

Class Teacher: Mr Fisk

Subject	Information	
English	<p>Throughout the first half-term, we will have an emphasis on enhancing our vocabulary choices, including the use of a dictionary and thesaurus. creative writing in English will be focussed on our theme of 'Early Islamic Civilisation'. We will write a biography about Neil Armstrong, detailing the life of this influential man and his journey into space. Using our knowledge and understanding from lessons in science, we will create some information texts about the planets. Spelling, grammar and punctuation sessions will happen daily throughout the week with taught spelling sessions happening regularly. Spellings to practise will be mainly be our statutory Y5 spellings. There will be target spellings throughout a term which children will be tested on regularly to check progress so <i>please help your child to practise these regularly</i>. We will also usually have a focus sound &amp; spelling patterns, e.g.-ough, ible/able, ous etc. Reading will also happen with children having a guided reading session either with an onus on our class reader 'The Girl of Ink and Stars' by Kiran Millwood Hargrave, or as a more focused group or individual read with either the teacher or TA.</p>	<p>We use the acronym P.E.E. in school (yes they find it funny): It stands for Point, Evidence, Explain. Please question your child about their reading (there are sample questions in the middle of their Reading Records) and insist that they have to prove what they are saying (point to their evidence in the text). Please ensure children are regularly practising their Year 5 spellings (there's an overview for the year in their Homework books) and being given lots of opportunities to read, write and say these words at home.</p>
Maths	<p>We will start with place value, which in Year 5 includes going from three decimal places (thousandths) to millions. We will then move on to calculation using models (bar, part-whole, etc.) and formal or standard methods, e.g. columnar addition and subtraction. Encourage your child to count and calculate whenever they can, for example: see if they can keep a rough (rounded) track of how much you've spent so far and in total when shopping. Learn the Key Instant Recall Facts (KIRFs) by doing regular daily practise for short amounts of time, i.e. 5-10 minutes. By the end of Year 4, children are supposed to know all the times tables and the related division facts, e.g. <math>132 \div 12 = 11</math>; it is essential that these are practised on a daily basis until they are</p>	<p>By the <i>end of Year 4</i>, children are supposed to know all the times tables and the related division facts, e.g. <math>132 \div 12 = 11</math>; it is essential that these are practised on a daily basis until they are secure. All calculation methods mean that children have to learn a process, i.e. I need to do this, and then I need to put that number there, and so on. If your child cannot do their times tables quickly and reliably, they are immediately double-disadvantaged: firstly, they are much less likely to get each of the steps in a calculation</p>

	<p>secure. The Key Instant Recall Facts for Year 5 that they will need to know are:</p> <ul style="list-style-type: none"> <li>• all the times tables and the related division facts</li> <li>• Factor pairs of a number, e.g. 56 has 1&amp;56, 2&amp;28, 4&amp;14, 7&amp;8 as factor pairs</li> <li>• Learn prime numbers to 30</li> <li>• Learn square numbers to 12x12 and their square roots</li> <li>• Decimal number bonds to 1 and 10, e.g. <math>0.2 + 0.8 = 1</math>, or <math>10 - 0.6 = 9.4</math></li> <li>• Learn metric conversion: <ul style="list-style-type: none"> <li>○ <math>10\text{mm} = 1\text{cm}</math>; <math>100\text{cm} = 1\text{m}</math>; <math>1000\text{m} = 1\text{km}</math></li> <li>○ <math>1000\text{ml} = 1\text{L}</math></li> <li>○ <math>1000\text{g} = 1\text{kg}</math></li> <li>○ How to convert different amounts, e.g. <math>227\text{ millilitres} = 0.227\text{ litres}</math></li> </ul> </li> </ul>	<p>correct or will simply not be able to do it independently; secondly, more of what they are having to think about (working memory) will be taken up with trying to work out the times table, rather than on the whole calculation they're trying to do, which leads to confusion and errors.</p>
History	<p>Early Islamic Civilisation. In this topic, children will use a range of sources to find about the life and achievements of the Early Islamic Civilisation. Through their investigations they will find out about; the founding and Golden Age of Baghdad; the development of the Silk Road; everyday life, beliefs and culture; some of the key events and individuals from this period. They will look at the continuing legacy of the Early Islamic Civilisation and where it fits in the timeline of the periods of history that they have already studied in previous years. We will also explore the spread of Islam, compare Early Islamic Civilisation with other civilisations at that time, and the fall fo Baghdad. The emphasis throughout the topic is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p>	<p>Children are often excited about the certain aspects of history: some children like the stories about gods, monsters or heroes; some like finding out about the military aspects; some like finding out about the cultural aspects, e.g. clothing, food, architecture. This is often a good way of them reading, building their vocabulary and comprehension skills in a subtler and directly applicable way. Obviously books are good, but safe sites like BBC KS2 Bitesize can be really good as well: <a href="https://www.bbc.co.uk/bitesize/topics/z3tg4wx">https://www.bbc.co.uk/bitesize/topics/z3tg4wx</a></p>
RE	<p>This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p>	<p>Talk to your child about places that are special to them, to you, family or friends. They can have spiritual connotations, but also can be something that holds more emotional meaning to them, for example visiting a particular place with family or friends on holiday or a peaceful place to walk to, e.g. the woods on the Chevin.</p>

<p>Science</p>	<p>Throughout this term, we shall look at a range of different forces: gravity, air resistance, water resistance and friction. In doing so, children will develop an understanding of balanced and unbalanced forces and their effects. We shall also investigate how mechanisms, like levers, pulleys and gears, help us to use smaller forces.</p> <p>We will then move on to learning about space, focusing on the relative movement, shapes and sizes of the Earth, Sun and Moon. We will look at the rest of the solar system and humanity's exploration of space; we will describe the movement of the Earth, and other planets, relative to the Sun in the solar system; describe the movement of the Moon relative to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies; and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Can they find any real-life applications of like levers, pulleys and gears around the home or outside? Do they have a bike with gears on? How do they work? Why are some gears smaller/larger?</p> <p>Do they have any questions about our universe? Can they explain the difference between a star, a planet and a satellite (moon)?</p> <p>Look out for any clear nights to do some star spotting with them. There are some really good phone and tablet apps to help with this – you might even see a planet.</p> <p><a href="https://www.winchestersciencecentre.org/learning/at-home/stargazing-guides?gclid=EAlaIqobChMlt-Lkqyyl-gIV2IBQBh3N5Ah5EAAYAiAAEgJEVfD_BwE">https://www.winchestersciencecentre.org/learning/at-home/stargazing-guides?gclid=EAlaIqobChMlt-Lkqyyl-gIV2IBQBh3N5Ah5EAAYAiAAEgJEVfD_BwE</a></p>
<p>Art and Design</p>	<p>In these lessons, the children will develop their drawings through collage and construction to transform them into sculptures. We will use marker pens to build shadow and depth, using varied line and cross-hatching techniques. They will need to think carefully about where to place their chosen pieces, thinking about how they could add both texture and form to their simple outline shapes. We will look at the work and style of the notable artist(s) Banksy and discuss how their work has been influential in modern art and the debate around graffiti.</p>	<p>Does your child do anything that is creative and that involves manipulating materials, either with their hands or with tools? They could experiment with choosing scraps of paper to build the colours within a collage, without having to colour it afterward.</p>
<p>Design and Technology</p>	<p>During this unit children will design, make or evaluate a narrative quilt, inspired by the work of Harriet Powers. This unit accompanies our topic of Space and the design brief is: imagine you wanted to tell someone a story or give an explanation as to how something happened; you could write it down or record it in various formats, but a piece of embroidery can be so visual, so tactile and so effective (we will look at the Bayeux Tapestry in summer term).</p>	<p>A great way to prepare for this unit at home is to support your child in learning how to thread a needle and complete a line of running stitch.</p>

Personal, Health & Social Education	Being me in my world, then Celebrating Difference. Using our PSHE Jigsaw scheme of work, we shall be using a range of activities to explore what it means to face new goals, understand their and other people's rights and responsibilities in their country and their school and how their choices and behaviour have consequences.	Talk about their rights and responsibilities as a citizen. Do they understand about democracy and rights, not just theirs but how they can affect other people's rights?
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Mondays, Wednesdays & Fridays – PE

Please can your child continue to come to school in their PE kit on those days.

Please could you check that your child has a full PE kit (including a bobble for long hair): trainers, shorts, T-shirt, warm top, e.g. a hoody, warm bottoms e.g. joggers.

We will be going outside as much as possible, even on the bad weather days, so please make sure your child has a waterproof coat with a hood every day.

Children can change their reading book on any day - they just need to let me know.

I'm in the playground every morning at 8.50am (except Fridays) and at the end of the school day (except Tuesdays). If you need anything beyond a quick word, either ring or email the school office and I'll get back to you as soon as I can.