework

Spellings will be set on a **Monday** and tested the following Monday by Mrs Egan.

Maths and English homework will be set by Mrs Jackson on a **Monday**. The homework should be completed and returned by the following Monday. Please encourage your child to complete the weekly homework as it will help to consolidate work completed in class.

Please mark the work at home when answers are also included.

There will be a multiplication table to learn each week.

These will be set and tested on a **Friday**. All children have access to Times Tables Rock Stars—please let Mrs Jackson know if your child has forgotten their password.

In addition, children should read at least 20 minutes at home **every day**. Please sign your child's Reading Record each time your child reads. Mrs Jackson will check Reading Records every morning during registration.

How to help your child at home

- Please listen to your child read and ask them questions about what they have read. In particular, ask your child to give their impression of the main characters, setting or relationships between characters and ask them to prove their answers, by finding evidence from the text.
- Practise the weekly spellings and find other words that fit the spelling rule. If you notice your child spelling words incorrectly, please talk to them about the correct spelling and any relevant spelling rules.
- Quiz your child on their times tables, including inverse division facts (if $5 \times 4 = 20$, then $20 \div 4 = 5$).
- Practise reading the clock, looking at timetables, converting between 12 hour and 24 hour clock times and working out time differences.
- Play games: board games, dice games (involving multiplication, division, adding and subtracting), word games, spelling games.

English

Most of the English learning will centre around our new class reader: The Eye of the Wolf by Daniel Pennac. This term we will focus on understanding narrative voice and perspective as well as interpreting inferences and making deductions. We will learn how to answer inference questions that require making a point and providing evidence from the text. Developing reading comprehension techniques will be an important part of our English work this term.

In our extended writing, later in the term, we are aiming to write an atmospheric story, which is loosely based on the novel. Our main focus will be setting description and incorporating personification and strong vocabulary. We will continue with a robust focus on spelling, punctuation and grammar. The children will be encouraged to also proof read and improve their written work, to ensure that learning is applied.

Maths

In Maths, our learning will rely on our times table knowledge, as we begin with fractions and decimals. We will recap our current knowledge of fractions, then move onto finding equivalent fractions, using fraction walls, and linking fractions to their equivalent decimal amount. We will be comparing and ordering fractions, comparing and ordering decimals, rounding decimals, then finally looking at improper fractions.

During the latter part of Term 3, we will look at angles.

The children will understand and be able to identify different angles, begin to use a protractor and understand and use angle facts to calculate missing angles. We will be using a range of manipulatives to support our learning where needed.

Once a week, Class 5 will have a focused 'reasoning' lesson where the children will have opportunities to discuss and solve problems (linked to fractions) that are given in worded form. We will continue to have twice-weekly afternoon Maths Meetings to revisit previous learning and to increase our fluency.

Topic

Hold on Tight! This term's topic is 'Scream Machine'.

We will start the term by taking a 'front row seat' on a series of roller coasters to help us set the scene for our topic. We will discuss what materials are used for the construction of these attractions and why, using scientific language to describe their properties. We will then be working scientifically to the effects of different forces, including: air resistance, water resistance and friction. Class 5 will explain how the force of gravity acts upon unsupported objects as they fall towards Earth and then later in the term, the children will undertake activities which will help them recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. This unit will be linked to Maths in the form of data, charts and recording information.

The science will lead into our design and technology, making a cam toy.



RHE

We will continue to use 'NatterHub' to explore whether using technology can negatively impact a person's health and wellbeing. The children will also consider how technology can be used in a positive manner to support their health and wellbeing.

PE

Following the key steps gymnastic framework, children will be developing skills in three areas at level 3, body management, floor exercise and Vaulting. This will include developing routines in all three areas.

RE

The main question we are going to explore is HOW CAN FOLLOWING GOD BRING FREEDOM AND JUSTICE. We will use techniques of Philosophy for Children to explore ideas of freedom and justice as well as learning how to agree and disagree and when to accept a different viewpoint.

Music

We will be using percussion to create our own roller-coaster compositions; exploring dynamics, tempo and pitch to recreate the change in motion of a roller-coaster.

Drama and Dance

This term we will continue to focus on 'Wonder', exploring the themes and characters through practical and written drama. We will also compare and contrast the book with the film. Dance and drama work will look at how we could bring Wonder to life for the stage and show the differing viewpoints evident in the text and how they impact an audience.

French

We will continue with numbers to 31 to help us express dates more accurately as well as learning weather expressions in French.

Did you know ...

Dreamland Margate is home to the Scenic Railway, the oldest working roller coaster in the United Kingdom. A brakeman is required for the ride to manually apply the brakes when needed.

There are more than 2,400 roller coasters in the world today!