

Year 5: Rhinos

Term 1: Autumn



RESPECT

INDEPENDENCE

CONFIDENCE

CREATIVITY

Dear Parents and Carers,

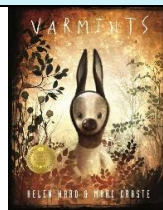
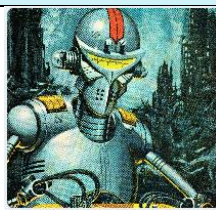
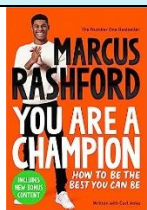
Welcome to the start of a new academic year. As they settle into Year 5, I'm sure the children will begin to notice the slight increase to the level of challenge in learning, however there will also be a greater emphasis on their independence as we encourage them to think things through for themselves and explore different perspectives and ideas. They will have additional responsibilities across the school, such as in becoming Buddies to the new reception children starting in Honeybees, helping to develop their character alongside their academic progress.

Our PE day is Tuesday – please remember that children should come to school in PE kit on this day. Please no jewellery on any day – earrings should be small studs only, as hoops can get caught when children are out on the playground.

Homework will be given out on a Friday and is expected in the following Friday. As well as this, children can complete challenges on TT Rockstars and EdShed – logins are in their reading record. Please also ensure your child is reading at least 3 times a week for a minimum of 15 minutes.

We are looking forward to having a great year as we work together to help the children achieve their best!

~ Mrs Keen



English: Writing

English: Reading

Maths

This term we will be writing:
Narrative (story retelling and adaptations), Autobiography and Diary Entries.

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.

Our focus texts this term are:
Marcus Rashford, You are a Champion by Marcus Rashford, and
Varmints by Helen Ward

Using our Destination Reader approach, we will revisit core skills of predicting, inferring, evaluating, clarifying, and summarising, developing our ability to ask questions and make connections within and beyond a text. We will establish our learning behaviours when reading, developing our discussion skills to ask questions and use evidence and reasoning to justify ideas about a text.

This term, we return to consolidate and increase the level of difficulty with **place value** and **calculation**. We will secure our understanding of each digit, working with values to 1,000,000. We will compare, order, round and adjust values using powers of 10/100/1000 etc. We will review mental and written strategies for addition and subtraction, working with numbers bigger than 4 digits. We will round to check, use inverse and solve multi-step and missing digit problems. We will revisit work on multiples and factors before exploring prime, square and cubed numbers.

Science

Geography

Religious Education (RE)

Our science topic this term is **Earth and Space**. We will understand how our understanding of the solar system came about, the movement of planets in our solar system, the moon and lunar phases, and the causes of day, night and our seasons. We will make our own sundials in which to tell the time using the Sun and appreciate the

We will be learning about **what it is like to live in the Alps**. We will locate where the Alps are in the world and identify key physical and human features of Alpine regions. We will investigate and compare similarities with our own local area in order to present a summary of our understanding.

This term's unit will explore **why the Torah is important to Jewish people**. We will explore how many Jews there are in the UK today and how we might recognise them. We will develop our knowledge of the Torah and difference about Jewish places of worship. We will explore how the Torah influence what a Jew might eat and how observing

uses of satellites and problem of space junk.		festivals might be adapted for specific reasons.
French	Music	Art/ Design and Technology
Our unit title is monster pets . We will use visual clues to find information before learning specific vocabulary to describe body parts. We will develop our understanding of nouns, genders and adjectives to develop our own Fantastic French Beast descriptions.	This term, we will learn about elements of music . This will include understanding pulse and rhythm, pitch and melody, dynamics, tempo, timbre and texture. We will identify and describe different sounds, sing simple melodies, recognise and perform music patterns, identify different instruments and appreciate the structure of a piece of music.	Our Art focus this term is drawing . We will explore how to use expressive and gestural lines to capture movement and communicate emotions. We will develop understanding of how artists use mark making and shading to create depth, and apply ideas to printmaking. In DT we will explore our understanding of electrical systems and motors . We will investigate existing products to inform our own unique designs.
Physical Education (PE)	Computing	Personal, Social and Health Education (PSHE)
This term, we will be developing our skills in invasion games . We will look at a variety of team sports, exploring strategy, teamwork and spatial awareness, as well as defending tactics and foundational movement skills.	We will learn about computer systems and networks this term. This includes understand how computers are connected together and the role they play in our lives today. We will experiment with using search engines, developing understanding about how results are ranked and why this is important.	We begin a new year returning to look at Being Me in My World . We will focus on facing challenges positively and setting goals, understanding rights and responsibilities as a citizen of our country and member of our class. We will explore making choices about our behaviour and its rewards or consequences, understanding the impact of our choices on ourselves and other people. We will have opportunity to participate democratically, voicing our thoughts and opinions while seeking to benefit our school community.

Reminders:

Our main **PE day is a Tuesday**.

Pupils may come to school in their school PE kit, which comprises of a white or coloured top related to their house and green or dark coloured shorts. A plain tracksuit may be worn over the top of these in cold weather.

Homework:

Pupils are expected to maintain regular practice of core skills at home each week, including...

- **Reading independently every day** for approximately **20 minutes**. 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.
- **Times Tables** using the various games and challenges on **Times Table Rock Stars**.
- **Spellings** using the set activities on **Spelling Shed**. 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.

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.
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.

