

# Year 5: Rhinos

## Term 3: Spring



**RESPECT**

**INDEPENDENCE**

**CONFIDENCE**

**CREATIVITY**

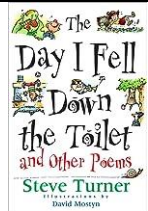
Dear Parents and Carers,

Happy New Year! I hope you have had an enjoyable break over the Christmas period, and are ready to return for a term packed with new learning.

Having thoroughly settled into Year 5, I am aware of the challenge that is growing in our learning. It is therefore important for pupils to keep up good habits with basic skills to enable them to give full attention towards learning new concepts and ensure their ability to build successfully on prior learning. This is where our homework approach encourages daily independent reading, and practising of times tables and spelling. We regularly recognise in class how many of us work at different paces with learning, however presented with the same building blocks we can all apply our best efforts to achieve well, growing in confidence and independence.

Best wishes

The Year 5 team [Mr Stafford and Miss Jones]



### English: Writing

This term we will be writing: **Non-Chronological Reports, Entertainment narrative and Performance poetry.**

We will revisit our understanding of the features of these genres, their importance, and techniques to vary our sentence styles, extending descriptions using adventurous vocabulary and accuracy with our punctuation and spelling. We will re-establish our learning habits of gathering ideas before planning, drafting and editing, making use of shared and modelled work, including that of expert authors.

### English: Reading

Our focus texts this term are: **The Explorer** by Katherine Rundell and Hannah Horn, and **The day I fell down the toilet** by Steve Turner.

We will revise our skill focus and learning behaviours through our new Destination Reader approach, drawing on shared and modelled practice and use of stem sentences to guide our responses to a text. We will focus especially on retrieval of evidence from a text to justify inferences, explanations and predication, as well as our ability to make connections with other texts and the world around us.

### Maths

This term continue work on calculation strategies, moving into formal methods for multiplication and division. This will revise our prior work with smaller numbers before increasing to multiply 4digits by 2digits and divide 4digits by 1digit, include with remainders.

We will extend our multiplication and division work to multiply and divide with fractions, understanding the function of fractions as operators, as well as then find fractions of amounts.

### Science

This term our Science unit is all about **mixtures and separation**. We will review our knowledge of different states of matter and develop understanding of mixtures and solutions, and how they can be combined or separated using sieving, filtering, dissolving and evaporation.

### Geography

We will be learning about **what life is like in desert environments**.

We will learn and summarise characteristics of desert biomes, locate and explores features of deserts around the world, describe their physical features and explore the ways in which humans use deserts. We will identify and describe threats facing deserts and explore similarities and differences to other physical environments.

### Religious Education (RE)

This term's unit will explore **how following God can brings freedom and justice**. We will develop understanding of the Exodus story in the Bible, explore the character and reactions of Moses and identify where he needed to trust God. We will reflect on how the Exodus story help Christians today when they experience tough times, and the importance of the ten commandments to bring about freedom and justice.

French	Music	Design and Technology
<p>Our unit title is <b>shopping in France</b>. We will develop confidence using numbers and prices in French, before naming different foods to buy at a French market and using vocabulary to describe quantities of different foods. We will join in and perform a short repetitive story, exploring understanding in an authentic French text.</p>	<p>This term, we will learn about the <b>South and West African music</b>. We will sing a traditional African 'shosholza' song unaccompanied before using tuned percussion to recreate it by play chord progressions. We will combine our vocal and tuned percussion skills to create an ensemble performance. We will develop call and response rhythms using percussion instruments and create eight-beat breaks for a performance.</p>	<p>In DT, our focus this term is on <b>bridge structures</b>. We will explore how to reinforce a beam (structure) to improve its strength. We will then construct our own truss bridge using spaghetti, and apply these skills to build wooden truss bridges. We will complete, reinforce and evaluate our bridges.</p>
Physical Education (PE)	Computing	Personal, Social and Health Education (PSHE)
<p>This term, we will be developing our skills in <b>dance</b>. This we development awareness of flexibility and control of our bodies, coordinating movements with flexibility, strength and balance. We will learn and create routines with musicality and rhythm.</p>	<p>We will continue our learning about <b>creating media using video this term</b>. Having understood what makes an effective video, different digital devices for recording and different techniques for capturing video and created our own storyboard, we will set about recording and reviewing footage to reshoot and edit, considering the impact of our choices when making and sharing video.</p>	<p>We begin a new unit all about our <b>Dreams and Goals</b>. We will explore our aspirations for the future, understanding that we will need money to achieve some of our goals. We will develop awareness of different jobs and careers and the potential salaries attached to them. We will consider what motivates us and compare this with goals of other young people in different cultures. We will grow in understanding of the importance of communication with others, identify ways to help, encourage and support others.</p>
<p><b>Reminders:</b> Our main <b>PE day is a Thursday</b>. Pupils may come to school in their school PE kit, which comprises of a white or coloured top related to their house and green shorts. A plain tracksuit may be worn over the top of these in cold weather.</p> <p><b>Homework:</b> Pupils are expected to maintain regular practice of core skills at home each week, including...</p> <ul style="list-style-type: none"> <li>▪ <b>Reading independently every day</b> for approximately <u>20 minutes</u>. Pupils should continue to track their reading using their green reading record book. Once a book is finished, they will complete a short quiz on Accelerated Reader in school to check their accuracy and understanding.</li> <li>▪ <b>Times Tables</b> using the various games and challenges on <b>Times Table Rock Stars</b>.</li> <li>▪ <b>Spellings</b> using the set activities on <b>Spelling Shed</b>. These will follow the taught patterns/rules to revisit the word list that we have learnt in school that week. New activities will be set each Friday.</li> </ul> <p>In additional, there may be occasions where pupils will be directed to carry out some short research or gather information relating to our learning in class, or set specific projects to extend their learning. More details to follow.</p> <p><i>Pupils to do not need to bring in anything of their own to school; this prevents it getting lost, broken or potential to cause upsets with friendships. Pupils should not wear jewellery other than a simple set of stud earrings that they are able to remove for PE lessons. Long hair should be tied back to prevent it being a distraction to learning. Thank you for your support with this.</i></p>		
<p><b>Dates for your diary:</b></p>		