



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

<p>English</p>	<p>This term, the children will continue to read the novel, 'Floodland' by Marcus Sedgwick which will be the stimulus for their writing.</p> <p>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?</p> <p>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>The children will also read the Anglo Saxon legend of 'Beowulf', retold by Michael Morpurgo. This will link to our History topic, the Anglo Saxons. During this unit of work, the children will enjoy writing an invitation to a great feast and they will write a news report. They will also write a non-chronological report to describe the monster, Grendel. Finally, they will write a job advertisement for a brave warrior to fight Grendel.</p> <p>Spelling Punctuation and Grammar</p> <p>The children will be continue to look at using more advanced punctuation in their writing including using colons, semi colons, brackets, commas and dashes. We will look closely at the rules for using direct speech and the children will practise using inverted commas accurately in their independent writing. We will also look at using expanded noun phrases and preposition phrases to extend sentences to make them more appealing to the reader. 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>In Spellings, the children will be investigating words ending with the suffixes '-ant', 'ance' and 'ancy'. They will also investigate words ending in 'shus', spelt '-cious'. In addition, we will continue to look at homophones, synonyms and antonyms. 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>
<p>Maths</p>	<p>We will continue to rehearse all of our times tables facts. In particular, we will continue to be developing rapid recall of multiplication facts for the 8, 9, 11 and 12 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. During the main part of our lessons, we will focus on division. In particular, children will learn how to divide up to a 4 digit number by one digit. They will also work on division with remainders. In addition, the children will explore fractions. We will find equivalent fractions and learn how</p>

	to compare and order fractions by finding a common denominator. We will also find out how to convert mixed numbers to improper fractions and vice versa, as well as how to add or subtract fractions with different denominators. We will also look at finding fractions of amounts and learn how to read and write decimal numbers as fractions and vice versa.
Science	In Science, we will find out about 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.
Computing	Children in Year 5 will practise their word processing skills by typing up pieces of their own writing for display. They will also continue to use the i-pads to carry out research and to support their learning. In addition, they will look at e-safety and find out about the importance of keeping yourself safe when using technology.
Topic (History)	During this half term, we will focus on History by studying the Anglo Saxons. Britain's settlement by Anglo-Saxons and Scots. This will include: <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms; place names and village life • Anglo-Saxon art and culture • Christian conversions - Canterbury, Iona and Lindisfarne.
R.E.	The children will explore the question, 'What is it like to be a Muslim in Britain today?' We will look in detail at Islam and found out about some of the main features of this religion.
P.S.H.E.	In P.S.H.E., children will focus on the topic, 'Dreams and Goals'. Topics covered will include: Future dreams/ The importance of money/ Jobs and careers/ Dream job and how to get there/ Goals in different cultures/ Supporting others (charity)/ Motivation. In addition, children will develop and practise various mindfulness techniques during each session to help them to relax and remain calm and focused.
Art/D.T.	In Art, the children will focus on developing the skills/techniques of Form and Balance. Wherever possible, links will be made to our History topic, the Anglo Saxons. The children will explore Anglo Saxon art and culture by designing an Anglo Saxon brooch, creating an illuminated letter, and designing and making an Anglo Saxon pot from clay.
P.E.	The children will continue to do outdoor Games with the sports coach on Friday. They will also practise tennis skills. In Dance, they will develop and rehearse routines which incorporate different styles of dance.
French	In developing their oracy and literacy skills, the children will be learning new vocabulary in context, for example: further numbers; more animals (masculine and feminine nouns both singular and plural); different French towns; more verbs; further adjectives that precede the noun and adverbs of place and time/frequency. They will also be using the vocabulary required to further express emotions and opinions and to both ask and respond to more questions. Simple negatives, immediate future tense and pronouns will all be introduced. Intercultural Understanding will be addressed through French Art and Music, through authentic French songs and finger rhymes and through traditional French stories.
Homework	Thursday - Weekly spellings *Children should also be reading and practising their times tables every day and recording this on Seesaw.

Useful
information for
Parents

Parents' Information

In order to support your child's learning at home, here are a few ideas you might like to try:

- 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 on Seesaw. This is very important.
- Play times tables games and practise division as well as multiplication facts.
- 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

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