

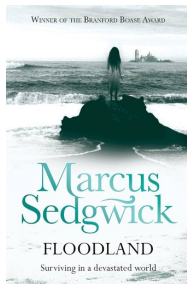


## Year 5 Spring 1

This gives you an overview of what your child will be learning in school this half term and ideas of how to support them with their learning at home.

### English

#### **Key text for this half term: Floodland by Marcus Sedgwick**



Writing unit 1: Explanation text  
Writing unit 2: Narrative  
Writing unit 3: Persuasive speech

Our reading week develops the following skills

Lesson 1: vocabulary and retrieval.

Lesson 2: retrieval, ordering and summarizing.

Lesson 3 and 4 inference.

Lesson 5: language and inference.

We are always focusing on developing children's fluency when reading aloud.

#### **Ideas for support at home:**

- Read regularly with your child. Read to them so that they can hear what good reading sounds like and get them to read aloud to you.
- Identify effective vocabulary and think of synonyms (other words which mean the same)
- Discuss how the characters are feeling and how you know.
- Discuss what characters are like and get children to identify the evidence.
- Ask them to summarise what they have read independently.

### Science

Our topic this half term is Properties and Changes of Materials.

During this topic, children will be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

#### **Ideas for support at home:**

- Look up some quick and easy experiments on BBC bitesize to try at home.
- Research a material and present your information and how and when it is used in an interesting way.
- Look at the way different solids float in water depending on their material and why.
- Research different kinds of solids, liquids and gases and whether you can change their states from one to another.

### Maths

#### **Perimeter and Area**

Measure and calculate the perimeter of 2D shapes.

Recognise squared numbers.

Understand that area can be calculated using squared numbers.

Calculate and compare the area of rectangles.

Estimate the area of irregular shapes.

#### **Fractions**

Identify, name and write equivalent fractions (visually represented) of a given fraction, including tenths and hundredths; understand that they have the same value and the same position in the linear number system.

Convert from improper fractions to mixed numbers and vice versa.

Order fractions with denominators that are all multiples of the same number.

Order.

Add and subtract fractions with the same denominator and denominators that are all multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers

(supported by concrete resources and diagrams).

Calculate fractions of an amount.

Use fractions as operators (when fractions act as a function in a calculation) e.g. know that  $\frac{1}{4}$  of 8 means  $\frac{1}{4} \times 8$ .

#### **Ideas for support at home**

- Keep practicing your child's timestables up to 12 x 12 (TT Rockstars and Doodle Maths will help with this).
- Practice key facts for short bursts of time.
- Carry out practical activities e.g. cooking or using cash in shops to get children to practice their mental calculations.
- Look for perimeters of shapes and fractions in real life contexts.



#### **Useful websites**

Top Marks—Hit the Button  
BBC Bitesize maths

### RHE Jigsaw

#### Dreams and Goals



In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

Support your child at home by discussing their goals and regularly giving them opportunities to talk about any challenges.

### MFL– French



#### Chez moi (My Home)

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.

### Computing

#### Programming (A)



In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).

### RE

#### Hindu, Sikh, Jewish and Muslim prayer

This unit uses a study of the practice of prayer in Hindu, Jewish and Muslim traditions to pose questions for pupils about prayer and their own needs for silence and peace. Questions about the importance of duty and ritual are used alongside questions about the emotions of prayer. Pupils explore the feelings - of peace, challenge or the presence of the divine - that Muslims, Jews and Hindus may find in prayer, making links to their own feelings. Opportunities to take note of similarities and differences between Hindu, Muslim and Jewish prayer are provided for the higher achieving pupils.

### PE

#### Real PE:



In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.

#### Real Gym:

In this unit, the children will learn, develop and apply all gym skills on the floor, with hand apparatus and on low apparatus through focused skill development, sequence creation and games.

### Music

#### Make you Feel my Love—Adele



All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.

**Special Focus** Over the half term, in addition to work in lessons, we will also be focusing on the following things.

**Monday 6th January: INSET Day - school closed to pupils**

**Tuesday 7th January: School re-opens to pupils for the Spring term**

Monday 20th January: After school clubs commence for the Spring term

Monday 27th January: Year 5 Mosque visit

Week beginning Monday 3rd February: Children's Mental Health week

Friday 7th February 2.30pm: Year 5 Discover Learning showcase for parents and carers

Friday 7th February: Children invited to come to school dressed in a colour to represent an emotion (for Children's Mental Health Week)

Tuesday 11th February: Safer Internet Day

**Friday 14th February 3.20pm: School closes for half term**

**Monday 17th February - Friday 21st February - Half term. School closed**

History, geography, art and DT are taught through a topic based approach. Information about your child's current topic will be sent home at the start of each new topic.