



This half term (Autumn 1), Year 5 will be learning about the following topics:

<p>English</p>	<p>Writing We will begin the year by writing a non-chronological report about a unicorn which we have designed. For the rest of the half term, we will use Kensuke's Kingdom by Michael Morpurgo as a stimulus for our writing. The children will be asked to write a balanced argument about the issue: 'Should Michael and his family sail around the world?' They will also be asked to write a recount text in the form of a ship's log and an informal letter. The children will be looking at using 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 <i>ly</i> 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 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 word classes (identifying nouns, verbs, adjectives and adverbs in sentences). We will also find out about main and subordinate clauses; 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 containing silent letters and words ending in the suffixes <i>-ible</i> and <i>-able</i>. 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 6, 7 and 8 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. We will continue to rehearse rounding numbers to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>During the main part of our lessons, we will begin by looking at place value. In particular, we will rehearse reading and writing numbers up to one million in figures and words. The children will be expected to be able to identify the value of each digit in a 7 figure number and partition large numbers. They will also be expected to order and compare large numbers and round numbers to the nearest thousand, ten thousand, hundred thousand and million. The children will also investigate negative numbers and read and write Roman Numerals.</p>
<p>Science</p>	<p>In Science, we will explore Materials and their Properties. In particular, we will identify the properties of different materials, using scientific language, for example flexible, magnetic, malleable etc. The children will then identify the properties of solids, liquids and gases before going on to investigate changes of state. This will involve carrying out scientific investigations to identify soluble and insoluble materials and also considering factors which affect solubility. The children will also investigate thermal conductors and insulators and reversible and irreversible changes.</p>

Coding	Year 5 will begin to use Scratch programming to build simple input games. They will also continue to use Espresso Coding to help build their understanding of algorithms. Please look at our school website to access our Year 5 Blog.
Topic (Geography)	Kensuke's Kingdom will provide the stimulus for our Geography topic. The children will use an atlas to identify the countries, oceans and seas which Michael visits on his round the world trip. They will also identify and name the continents of the world and locate them on a world map. The children will also use atlases to identify the Equator and lines of latitude and longitude on a map. Finally, the children will carry out their own research about the Geography and culture of some of the different places which Michael visits on the 'Peggy Sue'. They will record this information in the form of a diary or ship's log.
R.E.	The children will explore the question: 'Why do some people believe God exists?' Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.
Art/D.T.	The children will look at ' Japanese Art ' inspired by our class book, Kensuke's Kingdom. They will look at pieces of art created by the artist Hokusai and produce paintings in a similar style. They will also create pictures inspired by water, for example by producing an underwater sea-scape in the style of the artist Paul Klee. They will learn how to use water colour paints effectively to mix and create different shades of blue.
P.E.	The children will continue to do outdoor Games with the sports coach on Friday. In Gymnastics, they will explore the topic of ' Bridges '. The children will also take part in weekly yoga class.
French	In developing their oracy and literacy skills, the children will be learning new vocabulary in context, for example, masculine and feminine nouns and food. They will also be using the vocabulary required to express emotions and opinions and to both ask and respond to questions. Word classes and gender will be considered and Intercultural Understanding will be addressed through French Art and Music, through authentic French songs and finger rhymes and through traditional French stories.
Homework	Reading - at least 3 times per week with an adult which should be recorded in your child's planner. Weekly book review/journal (given out Monday to be completed by the following Monday) Rehearse times tables and complete times table sheet (given out Monday to be completed the following Monday). Weekly spellings - Thursday
Useful information for Parents	<u>Parents' Information</u> 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 in their planner. - 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