



## 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; analogue is better for supporting children to tell the time, but digital is also permitted.

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

In general, homework will be set on a Monday and is due back on a Monday.

Weekly spellings will be handed out, discussed and tested the following Monday. Please make sure that your child brings in their spelling book on a Wednesday. A copy of the term's spelling list will be handed out at the beginning of the term.

Your child should read as regularly as possible, at home. Reading records are checked daily and regular reading will earn 'air miles' for your child's reading challenge. Only reading records signed by parents will count towards this term's challenge.

Maths homework will consist of arithmetic style questions. English homework will generally be a very short comprehension or grammar activity. Most activities will have answers provided. Please mark the work for your child so they can gain instant feedback and correct or discuss their answers where possible. Children should only spend 15-20 mins (approximately) on each homework task. Perhaps tell your child to focus on the questions that they feel need most consolidation, if time is short.

Please encourage your child to complete the homework each week. The work set is consolidation of previous learning and will therefore help key skills to 'tick over'. If your child struggles with the homework, please let Mrs Jackson know. Common mistakes can then be addressed in class or Mrs Jackson will find opportunities to discuss questions with individual children.

### How to help your child at home

Please take an active interest in what your child is reading. Please ask them recall and inference questions to ensure they are comprehending what they are reading and can look beyond what is written. Talk to your child about what you yourself are reading, from recipe books to the football analysis!

The quick recall of times table facts, including division, is vital for secure foundations in Maths, especially as up to 70% of our maths learning in Year 5 is linked to them: long multiplication and division, decimals, fractions, calculating with fractions and mixed numbers and then percentages.

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

English this term will centre around our new class reader, **The Eye of the Wolf** by **Daniel Pennac**. Through this text, we will focus on understanding narrative voice and perspective, as well as developing inference skills by making deductions and supporting answers with evidence from the text. This work will help children develop deeper understanding, stronger responses and greater confidence when talking and writing about texts.

Alongside our reading work, the children will produce a range of writing linked to the novel, including an instructional text and an emphatic letter. Each lesson will begin with a short *Word Aware* activity to support vocabulary development, followed by brief SPaG activities to reinforce key Year 5 grammar and punctuation skills.

Developing reading comprehension will remain a key focus throughout the term, with a dedicated comprehension lesson each week. The focus on inference, vocabulary and sentence structure supports key Year 5 reading and writing expectations.

## Maths

During this term, Class 5 will learn how to multiply fractions by whole numbers and find fractions of amounts. The children will then move on to making links between fractions and decimals, ensuring that they understand the relationship between the two, can order and compare decimals and round decimals to the nearest whole number. This unit will also involve the introduction of percentages. Towards the end of the term, Class 5 will find perimeters and areas of rectangles as well as compound rectilinear shapes.

Throughout the term, Class 5 will have opportunities to discuss and solve problems that are given in worded form.

We will continue to have Maths Meetings (when possible) to revisit previous learning and ensure it is not forgotten.

## Topic

Once again, we will have two Topic Units on-the-go at once. Both will start this term and continue into Term 4.

In science, 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 be working scientifically to explore 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, they 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. We will also discuss what materials are used for the construction of these attractions and why, using scientific language to describe their properties.

The science will lead into our design and technology which will be started before the end of the term; this will involve designing, making and evaluating a cam toy using a linkage system which has a follower to convert rotary movement to linear movement.

Our other topic this term, will be based on the local history and geography of Ramsgate. We will start the term looking at OS maps, using 6-figure grid references to locate features within our local area. We will also use maps and aerial photographs to find out how land in the local area is used today and how it was used in the past. We will compare this to data linked to the rest of England. We will use Census data to explore Belle-Vue Road, finding out a little about the people who have lived along the street since 1851.



## RE

We will learn about how Moses led his children to the promised land. The class will have a deep understanding of the journey, from the plagues sent by God, escaping the Egyptians, spending years in the wilderness and the Ten commandments and their relevance today.

## Music

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

## Drama

This term we will be working on the text *A Girl Called Owl*. We will decode the text using discussion, questioning and improvisation techniques. Alongside this we will be preparing an abridged version of *The Lion, The Witch and The Wardrobe* for performance later in the year.

## French

We will learn vocabulary associated with being able to ask and answer questions about the weather.

## PE

Following the key steps gymnastics framework, children will be developing skills in three areas at level 2 and 3: Body Management, Floor Exercises and Vaulting. This will include developing routines in all three areas such as: Mounting and dismounting a vault, analysing performance and improving their own skills.

## ICT

Class 5 will use Scratch to design a mazes and code a sprite to move around it, creating a simple interactive game.

**Did you know ...** The precursor to modern roller coasters can be traced back to the late 17th century in Russia. The "Russian Mountains" were large ice slides constructed with wooden supports, where riders would descend at high speeds.