



Autumn 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 **Wednesday**.

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. Earrings should be taped up and shoulder-length hair or longer tied back.

Homework

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

There are the weekly spellings, which will also be uploaded on Showbie. Please make sure that your child brings in their spelling book on a Friday.

Maths homework will be quite often a worksheet. Whenever possible, we will also have a copy on Showbie and children can complete the activity electronically if they wish to do so.

In particular in Maths, homework should be consolidation. If your child struggles with the homework, please let us know.

How to help your child at home

In addition to the weekly homework, your child should **read** daily for about **20 minutes**—and that can be with you as part of the bedtime routine or on their own.

However, please do take an active interest in what they read. Talk to your child about what you 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.

Our topic this term is Ancient Egypt. If you want to take an interest in it, you could start your own little research on one of these topics:

Did they have female pharaohs?

Which toys did they have in Ancient Egypt?

Why are there three pyramids or are there even more?

How did Tutankhamun die?

Or have your own question and investigate!

English

The term starts with exploring different story genre and finding out about narrative themes and conventions. We will focus on reading comprehension strategies and improving the speed of reading and answering questions and “giving it a go”. Whenever possible, we will link texts to our topic and finding things out about Ancient Egypt.

In Writing, we will focus on secure basics: sentence punctuation, commas for fronted adverbials and spelling. There will be a strong emphasis on revising spelling rules and remembering when to apply them as well as learning the Year 5 spellings. At the end of the term, there will be a reading and writing unit linked to the poem THE LISTENERS by Walter de la Mare.

You can support your child by practising the weekly spellings as well as playing games that involve spelling, e.g. Boggle or UpWords.

Maths

We will cover: place value in numbers up to one million; rounding, addition and subtraction and—towards the end of the term—line graphs and timetables.

Whilst we will mainly focus on number work in our lessons, we will also recap Year 4 learning and continue to work on ensuring the speedy recall of table facts.

Additional learning you could do with your child at home to support their class work:

- The speedy recall of table facts up to 12 x 12 (including division facts) so that your child is able to perfect the short written methods of multiplication and division and is able to operate with fractions in Term 2.
- Playing Top Trumps Super Cars (or similar) to consolidate reading large numbers.

Topic: Ancient Egypt



Art, Science, History, Geography and DT objectives will be covered this term. From placing the Ancient Egyptians amongst other ancient civilisations to finding out about the role of a pharaoh. The children will then design their own noble headset and create a collage with their own photo of it. Mummification and how the process links to micro-organisms will be part of a science investigation, in which the children will attempt to mummify apples and tomatoes. In DT, the children will learn about clay techniques and make a Canopic jar and decorate it with a model of the god to guide to the afterlife. Using maps, atlases and information texts, the children will find out about the River Nile and its importance to the Ancient Egyptians. They will research how interlinked ancient civilisations were through trade and which goods were imported into Egypt 4000 years ago! If any child would like to undertake their own project based on the topic, we will have an afternoon set aside for the children to share their research.

Unrelated to this topic (should we have time), the children will expand their coding skills in IT towards the end of the term.

PE

Children will look to further their ability on deeply developing on their fundamental movement skills to an advance level. Once skills are established we will put these into physical practice and challenge each other in groups and think about sport specific strategies.

RE

We will focus on ‘What does it mean if God is holy and loving’. We will explore different biblical texts and discuss the connections between them. We will also show how Christians put their beliefs into practice in worship, church design and religious art such as stained glass windows.

Music and Drama

In Music, we will be exploring body percussion, drawing on musical influences such as *stomp*, and the rhythms of Brazilian Samba bands to compose and create their own ensemble pieces.

In Drama this term we are exploring the text Wonder by RJ Palacio. We will look at the themes, characters and plot through both dance and drama to allow us to show our understanding of them in a practical way.

RHE

Our big question this term is:
How can friends communicate safely?

French

As-tu un animal? The names of different pets and being able to say which ones we have and don’t have as well as like or don’t like will be our focus.

Did you know ...

Both Egyptian men and women wore make-up. The eye paint was usually green (made from **copper**) or black (made from **lead**). As well as offering protection from the sun, the Egyptians believed make-up had magical healing powers, too!