

Maths

- Times Tables! A HUGE push on these this term please! CDs, rapping, chanting however works best for your child! **These are now being tested on Wednesdays through our Times Table Challenge.**
- Find fractions using division (e.g. $\frac{1}{100}$ of 5kg), and percentages of numbers and quantities (e.g. 10%, 5% and 15% of £ 80) **(Lots on Active Learn for this!)**
- Reading timetables and use of the 24-hour clock.
- Area and perimeter
- Reading and plotting co-ordinates
- Solve one-step and two-step problems.
- Four operations and their written methods.
- Identify and describe properties of 2D & 3D shapes.
- Symmetry, reflection and translation.
- Handling data
- Drawing and measuring angles
- Problem solving

English

Writing

- Compare well-known genres e.g. science fiction and examine their features.
- Read a range of poems in various forms, analyse poems for imagery and write notes about findings
- Collect and investigate use of persuasive devices e.g. words and phrases. Design, write and edit a leaflet persuading people to visit a moon hotel.
- Balanced and one-sided arguments
- Work related to the book 'Holes' by Louis Sachar
- If time, some work will be centred on the book 'Cosmic' by Frank Cottrell- Boyce.

Reading - Develop skimming and scanning skills.

Comprehension. Supporting personal views using evidence from text.
Researching Tim Peake.

Please help your child with their daily reading!

Science

Earth, Sun and Moon

- The shape of the Earth, sun and moon.
- What are their relative sizes to one another?
- Why does the sun appear to move across the sky?
- How does the Earth move? How do shadows change?
- Why do we get day and night? What is a year? Why does the moon change shape?

Visit to Chichester Planetarium.

PE

Invasion games

Football & hockey, bench ball

Net/Wall Games

Tennis

Gym

Perform sequences of movements and evaluate own and others performance.

SPACE

Art

Using pastels - interpretation of the solar system.

Developing use of watercolours - moon paintings.

Studying the work of the artist Scott Listfield



Year 5 Spring Term 2019

Key words

Solar system	source
orbit	Earth
meteorite	season
Science Fiction	sunrise
spherical	sunset

Music

Looking at different types of music notation, e.g. graphic scores.

Developing rhythm and improvisation skills.

Computing

Google Earth - linked to geography.

Use internet and Office packages to support studies of other subjects.

Espresso coding

Geography

Understand that the Earth is a sphere and can be represented on a globe, an atlas, 2D maps and internet packages such as Google Earth.

Understand that the surface of our planet consists of a range of plates that are constantly moving due the structure of the planet.

Know that there are seven major continents.

Know what the equator is and the approximate location of it and understand that climate differs over the world.

French

Compare English with French in the planets' names and reflect on ways in which to learn the French words.

Know how adjectives are used in French eg: colour, size, characteristics.

Create sentences in French to describe planets. eg: Mars est une planète rouge.

Using the text 'Le Facteur'

Understand that nouns in French are preceded by le/la or un/une and begin to understand the concept of gender.

Be able to recognise nouns and key words in a story.

Use context and previous knowledge to help understanding of longer texts.

Correspondence with our French partner school in Eauze.

Homework activities - Spring 2019 - Class 5

Daily Tasks Children will be asked to:

- Read independently or with an adult.
- Learn weekly times tables. These will be tested on Wednesdays.
- Learn spellings from a set list - see spelling booklet and notes below. Testing on Fridays

Weekly Tasks

- Your child will be given a homework book in which to complete a range of independent tasks. They will choose the tasks from a grid containing various activities (details of how to read the grid and required expectations are in the front of the Year 5 Homework Book).
- Please encourage children to be responsible for handing in homework on time.

PE and Games

Year 5 PE and games lessons are on Wednesday and Friday afternoons so please ensure PE kits are in school on those days. Children are encouraged to have their P.E kits in Monday to Friday in case needed.

Activities you can do at home to support your children's learning:

Maths

Measuring: Involve your child in measuring activities, such as measuring length, weight, capacity and temperature in household tasks and cooking.

Money: You could involve your child in shopping and budgeting, such as adding up amounts in the supermarket, deciding which products are best value and checking receipts.

Literacy

- **Reading:** Read and discuss a wide range of texts such as newspapers, magazines, instructions (e.g. recipes), letters, advertisements, leaflets, stories and poems.
- **Writing:** Make lists, write notes, thank you letters, answer invitations, send e-mails, keep a diary, report on a football match etc.
- **Speaking and Listening:** Encourage your child to participate in discussion, to think about what they want to say before speaking and listen respectfully to others.
- **Choosing books:** Take your child to bookshops and libraries and encourage them to make choices about what they enjoy reading.
- Please also see attached the spelling list for Years 5 and 6.

Science

- **Cooking:** Encourage your child to participate in cooking activities and discuss the changes which happen to materials in this process, using vocabulary such as, evaporation, boiling point, melt, freeze, filter, sieve. Processes like evaporation and condensation can also be observed at bath time.
- **Health:** Read and discuss issues relating to health, such as the importance of a balanced diet and the different food types available, the importance of exercise and its effect on the heart and consider how hygiene is something they need to consider as they start to grow up.
- **Plants and animals:** Encourage your child to observe the variety of plant and animal life around them and discuss how they propagate, reproduce and adapt to their environment.

ICT Internet: Support your child in accessing information on the Internet and to edit it to select information that is relevant to the task in hand and to their age and ability. Highlight the importance of using the Internet safely.

These are only suggestions of some of the activities you can complete with your child. There are many ways to support their learning through talking to them about their learning and allowing them to 'teach' you what they have learned in class. Including them with real life uses for Numeracy and Literacy and using the various Internet sites and apps that are available.

Thanking you in advance for your support.

Sarah Foster

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

Year 5 Spellings

In class each week the teaching and learning in spelling is based on an objective taken from the National Curriculum. The children also learn 10 spellings each week for homework. The first 7 words contain the sound or follow the spelling rule that is being taught that week. The children choose to learn either the 3 'Check Words' or 3 'Challenge Words' to make up their 10.

Core 7 Words

There are 3 lists for the core 7 words. The children will be told which group they are in and this will be assessed throughout the year. Should spellings be too easy or too hard in a particular week then children should choose one of the other groups for that week.

Check words - These are words that the children have been taught in the past and are expected to now know how to spell correctly. Many of these are homophones e.g. there/their. The children need to know the meanings of the alternative spellings. The teacher will read the word in a sentence to test the spelling.

Challenge words - Those children who are absolutely sure they know how to spell the week's 'Check Words' should learn the 'Challenge Words' instead. (These are taken from the word lists in the National Curriculum and are words that the children are expected to know by the end of Year 6).

Tips for Learning Spellings

Follow these strategies to help you learn new spellings:

Strategies	Explanation
1. Syllables	Listen to how many syllables there are in the word and break it into smaller bits to remember (e.g. Sept-tem-ber, Feb-ru-ary)
2. Base words	Find the base word (e.g. smiling – base smile + ing ; e.g. women = wo + men)
3. Analogy	Use words that you already know to help you (e.g. could, would, should)
4. Mnemonics	Make up a sentence to help you remember the word (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants). Drawing a picture of your mnemonic can help.
5. Practise using LSCWC	Use the Look, Say, Cover, Write, Check method to practise your spellings (see below)