

Year 5 Half Termly Overview- Spring 2

Welcome to Spring 2! Time seems to be flying and we have another busy half term ahead. As always, if you could encourage your child to read as much as possible at home and complete any home learning tasks that are set, that would be great. This newsletter will provide you with an overview of the learning that we aim to cover this half term. Please don't hesitate to catch us on the door in the morning or ring school if there is anything that we can help with.

Mrs Green

In Year 5...

Mrs Mackie will continue to teach the class all day Wednesday and also on Friday afternoons.

This half term we will have PE on a **Tuesday afternoon and on Friday morning**. Please ensure that your child brings the appropriate PE kit on these days. Your child needs to bring their kit to school and get changed in school rather than coming to school wearing their kit.

Homework

Homework activities will be set each Friday and it is expected that the children complete these by the following Friday. Often, homework will be set on Active Learn to link with the learning that has been covered in class – please ask your child to request their log in details if they are unsure of these. Please encourage your child to complete any homework that is set as it will support their learning in class. As part of homework, we recommend reading every day.

Maths

This half term we will be working on the following:

Multiplication and area: The children will continue to develop the methods that they use to multiply numbers up to four digits. We will be looking at solving problems and then calculating the area.

Time: We will be reading, writing and converting analogue and digital time. We will also be reading and interpreting timetables.

Place Value: We will be identifying, representing ordering and comparing numbers up to 3 decimal places. We will also be exploring negative numbers.

Addition and Subtraction: We will be re-visiting mental and written methods for addition and subtraction.

English

We started a non-fiction unit based on non-chronological reports before the holidays. We will begin by completing this unit. The aim will be to write a non-chronological report about one of the planets in the solar system. We will be exploring unfamiliar vocabulary, rehearsing a text off-by-heart and collecting the necessary research in preparation for writing.

The key grammar skills that we will be working on are:

Complex sentences that include relative clauses.

Brackets for parenthesis.

Following this, we will be moving onto a fiction unit based on the Nowhere Emporium by Ross Mackenzie. This is a wonderful novel which I am sure will capture the children's interest. We will be innovating our own story based on a section from this story. Within the unit, we will also explore vocabulary, thoughts and feelings and will also be writing in role as the characters.

The grammar skills we will be working on are: Complex sentences where the relative pronoun is omitted. Recapping on complex sentences with ing and ed openers. Similes, in particular writing complex sentences that start with 'like.'

Spelling

- Homophones
- Common exception words
- Recognise and spell words with the /i/ sound spelt ei after c e.g. deceive receive
- Recognise and spell words containing the letter string ough
- Use of spelling journals for etymology

DT: The unit will focus on designing a pop-up book which uses a mixture of structures and mechanisms. We will be working on the following:

- Naming each mechanism, input and output accurately.
- Storyboarding ideas for a book.
- Following a design brief to make a pop up book, neatly and with focus on accuracy.
- Making mechanisms and/or structures using sliders, pivots and folds to produce movement.
- Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
- Evaluating the work of others and receiving feedback on own work.
- Suggesting points for improvement.

RE: The RE unit this half term will be based on Christianity.

Computing: Computing this half term will be based on Micro:Bit. We will be working on the following:

- Clip blocks together and predict what will happen.
- Make connections with previous programming interfaces they've used, e.g. Scratch.
- Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.
- Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.
- Choose appropriate blocks to complete the program and attempt the challenges independently.
- Break a program down into smaller steps, suggesting appropriate blocks and match the algorithm to the program

History: The History unit this half term will be focused on the Mayans. We will be exploring who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period. We will then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. We will then make a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.

PSHE: Living in the wider world

- Belonging to a community
- Media Literacy and Digital Resilience
- Money and work
- Religion and belief
- Race

PE: This half term our units will be tennis and outdoor adventurous activities.

Spanish: The children will also take part in a weekly Spanish lesson with Mrs Mackie.

Science: This half term Science will focus on Forces. We will be working on:

- Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identifying the effects of air resistance and friction that act between moving surfaces.
- Recognising that some mechanisms, including lever, pulleys and gears, allow a smaller force to have a greater effect.
- We will be looking at the scientist Isaac Newton.