

### Literacy

#### **Reading Comprehension**

- understand viewpoint and compare and evaluate plays and novels;
- understand features of non-chronological texts including journalistic writing;
- articulate personal responses to literature.
- We will be reading 'Viking Boy' by Tony Bradman and some writing tasks will be based on this text.
- We will also be reading 'Holes' by Louis Sachar as part of a project with our Locality group of schools.

#### **Writing Composition**

- research and write interviews;
- plan own stories - linked to Viking myths
- prepare a story as a play script;
- develop non-chronological and journalistic writing.

#### **Grammar/Spelling/Vocabulary**

- grammatical awareness;
- sentence construction and punctuation;
- spelling strategies;
- spelling conventions and rules;
- Vocabulary extension.

#### **Speaking and listening:**

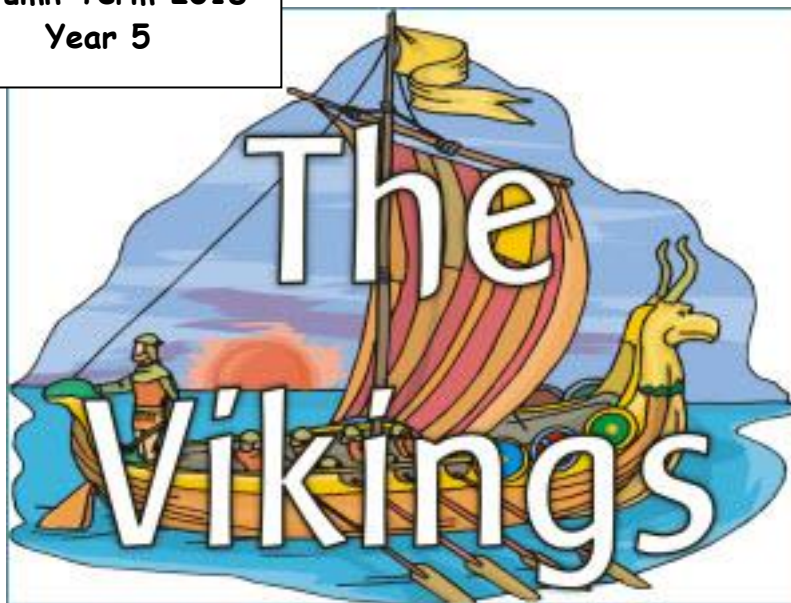
Improvise using a range of drama strategies and conventions to explore themes such as hopes and fears. Performing play scripts.

### Science

#### **Properties and changes of materials**

- 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
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

### **Autumn Term 2018 Year 5**



### Numeracy

- practice and develop oral and mental skills;
- place value/ordering, rounding, estimating;
- pencil and paper procedures, all four operations including decimal money and real-life problems;
- making decisions and checking results;
- understand multiplication and division;
- use inverse operations;
- fractions, decimals, percentages including converting from one to another, adding and subtracting;
- handling data - line graphs;
- shape and space - quadrilaterals, co-ordinates in all four quadrants;
- measures - metric units, mile/km equivalents: converting large/small;
- Time - converting between the 24 hour clock, solving time word problems, using time tables to calculate journey times.

### History

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Gods
- Food and clothes
- Viking ships
- Anglo-Saxon laws and justice

### Geography

Research the countries associated with the Vikings  
How the demographics changed.  
Map work and using scales.

### Art and Design

Research and design Viking shield designs.  
Design and make images and artefacts using a variety of methods, including developing sketching and water paint techniques - Viking longship paintings.  
Creating own compositions based on the theme.

### Modern Foreign Languages

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.

### Key topic words

Jorvik	Freeman
Slave	Archer
Gods	Thor
Odin	Long Boat
Shield	Spear
Sword	Scandinavia
Danegeld	Athelston
Invade	

### PE

**Invasion Games:** improve defending and attacking play; play even-sided mini-versions of games.

**Gymnastics:** create and perform fluent sequences of movement, including variation in speed, level and direction, show control and precision.

### ICT

Use digital camera to record work. Download information and edit material using video software packages.  
Add text, sound and effects to film and presentations.  
Use sequence, selection and repetition in programs.

### Music

Rhythm and pulse activities.

## Homework activities - Autumn Term 2018 - Class 5

**Daily Tasks** Children will be asked to:

- Read independently or with an adult.
- Learn weekly times tables as part of the school Times Tables Challenge. These will be tested on a Wednesday.
- Learn spellings from a set list - see spelling booklet and notes below.

### **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.
- Encourage your child to access their Active Learn account where tasks have been allocated that support maths learning in class. [www.activelearnprimary.co.uk/login](http://www.activelearnprimary.co.uk/login)

### **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 school from Monday to Friday in case they are 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 help them 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 your child's learning through talking to them about what they have done in class and allowing them to 'teach' you some of the concepts they have covered.

Thanking you in advance for your support.

**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' and/or 3 'Challenge Words' to make up their 10.

### Core 7 Words

There are 3 lists for the core 7 words. The children choose the group, which provides the appropriate level of challenge. These will be assessed throughout the year. Should the spellings be too easy or too hard in a particular week then children should choose one of the other groups for that week. Therefore the group of words that they study may fluctuate from week to 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 either Year 4 or 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. <b>Sept-tem-ber</b> , <b>Feb-ru-ary</b> )
2. Base words	Find the base word (e.g. smiling - base <b>smile</b> + <b>ing</b> ; e.g. women = <b>wo</b> + <b>men</b> )
3. Analogy	Use words that you already know to help you (e.g. <b>could</b> , <b>would</b> , <b>should</b> )
4. Mnemonics	Make up a sentence to help you remember the word (e.g. <b>could</b> - O U Lucky Duck; <b>people</b> - people eat orange peel like elephants). Drawing a picture of your mnemonic can help.
5. Practise using LSCWC	Use the <b>Look, Say, Cover, Write, Check</b> method to practise your spellings (see below)