



During the Spring term, Year 5 will be learning about the following topics:

English	<p>Writing</p> <p>This term, our work in English is linked to our History topic: World War II . The children will find out what life was like during the Blitz by focusing on their senses. They will then write a diary recounting an air-raid attack.</p> <p>The children will also enjoy looking at poetry by reading a poem inspired by the Titanic called, 'In a Teardrop' by Pie Corbett. The children will enjoy exploring a variety of poetic techniques such as: rhyme, alliteration, onomatopoeia and figurative language (similes, metaphors and personification). Having spent some time finding out about the Titanic, the children will write their own versions of the poem by focusing on the senses.</p> <p>For the rest of the Spring term, the children will read the novel, 'Floodland' by Marcus Sedgwick which will be the stimulus for their writing. Floodland is set in an all too believable near future when many parts of England are submerged in water and people drift into gangs, divided due to the scarcity of resources, especially food. The main character, Zoe, has been left behind on an island which used to be the city of Norwich and discovers a boat which she wants to use to try and find her parents. She has to cope with human cruelties and frailties, but the story ends on a note of hope. This is an exciting story which raises some key questions: How would people cope? How would they respond? What would happen to individuals, families, societies? Overall aims of this teaching sequence are: ♣ To engage children with a story with which they will empathise ♣ To explore themes and issues, and develop and sustain ideas through discussion ♣ To develop creative responses to the text through drama, storytelling and artwork ♣ To write in role in order to explore and develop empathy for characters ♣ To write with confidence for real purposes and audiences.</p> <p>During the writing process, the children will be encouraged to use more advanced punctuation in their writing including using colons, semi colons, brackets, commas and dashes. They will also be thinking about using a variety of sentence openers (such as ly openers or adverbs of time) and creating links between their sentences and paragraphs (known as cohesion). At all times, the children will be encouraged to think about using ambitious vocabulary and checking the meaning, and spelling, of words using a dictionary.</p> <p>Spelling Punctuation and Grammar</p> <p>There will continue to be a huge emphasis on this to improve the quality of the children's writing. This half term, we will be looking at conjunctions (co-ordinating and subordinating); modal verbs and using commas in lists and to separate parts of the sentence. In Spellings, the children will be investigating words ending in the suffixes: ant, ance and ancy. The children will also be expected to continue practising to learn their 'orange words'. These are the words which all Year 5 & Year 6 pupils are expected to be able to spell correctly. These words are attached at the end of this newsletter for your information.</p>
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<p>Maths</p>	<p>During the main part of our lessons, we will continue to focus on number – multiplication and division. We will find multiples and factors of numbers and identify prime and composite numbers. We will also find out about square and cube numbers, learning to use the correct mathematical notation and learning to recognise square and cube numbers. In addition, we will learn how to find the perimeter and area of rectangles and compound shapes. Later in the term, we will extend our learning to rehearse short multiplication by multiplying up to 4 digits by 1 digits, using a formal written method. This will extend to multiplying 2 digits by 2 digits using the formal written method of long multiplication. Finally, we will learn how to divide up to 4 digits by 1 digits, known as short division, and extend our learning to dividing with remainders. On a daily basis, we will continue to rehearse all of our times tables facts. In particular, we will continue to developing rapid recall of multiplication facts for the 8, 9 and 11 times tables and using these to recall division facts quickly. During our mental starters, we will also be practising multiplying and dividing numbers by 10, 100 and 1000 and explain the effect.</p>
<p>Science</p>	<p>In Science, we will begin by exploring Properties and Changes of Materials. In particular, we will be revising the properties of solids, liquids and gases and deciding how we can separate mixtures through filtering, sieving or evaporating. We will also be finding out about reversible and irreversible changes. Additionally, we will be studying Earth and Space. In particular, we will try to explain how we know that the Earth, Sun and Moon are spherical. We will also find out about the planets in the Solar System and carry out our own research about each planet, including investigating how they move. Finally, we will explore the concept of 'day and night' and how day and night appear in different parts of the Earth. At all times, we will focus on the skills of working scientifically.</p>
<p>Computing</p>	<p>iOffice – iSafety Pupils will combine learning how to stay safe while on a digital device with learning how to operate Office 365 programs. The E-safety module covers: Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media.</p>
<p>Topic (History & Geography)</p>	<p>During the first half of this term, we will continue to study World War II. A particular focus will be the Blitz, the Battle of Britain and why this was a turning point in British history. We will also investigate local history by finding out about the impact of World War II on local people and the locality. This will involve listening to first-hand memories recounted by local residents and also exploring our school's log book. The children will also have the opportunity to listen to a local historian who will recount facts about how the war affected local people and the surrounding area.</p> <p>Later in the term, we will begin our <i>Geography</i> topic, Investigating Rivers in preparation for our residential trip to <i>Grasmere</i>. This will begin by recapping prior learning on the water cycle. Pupils will then investigate rivers in more detail by naming and locating some of the world's major rivers. They will find out about how rivers are formed and name each part. They will then find out about the processes of erosion, transportation and deposition. The children will also investigate river pollution, before concluding this programme of study by carrying out their own geographical enquiry about a river of their choice.</p>
<p>R.E.</p>	<p>The children will explore Islam. In particular, they will investigate the question: What is the best way for Muslims to show commitment to God?</p>
<p>P.S.H.E.</p>	<p>During our P.S.H.E. lessons, the children will explore the theme of Dreams and Goals. This will include looking at: future dreams; the importance of money; jobs and careers; dream jobs and how to get there; goals in different cultures and supporting others through charity.</p> <p>During all of our lessons, we will focus on being mindful by completing meditation exercises.</p>

Art/D.T.	<p>In Art, the children will complete projects linked to their History topic of World War II. They will create a 'Blitz picture' by producing a silhouette of the London skyline during an air raid attack. They will also produce their own propaganda poster, based on their own research of posters that were produced during World War II. Finally, the children will look at pieces of war art produced by artists. In particular, they will study <i>Guernica</i> by Pablo Picasso. They will observe and respond to images and then produce their own collage pictures in Picasso's style. The skills that the children will be taught will be line and pattern and shape.</p> <p>Later in the term, the children will enjoy completing art activities linked to our <i>Geography</i> unit, <i>Investigating Rivers</i>. They will complete a blue colour study by completing a piece of abstract art using many shades of blue (water colours), inspired by the artist David Hockney. They will then explore texture by producing a journey of a river collage.</p> <p>In D.T., the children will investigate Building Bridges. They will study different designs and structures before designing and making their own.</p>
P.E.	<p>The children will continue to do outdoor Games with the sports coach on Friday. In Dance, the children will study the Haka before creating their own movements, sequences and routines in pairs and in groups.</p>
French	<p>In developing their oracy and literacy skills, the children will be learning new vocabulary in context, for example: more clothes, the date, further phrases of celebration and greetings and French towns. They will also be using the vocabulary required to both ask and respond to more complex questions. Intercultural Understanding will be addressed through French Art and Music, through authentic French songs and finger rhymes and through traditional French stories.</p>
Homework	<p>Monday - Times Tables & Book Review (reviews to be done every 2 weeks) Thursday - Weekly spellings. *Children should also be reading and practising their times tables every day and recording this in their planners.</p>
Useful information for Parents	<p><u>Parents' Information</u></p> <p>In order to support your child's learning at home, here are a few ideas you might like to try:</p> <ul style="list-style-type: none"> - Listen, read and discuss with your child the book they are reading at the moment. Please listen to your child read every night and record in their planner. Reading can also be recorded on Seesaw. This is very important. - Play times tables games and practise division as well as multiplication facts. Visit Times Tables Rockstars. <p>Look at https://learningwithparents.com/.</p> <ul style="list-style-type: none"> - Visit your local library and make use of the books, CDs and video they offer, especially the ones related to your child's topic. - Practise your child's spellings with them - they will have a list of spellings to learn each Thursday for a test the following week.

Word list - years 5 and 6

<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
