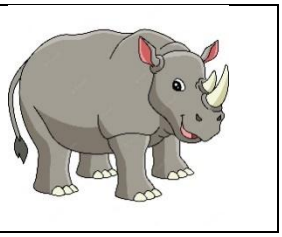
Year 5: Rhinos
Term 2: Autumn



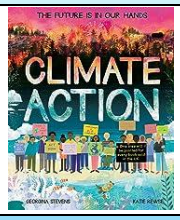
RESPECT	INDEPENDENCE	CONFIDENCE	CREATIVITY

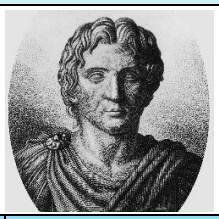
Dear Parents and Carers,
The children have all settled in very well to Year 5, taking on more responsibilities throughout the school and working on applying excellent behaviour for learning. Term 1 has raced by, and already we are at the start of the 'Christmas' term! We have lots of exciting learning to get stuck into this term.
Our PE day is every Tuesday. Please make sure that children come to school in plain PE kit – no brand names please. Long hair should be tied back every day, and please could children be reminded that jewellery and make up are not permitted in school.
Fiddle toys are sometimes useful for children to concentrate, but please speak to me or Mrs Mercer about this and we can provide one in school – please could children not bring in toys from home.
Homework is given out on a Friday and due back in by the following Wednesday. Children should also be reading for at least 15 minutes a day, and continuing to practise times tables daily.
Here's to a wonderful Term 2!
Mrs Keen












English: Writing	English: Reading	Maths
This term we will be writing: **Biographies, Entertainment narrative and Persuasive Letters.** We will continue to explore the features of different genres, developing the style and content of our writing, aware of its purpose and intended audience. We will particularly focus on improving the variety of sentences, using subordination, and for effects, such as to build suspense, or to persuade. We will be more adventurous in our vocabulary choices and accurate with a wider range of punctuation.	Our focus texts this term are: **Greta's story** *by Valentina Camerini,* **The Secret Lake** *by Karen Ingris,* **Climate Action** *by Georgina Stevens* and **Dear World Leaders** *by Aled Jones.* We continue to develop our skills through our new approach to guided reading called Destination Reader, using our learning behaviours and sentence stems to aid our discussion about what we read. We deepen our understanding by reasoning about ideas from a text, drawing on evidence whether stated or implied.	This term we continue our work with multiples, revisiting understanding of moving digits to multiply and divide by 10, 100 and 1000. We will then begin work on fractions, exploring equivalents, converting between improper fractions and mixed numbers, and comparing and ordering fractions. We will extend our ability to add and subtract with fractions, converting to equivalents with the same denominator, including with improper fractions and mixed numbers.
Science	**History**	**Religious Education (RE)**
Our science topic this term is about **Unbalanced Forces.** We will explore and describe various forces and understand their effects, including gravity, air resistances, water resistance, friction, as well as levers, pulleys and gears. We will carry out investigations into how brakes work; the best design of water missiles and of parachute; and create our own wind-powered pulley and catapults. In each case, we will collect data and draw conclusions, comparing our results for reliability.	Our History topic is **Were the Vikings traders, raiders or something else?** We will explore the Viking age by learning about Viking raids, trade, settlement, and the struggle for control of Britain.	This term's key question is **What does it mean to be a Muslim in Britain today?** We will extend our learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. We will find out about Muslim sources of authority and how they guide daily living for believers. We will also learn about ibadah and links to the Five Pillars, festivals and places of worship.

French	Music	Design and Technology
Our unit title is **space exploration.** We will learn vocabulary in French for the planets, including understanding French Sun and Moon metaphors. We will noun and adjective agreements leading to us comparing planets, before creating our own guide to the galaxy in French, as well as creating our own alien planet descriptions.	In Music, we will continue our Whole Class Instrumental learning on Ukulele, learning the chords F and G, and using our instruments to compose, perform and appraise music. We will also be using our listening skills throughout our lessons.	In DT, we will be looking at gears and pulleys on our unit on Mechanical Systems.
Physical Education (PE)	Computing	Personal, Social and Health Education (PSHE)
This term, we will continue our learning with Elite Sports, honing our skills across a range of games.	Our first programming unit of the year will focus on applying programming skills in Scratch to create a musical soundtrack for a particular genre.	We return in Term 2 to look at **Celebrating Differences.** This year, we will understand and explore different cultures, identifying ways in which sometimes people behaviour in poor ways towards each other, including rumours and name-calling, bullying and racism. We will consider the impact of wealth and poverty within a community and finish by celebrating differences seen across the world.

Reminders:

Our main **PE day is a <u>Tuesday</u>.**

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 black 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 <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.
- **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.